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Benefits of Incorporating Health and Wellness Education

into the Fifth Grade Curriculum

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Abstract

This senior capstone examines the benefits of incorporating health and wellness education for 100 fifth graders from three different classrooms in a local Monterey County elementary school to gain their perspectives about the different aspects of health and wellness. Through the use of literature review, anonymous surveys with students and three fifth grader teachers, the result findings indicate that incorporating health and wellness education into fifth grade curriculum would benefit students to have a better health and wellness.

Benefits of Incorporating Health and Wellness Education into the Fifth Grade Curriculum

I am pursuing my minor in health and wellness to better educate myself on the matter as well. Health and wellness is close to my heart because I was diagnosed with Lupus at a young age and due to that fact I had to start learning and being aware of many health and wellness topics that kids at that age don't typically know or even care about. I would love to see if teaching children about health and wellness at a younger age would help benefit them and their lifestyle choices. My mother is third grade teacher and I have spent much time in her classroom since I was a child and very rarely do you hear anything about health and wellness being taught to the children but it is a topic that is important to every child now and throughout their lives. Health and wellness holds such an impact on every child's lives whether they suffer from a disease or not and should be taught to every student, not just left for children to learn it on their own if they are forced to due to unforeseen circumstances in a child's life.

Many students do not have an understanding of what health and wellness is and how it impacts their life, while others have a skewed version of what they believe health and wellness is. Health and wellness although technically on the current curriculum is hardly being taught in the classroom due to the fact that there are many other subjects that teachers must teach because that is what students are being tested on at the end of each year. Currently, common core state standards are centered around math, science, language arts and writing, leaving little to no room for health and wellness education. Although the other subjects are very important, health and wellness may be one of the most important topics for the students' lives because it applies to each

student's life. "Providing children and youth with the knowledge and skills needed to support health through schools is one logical approach to combating the looming threats to their physical and mental well-being associated with poor quality food choices, sedentary lifestyles, stress and social isolation" (Bates & Eccles, 2008).

Students have much to learn about health and wellness and have much to gain from a good quality health and wellness education. Beginning with what health and wellness is defined according to the World Health Organization (WHO), Health is not just the absence of disease but a physical, mental and social well-being.

There is a large gap in what fifth grade students actually know about health and wellness and what is listed in the current curriculum as what they are supposed to be taught. This gap begins with students not having an understanding of what health and wellness is and how to live healthy lives. Due to the lack of support from the state in enforcing that health and wellness be taught in the fifth grade curriculum, many students lack the knowledge and understanding of what health and wellness is and how to live healthy lifestyles. The current state curriculum covers many health and wellness aspects (See Appendix A); however, due to the overwhelming nature of the other criteria that must be taught, the health and wellness standards are overlooked or even unknown. With the First Lady Michelle Obama's recent focus on physical activity and healthy eating in schools, one would think that these standards would be brought to light; however, they are still just as in the dark as ever. The focus stayed just on physical activity rather than the understanding of being healthy and why physical activity and healthy eating are important to continue throughout a lifetime. The questions I

wanted to seek the answers to include my primary research question, What benefits can be produced by incorporating health and wellness education into the fifth grade curriculum? And my secondary and related research questions, which are:

1. What is health and wellness? What do the state standards or common core say about health and wellness for fifth grade students?
2. What knowledge of health and wellness do fifth grade students have currently? What benefits can be produced by incorporating health and wellness into the fifth grade curriculum according to research?
3. Have there been attempts of implementing health and wellness education into the fifth grade curriculum? If so, how?
4. Are there any benefits in incorporating health and wellness education into the curriculum for fifth grade students to maintain a healthy lifestyle, not just in the present, but also for the future, according to teachers?
5. What can be done for teachers to have better understanding of health and wellness in order to better educate the fifth grade students?

These questions will allow me to gain insight as to what the students know and comprehend about health and wellness compared to what the standards say they should know as well as seeing what the teachers know about the current standards, what they believe the students to know, and whether students could benefit from a better health and wellness education.

It is important to not only prepare students for their tests and standards but to also prepare them for successful lives. Having knowledge on health and wellness is not

the only aspect that is needed to live a successful life. This capstone research project is not meant to downplay the importance of the other subjects being taught in school, just to highlight the lack of health and wellness education in elementary school and the benefits that come from incorporating health and wellness education. Although health and wellness is in the curriculum, “Only 37% of districts require a nutrition education curriculum be provided for each grade level” (Center for Disease Control, 2014). Just over one third of schools are requiring a nutrition education with even less that are requiring an overall health and wellness education with multiple aspects being taught.

