

# 2009-2010 HEALTH LESSON PLANS

ROTATION WEEK #

2

GRADE

4

HOMEROOM

Johnson, Trent,  
Wysong

DAY 1

MAIN IDEA: Read + Discuss pg A14-

LESSON: (First review main ideas from A4-A13.

Review  
Personality  
Values  
Heredity

Answer #2 in text on pg A15

Do a T-chart for a personality on yourself using  
plain white paper

DAY 2

MAIN IDEA: Video - Should I Speak Up?

LESSON: Give a program overview - pg 1-3 in video binder  
View all 5 vignettes. Then Discuss

Hand-out W.S. - Crossword puzzle + letter to parents  
Put in folders @ end of class.

DAY 3

MAIN IDEA: Read + Discuss pgs A16-A25 in Text text.

LESSON:

DAY 4

MAIN IDEA: 2 movies - from 3rd Grade to now.

LESSON:

Only 12 students left  
celebrate grade 4 @ 25

DAY 5

MAIN IDEA: Review for the week.

LESSON:

3 page stapled packet

Hom \* 7- Do together - Discuss top 1/2 page 1 &

8- Do 1-3 1st disc

Read 4-8- students 1/2 approx 2nd box

9. Write answers on board - ask students for  
answers.

# Georget Personality

Strengths

Weaknesses

# Joan's Personality

Strengths

Weaknesses



# Joan's Personality

Strengths

Weaknesses

Junk Food  
Push-Ups  
Curl-ups  
washing hands  
dancing

# SEND-HOME PAGE

Dear Family Member,

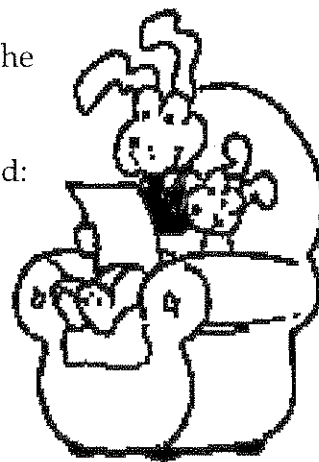
Your child has viewed a program called **Should I Speak Up?**  
**Building Character.** This program explores some of the situations children encounter where they find it difficult to decide whether to tell the truth or not. The topic is an especially important one for children because they are often afraid of losing friends and being unpopular if they do what they think is right.

- Ask your child to describe the situations that were presented in the program, and why it was difficult for each character to decide what to do.
- Here are some tips about speaking up that you can reinforce through discussion of this topic with your child.
  - You are not doing a friend a favor by letting him/her get away with doing something dangerous or illegal.
  - Lying about something, even if it is to protect a friend, often makes you feel guilty and decreases your self-respect.
  - Letting someone else take the blame for something he or she didn't do can also diminish your self-respect.
  - Dangerous activities should always be reported because they can cause great harm to others and may even result in death.
- Share with your child any situations you have encountered in which you weren't sure whether or not you should speak up. Tell your child what happened and talk about whether or not you think you handled the situation properly.
- Encourage your child to talk to you whenever he or she doesn't know whether to speak up about something.

Read one of the following books on this topic with your child:

*Fish Face*, by Patricia R. Giff.

*What Would You Do? A Kid's Guide to Tricky and Sticky Situations*, by Linda Schwartz.



Health -

4<sup>th</sup> Grade

JAN  
2010-

80 copies

Should I Speak Up - - 2 sided  
back-to-back.

Pgs 7-8-9 - Stapled together.

# SHOULD I SPEAK UP?

## CRISSCROSS PUZZLE

Fill in the word that belongs in each sentence. Then write the word in the crossword puzzle next to the number that matches the sentence number.

