**Comprehensive Health Education**

**Healthy Behavioral Outcomes (HBO)**

 **Topic with Objectives**

**Grade 3 Grade 4 Grade 5**

(Source: CDC HECAT, 2012)

*Identified below are the health-related goals and behavior outcomes that are directly related to these goals for grades 3, 4, and 5. Instructional strategies and learning experiences are directly related to the healthy behavior outcomes. Instructional strategies and learning experiences support the development of health promoting attitudes and values and generate positive perceptions about protective behaviors and negative perceptions about risk behaviors emphasizing the value of good health and reinforcing health-enhancing attitudes and beliefs. These HBO’s and knowledge statements can be integrated into the student’s daily curriculum.*

**Health Behavior Outcomes: Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)**

AOD-1. Avoid misuse and abuse of over-the-counter and prescription drugs.

AOD-2. Avoid experimentation with alcohol and other drugs.

 AOD-3. Avoid the use of alcohol.

 AOD-4. Avoid the use of illegal drugs.

 AOD-5. Avoid driving while under the influence of alcohol and other drugs.

 AOD-6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

 AOD-7. Quit using alcohol and other drugs if already using.

 AOD-8. Support others to be alcohol- and other drug-free.

**By the end of grade 5, students will be able to: intro 3 balance grade 4/review 5**

* Explain why household products are harmful if intentionally absorbed or inhaled. (HBO 1)
* Explain the benefits of medicines when used correctly. (HBO 1)
* Explain how to use medicines correctly. (HBO 1)
* Describe potential risks associated with inappropriate use of over-the-counter medicines. (HBO 1)
* Explain the potential risks associated with inappropriate use and abuse of prescription medicines.
* Identify short- and long-term effects of alcohol use. (HBO 2 & 3)
* Identify family and school rules about alcohol use. (HBO 2 & 3)
* Explain the difference between medicines and illicit drugs. (HBO 2 & 4)

**Health Behavior Outcomes: Promoting Healthy Eating (HE)**

HE-1. Eat the appropriate number of servings from each food group every day.

HE-2. Eat a variety of foods within each food group every day.

HE-3. Eat an abundance of fruits and vegetables every day.

HE-4. Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.

HE-5. Drink plenty of water every day.

HE-6. Limit foods and beverages high in added sugars, solid fat, and sodium.

HE-7. Eat breakfast every day.

HE-8. Eat healthy snacks.

HE-9. Eat healthy foods when dining out.

HE-10. Prepare food in healthful ways.

HE-11.Balance caloric intake with caloric expenditure.

HE-12.Follow an eating plan for healthy growth and development.

HE-13.Support others to eat healthy.

**By the end of grade 5, students will be able to: intro and reinforced 3/4, mastery 5**

* Name the food groups and variety of nutritious food choices for each food group. (HBO 1 & 2)
* Identify the amount of food from each food group that a child needs daily. (HBO 1 & 2)
* Describe the benefits of eating plenty of fruits and vegetables. (HBO 1, 2, 3, 12 & 13)
* Explain the importance of eating a variety of foods from all the food groups. (HBO 1, 2 & 13)
* Identify nutritious and non-nutritious beverages. (HBO 5 & 6)
* Describe the benefits of drinking plenty of water. (HBO 5, 12 & 13)
* Identify foods that are high in fat and low in fat. (HBO 6 & 12)
* Identify alternate sources of fat (e.g., unsaturated fats and oils). (HBO 6)
* Identify foods that are high in added sugars. (HBO 6 & 12)
* Identify foods that are high in sodium. (HBO 6 & 12)
* Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HBO 6, 12 & 13) Explain why breakfast should be eaten every day. (HBO 7 & 12)
* Describe methods to keep food safe from harmful germs. (HBO 10)
* Explain the concept of eating in moderation. (HBO 11 & 12)
* Describe the benefits of healthy eating. (HBO 12 & 13)
* Explain body signals that tell a person when they are hungry and when they are full. (HBO 11 & 12)

**Health Behavior Outcomes: Promoting Mental and Emotional Health (MEH**)

MEH-1. Express feelings in a healthy way.