Literature Review

Due to my health and wellness background and my pursuit in the education field my chosen topic was very well suited to my interests. Research was hard but worth it because it was leading to information that would help explain my curiosity in health and wellness education in the fifth grade curriculum. This research allowed me to learn more about the health and wellness education in fifth grade as well as learning more about curricula and problems in schools.

The first thing to discuss is the definitions of health and wellness. Throughout this process there was no one decided definition on health and wellness. One popular and well known definition is provided by the World Health Organization (WHO). According to the WHO health and wellness is ,“a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (WHO, 2016). Another well known definition has then two split into two separate definitions. Health is defined as, “a capacity or resource for everyday living that enables people to pursue goals,

acquire skills and education, grow, and satisfy personal aspirations” (Bates, 2008).

Wellness is defined as, the optimal state of health of individuals and groups. The two focal concerns are realization of the fullest potential of an individual, physically, psychologically, socially, spiritually, and economically, and the fulfillment of an individual's role expectations in the family, community, place of worship, workplace, and other settings” (Bates, 2008).

Before learning whether or not students have an understanding of health and wellness, it is important to have a baseline definition for what health and wellness it and a baseline for what the students are supposed to be learning in the fifth grade as for health and wellness standards. Although commonly forgotten, there are in fact health and wellness standards in the fifth grade curriculum (See Appendix A). “The National Health Education Standards, which have evolved as part of the educational reform movement, are crucial to the development of healthy children” (Reusen,1996). Although there were many health and wellness standards, this paper is focusing on the standards that focus on the knowledge of nutrition and physical activity. Three standards that cover the main topics of this research paper are standards 1.6N, 1.8N, and 1.9N. Although there are many other standards and other focuses, these three standards cover the broad spectrum of this capstone. Standard 1.6N says that students can, “Differentiate between more-nutritious and less-nutritious beverages and snacks”(Health Education, 2008). Standard 1.8N says students should be able to, “Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines” (Health Education, 2008). Finally, standard 1.9N says that students

should be able to, “Explain how good health is influenced by healthy eating and being physically active” (Health Education, 2008).

One must keep these definitions and states standards in mind when looking for information on health and wellness education. Giving students knowledge on the matter of health and wellness does not necessarily mean that they will immediately change their lifestyle, if ever, but gives them the knowledge and ability to choose a healthier lifestyle if that is something they would want to do. “According to the *National Center for Health Statistics*, the United States spends over 16% of national GDP on health care. Regardless; people seem to be getting fewer gains in terms of overall health” (Bajracharya, 2008). This quote shows that overall health is not getting better which could be largely related to the fact that health and wellness are not being taught even though it is technically in the curriculum. It is hard to live a healthy life when one does not know what it means to be healthy.

“Schoolsite health promotion, however, while consistent with our nation’s health promotion and disease prevention goals is too often overlooked” (Cox, 1996). Promoting healthy living is commonly overlooked due to the high focus on math, language arts and science. These subjects are the ones that are being tested the most and are on the yearly state standardized tests, whereas health and wellness is rarely tested in the classroom and not included in the standardized tests. Davis discusses the ideas that many schools’ wellness policies were poorly developed, short and had lackluster plans for implementation and evaluations (Davis, 2012). “The main reason for the comparatively low number of physical education classes has been a scarcity of local

funds” (Leepson, 1992). Due to the high focus on other subject health and wellness often lacks the funds needed to properly educate the students. Because of the lack in funds the students and teachers lack the resources and skills needed to meet the standards in health and wellness. “They lack the resources, knowledge, and skills to function independently” (O’Rourke). Students at some point need to learn how to take care of themselves in order to be able to provide for themselves. Teachers play an important role in the students’ learning and understanding of health and wellness.

Teachers directly impact what the students learn both consciously and subconsciously. “Children learn primarily by the examples set for them. Therefore, many parents want positive, healthy role models in the schools” (Cox, 1996). Students subconsciously recognize what their teachers are doing so it is important that teachers are not only well educated in health and wellness but also present themselves as good examples for the students to pick up on while in class. “Teachers have been asked to assume more health-related responsibilities...” (Wood, 1996). Teachers are now asked to not only teach health and wellness but also be good examples of health and wellness to help benefit the students.

