

Healthy Hearts and Minds

5th Grade Colorado Academic Standards

Comprehensive Health and Physical Education



uchealth

Healthy Hearts and Minds align with the Colorado Academic Standards for Comprehensive Health and Physical Education

Comprehensive Health — Standard 2. Physical and Personal Wellness

1.1 Demonstrate the ability to make good decisions about healthy eating behaviors.

Evidence Outcome a: Students can access valid information pertaining to fat, salt, and sugar content in order to maintain good health and improve food choices.

Evidence Outcome b: Students can analyze the food and beverage choices of self or others to inform healthy behaviors.

Evidence Outcome c: Students can use current federal nutrition standards and guidelines to plan healthy meals and snacks.

Healthy Hearts and Minds presentation, booklet and screening addresses:

- Students identify healthy food choices they are already making.
- MyPlate:
 - Building healthy meals, portion sizes, moderation.
 - Students compare their meals, discuss why certain foods are “sometimes” foods, e.g., dessert, candy, soda.
- Reading food labels activity to better inform students food choices and plan meals/snacks.
- Food is fuel—helps you live better (school, home, sports, friendships).
- Unsaturated fats increase HDL (healthy) cholesterol.
- Saturated fats increase LDL (lousy) cholesterol.
 - Plaque forms as early as age two. Atherosclerosis is a lifetime disease, so prevention is key.

3.4 Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness.

Evidence Outcome a: Students can access valid and reliable sources of information including parents or trusted adults to answer questions about personal health.

Evidence Outcome b: Students can demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider.

Healthy Hearts and Minds presentation, booklet and screening addresses:

- Opportunity to discuss personal health numbers with health screener.
- Seek out trusted adult and medically-sound information (research-based) for health care information.
- Eating smarter.
 - Talking to their families about the food they are buying.
 - Choices made when eating school breakfast or lunch.
 - Going out to eat less.
 - Having fewer sugary drinks.
 - Healthy lunch/snack options.
 - Analyzing food label activities.
- Nutrition goals discussed with screener.
- Genetics - family health history.
 - Conversation about genetics and knowing health numbers.
 - Increases awareness and helps to make better lifestyle choices.
- Promotes health and health maintenance through habits and learning health numbers.

Comprehensive Health — Standard 3, Social and Emotional Wellness

4.1 Analyze internal and external factors that influence mental and emotional health.

Evidence Outcome d: Students can identify ways to counteract negative influences that impact mental and emotional health.

Evidence Outcome e: Students can identify when it is appropriate to seek help/support during times of strong emotions/feelings.

Healthy Hearts and Minds presentation, booklet and screening addresses:

- A healthy lifestyle helps mental health.
 - Feel better, more energy, more focused and improve confidence.
- Factors that influence our mental and emotional health:
 - Eating habits, exercise, peers, family, media and managing our stress, life situations, and more
- Identify and discuss reasons for stress - Eustress vs. Distress.
 - Eustress is good stress; it can help you create healthy relationships, study harder, and be prepared for life's responsibilities.
 - Distress is negative stress; it causes high blood pressure, can decrease overall health and cause serious issues later in life if it persists.
- Unmanaged stress can lead to high blood pressure and heart disease.
- Provide multiple examples of healthy ways to manage stress.
 - Practice breathing techniques.
 - Students draw how they best manage stress.
- Discuss seeking help when needed (trusted adult, crisis support, etc.).
- Students identify and write down three trusted adults they can turn to when they are stressed.
- Everyone has stress in life, but it is important we learn how to manage it in healthy ways.

Comprehensive Health — Standard 4, Prevention and Risk Management

5.1 Demonstrate the ability to make good decisions about drug use: marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcome b: Students can analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcome c: Students can demonstrate a decision-making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Hearts and Minds presentation, booklet and screening addresses:

- Using tobacco products damages the lungs and ages the body.
 - Video of healthy lungs versus damaged lungs.
- Smoking/vaping makes LDL stick to the arteries, lowers HDL cholesterol and increases blood pressure.
- Cost of vaping.
 - Students write or draw on what they would rather spend their money
- Second-hand smoke/vape.
 - Respectful ways to create a smoke- or vape-free zone around family and friends.
 - Ways to say no to tobacco/vaping as they get older.
- Tobacco/vapes have negative effects on the body.
 - Increase blood pressure, contain heavy metals & small particles, cause lung inflammation/scarring, difficulty breathing.
- Discuss how using tobacco/vaping or exposure affects exercise, sports, etc.
- Discuss never starting to begin with, as it is highly addictive.
- Youth use of these products can impact the developing brain as well as increased risk of addiction.
- Highlighting the benefits of quitting, it's never too late for loved ones to quit.

Physical Education — Standard 2, Physical and Personal Wellness

4.2 Set personal goals for improving health-related fitness.

Evidence Outcome c: Students can develop short-term and long-term fitness goals.

Healthy Hearts and Minds presentation, booklet and screening addresses:

- Discuss how exercise positively impacted rats in exercise experiment.
- Students identify ways that they like to exercise and move their bodies.
- Identify ways that they like to and will continue to take care of themselves and their hearts.