MEH-2. Engage in activities that are mentally and emotionally healthy.

MEH-3. Prevent and manage interpersonal conflict in healthy ways.

MEH-4. Prevent and manage emotional stress and anxiety in healthy ways.

MEH-5. Use self-control and impulse-control strategies to promote health.

MEH-6. Get help for troublesome thoughts, feelings, or actions for oneself and others.

MEH-7. Show tolerance and acceptance of differences in others.

MEH-8. Establish and maintain healthy relationships.

**By the end of grade 5, students will be able to: intro 3, more depth 4, mastery 5**

* Identify characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
* Explain what it means to be mentally or emotionally healthy. (HBO 1 & 2)
* Describe the relationship between feelings and behavior. (HBO 1 & 2)
* Identify role models who demonstrate positive emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
* Describe appropriate ways to express and deal with emotions. (HBO 1, 2, 4 & 5)
* Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
* Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
* Identify feelings and emotions associated with loss and grief. (HBO 1 & 4)
* Identify feelings of depression, sadness, and hopelessness for which someone should seek help.

(HBO 1 & 6)

* Describe the importance of being aware of one’s own feelings and of being sensitive to the
* feelings of others. (HBO 1, 7 & 8)
* Identify positive and negative ways of dealing with stress and anxiety. (HBO 2 , 3, 4 & 5)

the importance of respecting the personal space and boundaries of others. (HBO 2, 3 & 8)

* Identify characteristics of someone who has self-respect. (HBO 2 & 7)
* Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (HBO 2, 7 & 8)
* Explain that anger is a normal emotion. (HBO 3)
* Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)
* Identify characteristics of someone who has self-control. (HBO 3, 4 & 5)
* List physical and emotional reactions to stress. (HBO 4)
* Describe the value of others’ talents and strengths. (HBO 7)
* Describe how people are similar and different. (HBO 7)
* Identify characteristics of healthy relationships. (HBO 8)
* Describe the benefits of healthy family relationships. (HBO 8)
* Describe the benefits of healthy peer relationships. (HBO 8)
* Identify characteristics of a responsible family member. (HBO 8)

**Health Behavior Outcomes: Promoting Personal Health and Wellness (PHW)**

PHW-1. Brush and floss teeth daily.

PHW-2.Practice appropriate hygiene habits.

PHW-3.Get an appropriate amount of sleep and rest.

PHW-4.Prevent vision and hearing loss.

PHW-5.Prevent damage from the sun.

PHW-6. Practice behaviors that prevent infectious diseases.

PHW-7.Practice behaviors that prevent chronic diseases.

PHW-8. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.

PHW-9.Practice behaviors that prevent foodborne illnesses.

PHW-10.Seek out help for common infectious diseases and chronic diseases and conditions.

PHW-11.Seek out healthcare professionals for appropriate screenings and examinations.

PHW-12. Prevent health problems that result from fads or trends.

**By the end of grade 5, students will be able to: intro 3, review 4, mastery 5**

* Describe the benefits of personal health care practices such as tooth brushing and flossing,
* Washing hair and bathing regularly. (HBO 1 & 2)
* Describe values that promote healthy behaviors. (HBO 2)
* Explain why sleep and rest are important for proper growth and good health. (HBO 3)
* Explain how hearing can be damaged by loud sounds. (HBO 4)
* Describe how vision can be damaged. (HBO 4)
* Describe ways to prevent vision or hearing damage. (HBO 4)
* Describe ways to prevent harmful effects of the sun. (HBO 5)
* Explain the difference between infectious diseases and non-infectious diseases. (HBO 6 & 7)
* Describe ways that common infectious diseases are transmitted. (HBO 6)
* Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
* Describe symptoms that occur when a person is sick. (HBO 6 & 7)
* Explain how hand washing and covering a cough and sneeze are effective ways to prevent many

infectious diseases. (HBO 6 & 9)