“Approximately $\frac{1}{3}$ of the children in the United States are overweight or obese” (Davis, 2012). With this know knowledge, it is important that we begin educating our students in an attempt to combat these rising numbers of obesity. Although cliché, the statement, knowledge is power, rings very true in this situation. “Support also represents the realization that the children and adolescents of today are the leaders and citizens of tomorrow; they are our future. Schools can and should play an important role

with respect to the health of this important population, and a comprehensive school health program can help achieve this goal” (O’Rourke, 1996). Since our children are our future it is widely accepted that educating them on health and wellness become ever more important. Living healthy lifestyles has a major impact on children's lives and can benefit them greatly. An important factor in living a healthy life is knowing what health and wellness is and the ways to be healthy. “Nutrition and physical education in schools is associated with a reduced risk of obesity in young people” (Bates, 2008). With many benefits and no draw backs other than a lack of time and funding, incorporating health and wellness into the curriculum and classroom is well accepted by many teachers, students and parents. “Promoting the health and wellbeing of children and adolescents is a generally accepted value of our society” (O’Rourke, 1996). It is a value to this society because it helps prepare students for a healthy future.

Methods and Procedure

Health and Wellness has always been an important factor in my life. Coming into capstone, I knew I wanted to focus my research on something to do with health and wellness because I knew the lack of health and wellness education in schools. With help from my advisor Dr. Thao, I was able to fine tune my idea and form a comprehensive theme with numerous related questions centered around my main idea of incorporating health and wellness education into the fifth grade curriculum. Upon some further research, I learned that there are in fact health and wellness standards in the curriculum. They are just not being met. Which could be a result of a lack of time

due to other higher importance subjects needing to be taught or teachers not knowing that there are fifth grade health curriculum standards.

I began my capstone project with research, looking for scholarly articles, peer reviewed articles and books that helped further my knowledge on the matter. I focused my search on articles and research that was published between 2000 and 2016. I wanted a wide enough variety of information without focusing on the past. Gathering information was harder than I thought because many of the articles I found focused on physical activity in schools rather than the education of health and wellness and why physical activity and healthy eating are important.

Participants

In order to gain an understanding of what current understanding and knowledge fifth grade students I have anonymously surveyed three fifth grade classrooms of a local Monterey County elementary school, which added up to one- hundred fifth graders. I asked the students ten different questions focused on aspects of health and wellness that are prevalent in the current curriculum (See Appendix C). In addition, I also interviewed the teachers of those three classrooms to gain an understanding of what they currently were teaching as for health and wellness standards and whether the students would benefit from a more elaborate focus on health and wellness education. The teachers were asked six questions about their thought and opinions on matters of health and wellness (See Appendix B).

Materials

There were two anonymous surveys that I created to help gain learn more about my participants and further my research. The first anonymous survey I created was a set of questions designed specifically for the three teachers that I was interviewing (See Appendix B). Each question was a free response question in order to gain the most amount of knowledge from the teacher, as well as get their unbiased opinion on the matter at hand. The second Survey I created was a ten question survey aimed for the one hundred students. (See Appendix C). These questions were designed to allow me to learn as much as I could from the students without leading them to an answer and solely relying on the knowledge and understanding they have on their own.

Procedures

The surveys were handed out to each student by the teacher and the students were instructed to answer these question to the best of their ability. They were told not to put their names on the paper and to just simply answers the questions. While the students were filling out their surveys, I handed the teachers their surveys and instructed them to answer each question to the best of their knowledge and include any additional information that may be helpful in my project. This process was repeated in each of the three different classrooms until all data was collected.

