

Georgia Performance Standards

Health Education

FIFTH GRADE

Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.

Elements:

a. Describe the relationship between healthy behaviors and personal health.

Examples:

- Develop strategies and skills used to promote personal hygiene.
- Identify the signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.

b. Describe ways to prevent common injuries and health problems.

Examples:

- Describe how each person can impact the health and safety of others.
- Design a personal safety plan to reduce unintentional injuries that occur in the home, school, and/or community.

c. Describe when it is important to seek health care.

Examples:

- Discuss why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed.
- Demonstrate proper procedures and basic first aid treatment for a choking victim.

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HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.

Elements:

a. Examine the influence of family and peers on personal health behaviors and decisions.

Examples:

- Identify personal health risk factors based on family history and lifestyle behavior.
- Differentiate between actual and perceived peer pressure.

b. Explain how media/technology influences thoughts, feelings, and health behaviors.

Examples:

- Explore the various “images” portrayed by celebrities and their impact on consumer health behavior.
- Describe how a pedometer or heart rate monitor could influence physical activity levels.

c. Describe how the home, school, and community culture can influence personal health.

Examples:

- Identify places in the community designated as a non-smoking environment and list the positive health influence of this designation.
- Identify/establish and participate in a recycling program (e.g., home, school, community).

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HE5.3: Students will demonstrate the ability to access valid information and products and services to enhance.

Description: Students will access valid health information and health-promoting products and services. Fifth grade students will describe school and community services that promote healthy living.

Elements:

a. Identify characteristics of valid health information, products, and services.

Examples:

- Examine valid hygiene products and services that promote a healthier individual.
- Distinguish between accurate and inaccurate health information regarding proper weight management techniques.

b. Locate resources from home, school, and community that provide valid health information.

Examples:

- Identify community agencies that provide valid information about a chronic health issue.
- Collect information from community personnel/agencies (e.g., religious advisor, friend, SADD/MADD, DARE, ADVANCE) that share information about health choices.

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HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Fifth grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills which can help maintain healthy personal relationships.

Elements:

a. Apply effective verbal and nonverbal communication skills to enhance health.

Examples:

- Demonstrate refusal strategies to avoid an unhealthy choice.
- Demonstrate effective friendship/pro-social communication skills (e.g., making introductions, asking to join in, saying “please” and “thank you”, apologize, agree to disagree) to build and maintain relationships.

b. Practice nonviolent strategies to manage or resolve conflicts.

Examples:

- Differentiate between negative (e.g., arguing, fighting) and positive (e.g., compromise, adult help, steer clear, apologize, agree to disagree) behaviors used in conflict situations.
- Develop a class plan to reduce or prevent bullying in the school.

c. Demonstrate how to ask for assistance to enhance personal health and the health of others.

Examples:

- Practice what to say when calling 911 or other emergency numbers.
- Demonstrate how to avoid conflict and when it is necessary for an adult to intervene.

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HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.

Elements:

a. Identify health-related situations that might require a thoughtful decision.

Examples:

- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, take cigarettes from a parent).
- Identify individuals, places or situations that may increase a student's vulnerability to negative peer pressure.

b. Analyze when assistance is needed in making a health-related decision.

Examples:

- Analyze your options when being pressured by peers to participate in dangerous activities.
- Discuss the reasons for consulting parents or other trusted adults when having problems at school.

c. List healthy options to a health-related issue or problem.

Examples:

- Identify options for improving the health of one's environment.
- Research the advantages of life-long physical activities to reduce the obesity epidemic.

d. Predict the potential outcomes of each option when making a health-related decision.

Examples:

- Predict the positive outcomes of a regular exercise plan and healthy nutrition.
- List possible hazards around the home and describe the potential dangers of the hazards.

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e. Choose a healthy option when making a decision.

Examples:

- Commit to choosing foods that are healthier options at a fast food restaurant.
- Make a commitment to use the appropriate protective gear during physical activity.

f. Describe the outcomes of a health-related decision.

Examples:

- Describe the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.
- Discuss the consequences of spending too much time watching television or playing video games.

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HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.

Elements:

a. Set a personal health goal and track progress toward its achievement.

Examples:

- Set a personal health goal related to personal hygiene and use a graph to track progress (e.g., deodorant use, washing with soap, hair care, and dental practices).
- Set a goal to walk at least 5,000 steps a day and log steps daily for two weeks to discuss positive results achieved.

b. Identify and utilize resources to assist in achieving a personal health goal.

Examples:

- Identify resources in the community that offer classes or opportunities for participation that may assist with achieving personal health goals.
- Identify different types of health-care personnel that help students to stay healthy and make a list of routine visits.

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HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.

Elements:

a. Practice responsible personal health choices.

Examples:

- Keep a log of daily fluid intake to ensure proper hydration.
- Explain how accepting responsibility and making wise choices helps develop a positive self concept.

b. Demonstrate a variety of healthy practices and behaviors to preserve or enhance personal health.

Examples:

- Create and execute a plan to manage academic, extracurricular, and family responsibilities.
- Simulate safety behaviors to be performed before and after a weather-related emergency.

c. Perform a variety of behaviors that prevent or decrease health risks.

Examples:

- Analyze strategies for maintaining and improving personal health.
- Research the pros and cons of certain types of food preparation practices (e.g., fried vs. baked or broiled).

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HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.

Elements:

a. Review accurate information and develop an opinion about a health issue.

Examples:

- Research the short and long term consequences of alcohol use.
- Write a report regarding the long-term effects of disordered eating.

b. Illustrate how to assist others to make positive health choices.

Examples:

- Design a bumper sticker encouraging physical activity (e.g., Got Exercise?).
- Create a song encouraging classmates to eat fruits and vegetables.