* Describe how foodborne illnesses can spread at school or in the community. (HBO 6 & 9)
* Describe how to keep food safe from harmful germs. (HBO 6 & 9)
* Identify health problems associated with common childhood chronic diseases or conditions such

as asthma, allergies, diabetes, and epilepsy. (HBO 7 & 8)

* Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)

**Health Behavior Outcomes: Promoting Physical Activity (PA)**

PA-1. Engage in moderate to vigorous physical activity for at least 60 minutes every day.

PA-2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.

PA-3. Engage in warm-up and cool-down activities before and after structured exercise.

PA-4. Drink plenty of water before, during, and after physical activity.

PA-5. Follow a physical activity plan for healthy growth and development.

PA-6. Avoid injury during physical activity.

PA-7. Support others to be physically active.

**By the end of grade 5, students will be able to:** intro 3, mastery 4

* Describe the recommended amount of physical activity for children. (HBO 1)
* Identify ways to increase daily physical activity. (HBO 1)
* Identify different types of physical activities. (HBO 1 & 2)
* Describe the importance of choosing a variety of ways to be physically active. (HBO 1, 2 & 6)
* Explain positive outcomes for being physically active. (HBO 1, 2, 6 & 7)
* Identify short- and long-term benefits of moderate and vigorous physical activity, such as

improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for

chronic diseases. (HBO 1, 2, 6 & 7)

* Identify warm up activities to help prevent injury during physical activity. (HBO 3 & 6)
* Describe the benefits of drinking water before, during, and after physical activity. (HBO 4)
* Identify safety precautions for participating in various physical activities in diferent kinds of

weather and climates. (HBO 4 & 6)

* Explain how physical activity can contribute to maintaining a healthy body weight. (HBO 5 & 7)
* Identify equipment needed for protection in sports and recreational activities, such as

mouthpieces, pads and helmets. (HBO 6)

**Health Behavior Outcomes: Promoting Safety (S)**

S-1. Follow appropriate safety rules when riding in or on a motor vehicle.

S-2. Avoid driving a motor vehicle–or riding in a motor vehicle driven by someone–while under the influence of alcohol or other drugs.

S-3. Use safety equipment appropriately and correctly.

S-4. Apply safety rules and procedures to avoid risky behaviors and injury.

S-5. Avoid safety hazards in the home and community.

S-6. Recognize and avoid dangerous surroundings.

S-7. Get help for oneself or others when injured or suddenly ill.

S-8. Support others to avoid risky behaviors and be safe.

**By the end of grade 5, students will be able to: all grades 3-5, especially stressing motor vehicles in grades 5.**

* Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
* Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5, 6 & 8)
* List examples of dangerous or risky behaviors that might lead to injuries. (HBO 2 & 4)
* Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. (HBO 3 & 4)
* Identify ways to reduce risk of injuries in case of a ire. (HBO 3, 4, 5 & 6)
* Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
* Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
* Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
* Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)
* Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
* Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5, 6 & 8)
* List ways to prevent injuries at home. (HBO 4, 5, 6 & 8)
* List ways to prevent injuries in the community. (HBO 4, 5, 6 & 8)
* Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5, 6 & 8)
* List ways to prevent injuries at school. (HBO 4, 6 & 8)
* Explain why household products are harmful if ingested or inhaled. (HBO 5 & 6)
* Explain what to do if someone is poisoned or injured and needs help. (HBO 7)

**Health Behavior Outcomes: Promoting Sexual Health (SH)**

SH-1. Establish and maintain healthy relationships.

SH-2. Be sexually abstinent.

SH-3. Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.

SH-4. Engage in behaviors that prevent or reduce unintended pregnancy.

SH-5. Avoid pressuring others to engage in sexual behaviors.