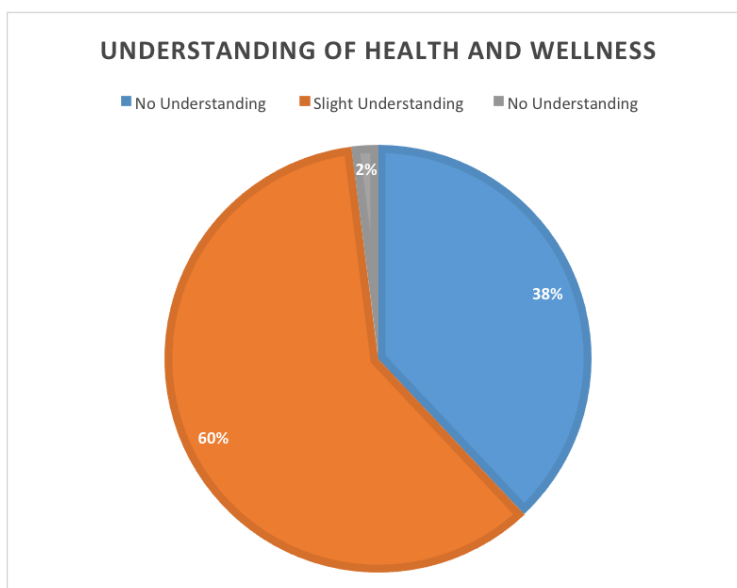
Once all of the data was collected, I needed to review each of the responses to see where each of the students was at and see what they knew or thought they knew about health and wellness. I then sorted them in different piles to start collecting percentages of understanding for numerous subjects including: understanding of health

and wellness, whether they lived a healthy lifestyle, if they knew what a health lifestyle was, why physical activity is important, why eating healthy is important, what constitutes eating healthy and what is a good amount of physical activity. After gathering each of my statistics I then put the number into a graph to show the different results and where student stand as for their current knowledge.

Results and Findings and Discussion

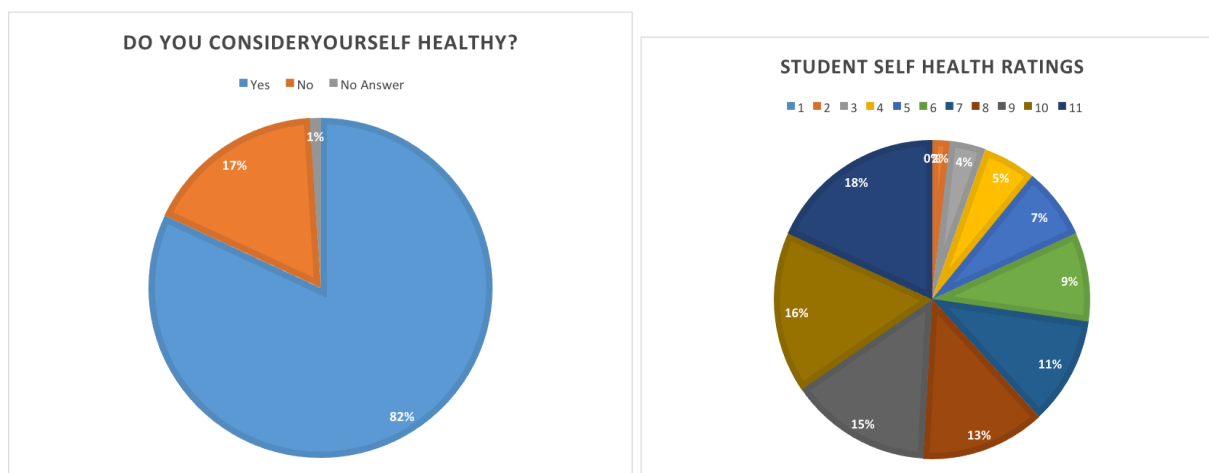
What knowledge of health and wellness do fifth grade students have currently? What benefits can be produced by incorporating health and wellness into the fifth grade curriculum according to research?

The student surveys provided data on the current knowledge that the students possess. The students were asked ten separate questions to assess their current knowledge on different aspects of health and wellness including, physical activity, diet, and current habits. (See Appendix C) The first question asked the students to define health and wellness in their own words. Only two of the students gave a definition that was close to the true definition of health and wellness, as seen in this pie chart.



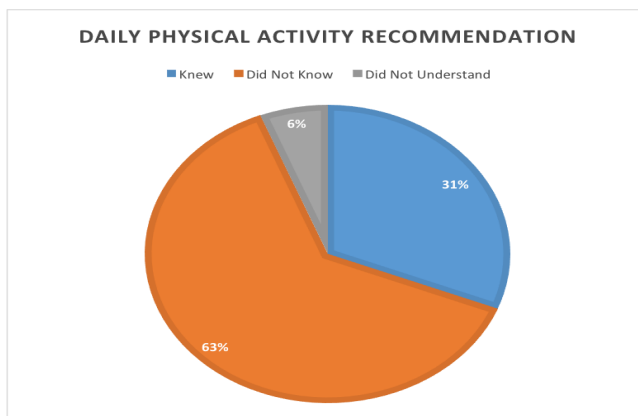
Sixty of the children gave a definition that basically just stated that health and wellness was being healthy and not sick, which is part of health and wellness but not the full definition. And thirty-eight