contest  
problem

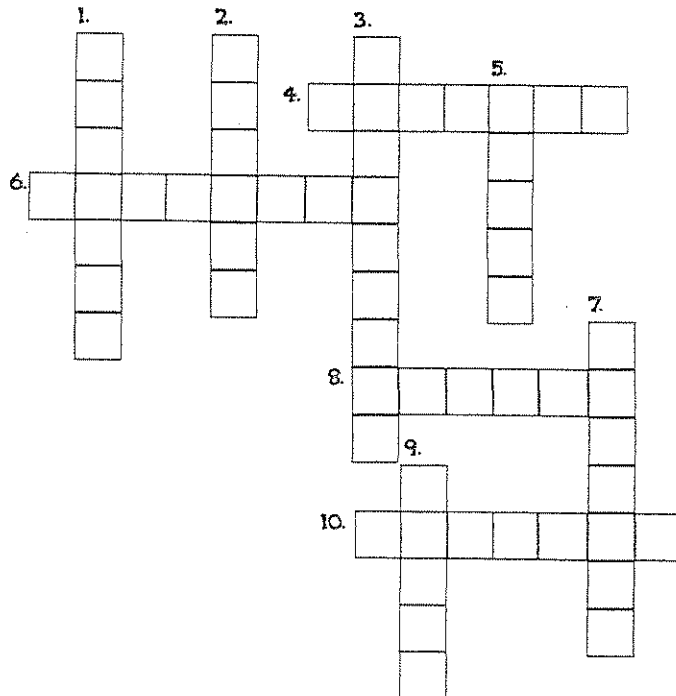
dangerous  
project  
truth

guilty  
stealing  
unfair

lying  
tattles

### ACROSS

4. Nobody likes a kid who \_\_\_\_\_ on others.
6. If you know that a friend is \_\_\_\_\_ things, what should you do?
8. Tommy was really \_\_\_\_\_ to pick on Gary so much.
10. Danny knew that telling the truth would cause a \_\_\_\_\_ for his friend.



### DOWN

1. Tracy was disappointed when she didn't win the \_\_\_\_\_.
2. Dennis felt \_\_\_\_\_ when his sister got blamed for the car accident.
3. Playing with guns is extremely \_\_\_\_\_.
5. Sometimes \_\_\_\_\_ seems easier than telling the truth.
7. Lisa's science \_\_\_\_\_ was really made by her father.
9. Katie was afraid to tell the \_\_\_\_\_ about her brother and the gun.

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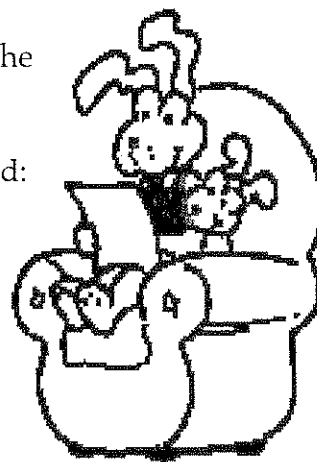
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# Responsible Decisions

## Make Responsible Decisions

1. Identify your choices.



2. For each choice, use the *Guidelines for Making Responsible Decisions*<sup>TM</sup>. Ask:

- Is it healthful?
- Is it safe?
- Does it follow rules and laws?
- Does it show respect for myself and others?
- Does it follow family guidelines?
- Does it show good character?



3. Identify the responsible decision. Check this out with your parent, guardian, or other responsible adult.



4. Evaluate your decision.

**Directions:** Complete each statement by filling in the blank.

5. What should you do if you answer "no" to any one of the questions in Step 2?

\_\_\_\_\_

6. What does it show if you answer "yes" to all six questions?

\_\_\_\_\_

7. Who would you share your decision with in Step 3?

\_\_\_\_\_

8. When would you use Step 4 of the process?

\_\_\_\_\_

Name

Date

## LESSON 4

Develop  
Vocabulary

# Your Self-Concept

**Directions:** Write the letter of the correct answer on each line.

- \_\_\_\_ 1. Goal that is reached in a small amount of time
- \_\_\_\_ 2. What you think about yourself
- \_\_\_\_ 3. Goal that takes a large amount of time to reach

## Vocabulary

- A long-term goal
- B self-concept
- C short-term goal

**Directions:** Classify each goal as a short-term goal or a long-term goal.

Goal	Short-term Goal	Long-term Goal
4. To get better grades		
5. To practice multiplication tables for next week's quiz		
6. To avoid eating sugary snacks for a week		
7. To learn to play the piano		
8. To get physical activity every day		

**Directions:** Answer the question on the lines provided.

9. List three behaviors that show you have a healthful self-concept.

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# Your Self-Concept

**Directions:** Complete the lesson outline by filling in the blanks.

## Healthful Self-Concept

1. Your self-concept is what you think about \_\_\_\_\_.
2. A healthful self-concept \_\_\_\_\_ your mental and emotional health.
3. Making \_\_\_\_\_ decisions shows you have a healthful self-concept.
4. Replacing negative thoughts and feelings with \_\_\_\_\_ ones keeps your mind healthy.
5. Practicing life skills protects your \_\_\_\_\_.

## Set Health Goals

6. Setting health goals helps you practice \_\_\_\_\_.
7. A \_\_\_\_\_ can help you reach both short- and long-term goals.
8. The first step to making a health behavior contract is to write the \_\_\_\_\_ you want to set.
9. A health behavior contract always includes a \_\_\_\_\_ for reaching your health goal.
10. The last step in a health behavior contract is to \_\_\_\_\_ how your plan worked.

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