SH-6. Support others to avoid or reduce sexual risk behaviors.

SH-7. Treat others with courtesy and respect without regard to their sexuality.

SH-8. Use appropriate health services to promote sexual health.

**By the end of grade 5, students will be able to: grades 5**

* List healthy ways to express affection, love, and friendship. (HBO 1)
* Identify characteristics of healthy relationships. (HBO 1)
* Describe the benefits of healthy family relationships. (HBO 1)
* Describe the benefits of healthy peer relationships. (HBO 1)
* Identify characteristics of a responsible family member. (HBO 1)
* Describe ways that common infectious diseases are transmitted. (HBO 3)
* Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)
* Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 3)
* Describe basic male and female reproductive body parts and their functions. (HBO 3, 4 & 8)
* Describe the physical, social, and emotional changes that occur during puberty. (HBO 3, 4 & 8)
* Explain how puberty and development can vary greatly and still be normal. (HBO 3, 4 & 8)
* Describe personal characteristics related to sexual expression, sexual identity, and gender that
* make people different from one another. (HBO 7)
* Summarize why it is wrong to tease or bully others based on gender expression and roles. (HBO 7

**Health Behavior Outcomes: Promote a Tobacco-Free Lifestyle (T)**

T-1. Avoid using (or experimenting with) any form of tobacco.

T-2. Avoid second-hand smoke.

T-3. Support a tobacco-free environment.

T-4. Support others to be tobacco-free.

T-5. Quit using tobacco, if already using.

 **By the end of grade 5, students will be able to: grades 5**

* Identify short- and long-term physical effects of using tobacco. (HBO 1)
* Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
* Explain the dangers of experimenting with tobacco. (HBO 1)
* Describe family rules about avoiding tobacco use. (HBO 1 & 2)
* Explain the short- and long-term physical effects of being exposed to others’ tobacco use. (HBO 2)
* Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
* Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
* Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

**Health Behavior Outcomes: Prevent Violence (V)**

V-1. Manage interpersonal conflict in nonviolent ways.

V-2. Manage emotional distress in nonviolent ways.

V-3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.

V-4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

V-5. Avoid situations where violence is likely to occur.

V-6. Avoid associating with others who are involved in or who encourage violence or criminal activity.

V-7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.

V-8. Get help to prevent or stop inappropriate touching.

V-9. Get help to stop being subjected to violence or physical abuse.

V-10. Get help for oneself or others who are in danger of hurting themselves.

**By the end of grade 5, students will be able to: third grade does this…always good to review in grade 4 ; grade 5**

* Identify nonviolent ways to manage anger. (HBO 2)
* Describe the benefits of using non-violent means to solve interpersonal conlict. (HBO 1)
* Explain that anger is a normal emotion. (HBO 2)
* Identify examples of self-control. (HBO 2)
* Describe the difference between bullying and teasing. (HBO 3)
* Define prejudice, discrimination and bias. (HBO 3)
* Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.(HBO 3)
* Describe examples of pro-social behaviors that help prevent violence. (HBO 3 & 4)
* Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
* Describe what to do if oneself or someone else is being bullied. (HBO 3 & 7)
* Recognize techniques that are used coerce or pressure someone to use violence. (HBO 4, 5 & 6)
* Identify examples of dangerous or risky behaviors that might lead to injuries. (HBO 4, 5 & 6)
* Identify situations that might lead to violence. (HBO 5)
* Identify strategies to avoid physical fighting and violence. (HBO 5)
* Describe how participation in gangs can lead to violence. (HBO 6)
* Explain the difference between tattling and reporting aggression, bullying or violence. (HBO 7)
* Distinguish between “appropriate” and “inappropriate” touch. (HBO 8)
* Explain that inappropriate touches should be reported to a trusted adult. (HBO 8)
* Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. (HBO 8)
* Explain that everyone has the right to tell others not to touch his or her body. (HBO 8 & 9)
* Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 10)