students did not give and an accurate definition at all. The next question asked the children was if they considered themselves healthy. And although only two percent of the students knew what health and wellness was, eighty -two students considered themselves healthy, while only seventeen students stated that they were not healthy and one student chose not to answer the question. It is surprising to see that as many students believe themselves to be healthy when they don't even know what healthy is. This is putting our children at a higher risk of becoming overweight or obese because they do not realize that how they are living and the habits they are building as a child will effect them as they grow up. I then had the students rank their healthiness on a scale of one to ten. The results are as follows.



As the graph shows, eighteen students ranked themselves with a ten, thirteen students ranked themselves with a nine, twenty-five students ranked themselves with an eight, fifteen students ranked themselves with a seven, ten students ranked themselves with a six, fourteen students ranked themselves with a five, four students ranked themselves

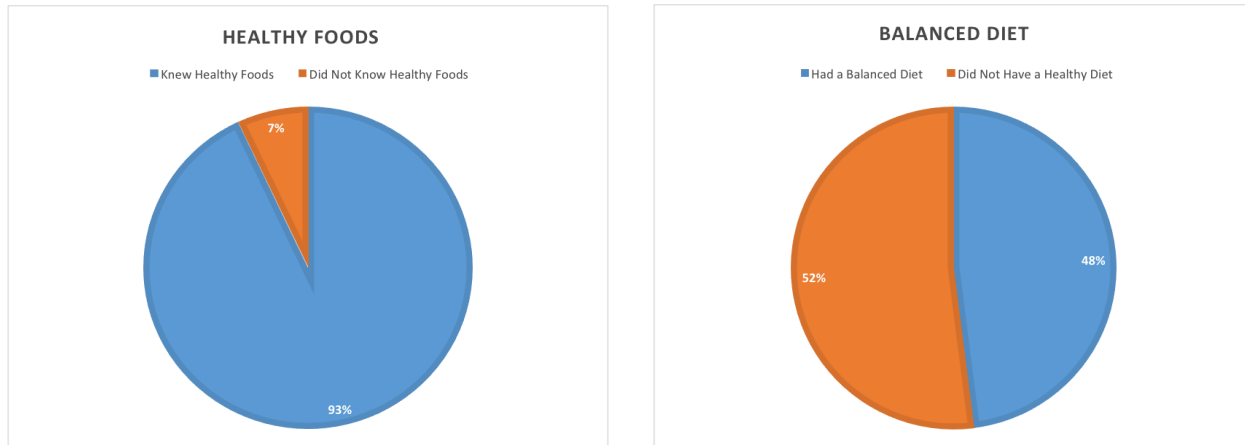
with a four, one student ranked themselves with 3, no students ranked themselves with a one or a two, but two students chose not to answer the question. The following question questioned the students knowledge on the daily recommendation of physical activity for children their age. Thirty-one students gave a recommendation that met or exceeded the daily recommendation of sixty minutes a day. Sixty-three students gave recommendations that did not meet the daily recommendation and six students did not understand the question. These results are seen in the graph below.



Starting physical activity at a young age is important because it allows children to build healthy habits that they can carry throughout their lives, which will continue to help them throughout their lives. The final two questions being

analyzed focused on diet. Although learning about physical activity at a young age is important, knowing about a healthy diet is even more important because those habits are even harder to change as one gets older. The first asking the students if they could list healthy foods. With ninety-three students listing foods that are considered healthy, majority of the students surveyed knew what healthy foods were. Although, these lists were rather abbreviated and mainly listed fruits and vegetables, these students still did not list any unhealthy foods. It is good that the students recognized that fruits and vegetables were healthy but there are other foods that are needed to have a balanced diet, which is why students could greatly benefit from a better education on health and

wellness. Seven students listed foods that were not healthy. Learning what foods are healthy and good for one's body would especially help the students who have no understanding of what foods are considered healthy. The second question asked the students which foods they liked and which foods they ate. Even though majority of the students could label healthy foods, less than half, 48, actually had a balanced diet with healthy foods included. Fifty-two students did not have balanced diets and did not have healthy foods listed in either the foods they liked or the foods they ate. The results of these two questions are seen below.



Once knowing the students current knowledge and understanding of health and wellness, the research of how health and wellness education could benefit the students became more clear. According to Bates (2008), "Developing meaningful curricula targeted at behaviors related to wellness such as health, physical education and life skills has the potential to significantly impact children and youth now and into the future." Health and wellness is an important part of anyone's life and must be taught at an early age in order to help students begin the understanding and knowledge of how to live a healthy life as soon as possible. "The health literature student will become a

healthy productive adult, and collectively, healthy adults will create a healthier United States” (Reusen,1996). Health and wellness education will help each student develop more and help them become more productive and healthy. The benefits of a health and wellness education will continue to help students well into their future and get them started on the right track at a young age. “Moreover, for children to have an equal chance at being successful in schools and life, schools can assist children in developing lifetime physical activity and healthy eating habits” (Davis,2012). Research supports that there are benefits to incorporating health and wellness education into the curriculum for multiple reasons, but current teachers also support that there would be many benefits for the students if health and wellness education was incorporated into the fifth grade curriculum.

Are there any benefits in incorporating health and wellness education into the curriculum for fifth grade students to maintain a healthy lifestyle, not just in the present, but also for the future, according to teachers?

According to the anonymous teacher surveys (See Appendix B), all of the teachers said that incorporating health and wellness education into the curriculum would in fact benefit the students. One of the teachers when asked if the students would benefit for a better health and wellness education and how, said, “Absolutely, students would benefit from a better understanding of health and wellness.” While another teacher said, “Yes, They would all benefit because they would see physical activity and a healthy diet leading to good health and a high level of wellness.” The teachers were all in agreement that the students would benefit from incorporating health and wellness

education into the curriculum, but all added different aspects that would benefit from the education. When asked what aspects of students lives would benefit from a health and wellness education the teachers said, "I believe both their overall health and that of their families would benefit as they would share the information." One of the other teachers stated, "Their physical health for one. They would have a better self image, better peer relationships, better idea of what it is to be healthy both physically, and mentally." It is clear that the teachers all believe that there is benefits for each and every child by providing health and wellness education.

Have there been attempts of implementing health and wellness education into the fifth grade curriculum? If so, how?

Upon further research, it was discovered that there are already health and wellness standards in the current curriculum. (See Appendix A) So it them became a matter of teachers incorporating the health and wellness standards into the classroom and lessons. However, two of the teachers said there was not health and wellness education being provided outside of physical education (PE) classes and one teacher said there was no health and wellness education being provided at all. It was suprising that teachers that have been teaching for many years had no clue that there were health and wellness standards that they were supposed to be teaching, but were not. According to Woods, "Classroom teachers, especially at the elementary level, commonly conduct health instructions on a variety of topics, including nutrition, injury prevention and safety, growth and development, and drug abuse prevention"(1996). Teachers are expected to be providing a health and wellness education to their

students, but many teachers do not realize that they are responsible for teaching their students health and wellness even though the teachers know that the students are lacking a health and wellness education that would greatly benefit them.

What can be done for teachers to have better understanding of health and wellness in order to better educate the fifth grade students?

“A teacher wellness program was hypothesized to improve school health education provided by elementary school classroom teachers through increasing their health knowledge, motivating and enhancing their skills to promote student behavior change and improving their health role modeling” (Baranowski, 1995). Since teachers are now asked to do much more it is important that they are well educated on the subject matter. “The results of the present study suggest credential candidates believe training in health education at the preservice level can help prepare them to fulfill these obligations” (Wood, 1996). It has been proven effective to have teacher educated in health and wellness in order to better educate their students in health and wellness to help them not only in the present but also throughout their lives.

Problems and Limitations

I began this project by wanting to incorporate health and wellness into the curriculum, but as I began my project, I learned that there were already health and wellness standards in the curriculum (See Appendix A). At first, I thought I would have to change my whole project but then I realized just because they are written does not mean that they are being incorporated into the education plan. Not to my surprise,

health and wellness education was not being taught and many teachers did not realize that it was in the curriculum and that they were supposed to teaching it to their students.

Time was also a large factor in this project. I did not take into consideration how long it would take to synthesize all of the data from my student surveys. I was expecting to have all of my results synthesized and finalized before returning to class in November ninth; however, the number and length of responses were longer than expected and the large variety increased the amount of time needed to fully synthesize and process the gathered information.

Conclusion

In conclusion, this senior capstone examines how incorporating health and wellness into the curriculum benefit elementary school students. Through the use of literature review, survey of 100 5th grade students and interview of three teachers in a local school in Monterey County, the findings reveal that fifth grade students would greatly benefit from incorporating health and wellness education into the curriculum. Based on this conclusion, it is recommended that schools find a way to incorporate health and wellness education into their curricula to help benefit the students in multiple aspects of their lives now and into the future.

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Appendix

Appendix A

Fifth Grade Health and Wellness Curriculum

Nutrition and Physical Activity Standard : Essential Concepts

1.1.N Describe the food groups, including recommended portions to eat from each food group.

1.2.N Identify key components of the “Nutrition Facts” labels.

1.3.N Explain the relationship between the intake of nutrients and metabolism.

1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.

1.5.N Describe safe food handling and preparation practices.

1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.

1.7.N Explain the concept of eating in moderation.

1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.

1.9.N Explain how good health is influenced by healthy eating and being physically active. 1.10.N Describe how physical activity, rest, and sleep are related.

1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

2.1.N Describe internal and external influences that affect food choices and physical activity.

2.2.N Recognize that family and cultural influences affect food choices.

2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

3.1.N Locate age-appropriate guidelines for eating and physical activity. 3.2.N Interpret information provided on food labels.

Standard 4: Interpersonal Communication

4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

5.1.N Use a decision-making process to identify healthy foods for meals and snacks.

5.2.N Use a decision-making process to determine activities that increase physical fitness.

5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

6.1.N Monitor personal progress toward a nutritional goal. 6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.

7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.

7.3.N Demonstrate the ability to balance food intake and physical activity. 7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Growth, Development, and Sexual Health Standard : Essential Concepts

1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.

1.2.G Explain the structure, function, and major parts of the human reproductive system.

1.3.G Identify the physical, social, and emotional changes that occur during puberty.

1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).

1.5.G Describe how HIV is and is not transmitted.

1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.

1.7.G Recognize that everyone has the right to establish personal boundaries.

1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.

1.9.G Explain that puberty and physical development can vary considerably and still be normal.

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

2.2.G Describe how heredity influences growth and development.

2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.

3.2.G Differentiate between reliable and unreliable sources of information about puberty.

Standard 4: Interpersonal Communication

4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.3.G Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making

5.1.G Describe the importance of identifying personal boundaries.

5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting

6.1.G Identify steps to achieve and maintain a healthy and accurate body image. 6.2.G

Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Standard 8: Health Promotion

Skills for this content area are not identified until grades seven and eight.

Personal and Community Health Standard : Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection, and toothbrushing

and tooth flossing).

1.2.P Explain how viruses and bacteria affect the immune system and impact health.

1.3.P Describe how environmental conditions affect personal health.

1.4.P Describe the personal hygiene needs associated with the onset of puberty.

1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).

1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Standard 4: Interpersonal Communication

4.1.P Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

5.2.P Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting

6.1.P Monitor progress toward a goal to help protect the environment. 6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.P Practice good personal and dental hygiene.

7.2.P Demonstrate personal responsibility for health habits.

7.3.P Practice strategies to protect against the harmful effects of the sun.

Standard 8: Health Promotion

8.1.P Encourage others to minimize pollution in the environment.

Appendix B

Anonymous Teacher Interview questions:

1. What is the current health and wellness education being provided to the students?
2. Is health and wellness education being taught in fifth grade classes?
3. Do you think your students have an understanding of health and wellness education?
4. Do you think your students could benefit from having a better understanding of health and wellness and how it could benefit their life?
5. What aspects of the students lives would benefit from incorporating health and wellness education into the fifth grade curriculum?
6. In your opinion, is just making students take part in physical education classes helping them in the long run?

Appendix C

Anonymous Student Survey Questions

1. In your own words, what is health and wellness?
2. Why is being active important?
3. Why is important to have a healthy diet?
4. What foods are considered healthy?
5. What foods do you eat on a regular basis?
6. What are your favorite foods to eat? Why?
7. How much exercise should you be getting in a week?
8. Do you participate in sports or extracurricular activities, if so, which ones?
9. Do you consider yourself healthy?
10. On a scale of 1-10, how healthy would you say your life is? 10 being the most healthy.