

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

**K-5 Health
5-Year Program Evaluation**

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

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education opportunities regardless of color, creed, religion, gender or handicap.*

Table of Contents

Overview of the Current Program	1
Data Collection	2
Analysis of Survey Results	5
Philosophy	6
Goals and Objectives of Program	7
Recommendations	18

Overview of the Current Program

The Great Body Shop is a comprehensive health, substance abuse, and violence prevention curriculum. The program is designed to foster better health by enlisting the cooperation of parents, teachers, school nurses and the community. Students receive their own Student Issue which presents an appropriate level of knowledge of the topic, vocabulary, games, quizzes and other material to help develop values, build critical thinking skills and promote behaviors that relate to health goals. The Teacher's Guide provides a variety of materials and additional references in order to facilitate each lesson. All lessons are planned to meet four specific performance objectives: a knowledge objective, a values objective, a life skill objective and a critical thinking skill objective. These objectives are the foundation for everything else that follows. All teaching is done to these objectives, and the measure of success is the degree to which students reach these objectives and transfer them into other areas of their lives.

The kindergarten curriculum is a series of lessons and activities designed to specifically match the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. They do not utilize *The Great Body Shop*.

Time Allotments for Health:
K-5 50 minutes per week

Data Collection

A survey of 108 fifth grade parents was conducted to assess the program of curriculum and instruction in Health in the elementary schools of Bernards Township. The results to the survey are listed below.

SA- Strongly Agree

A - Agree

N – Neutral

D – Disagree

SD- Strongly Disagree

1. The health curriculum provides students with the information needed to make healthy decisions regarding their choice of lifestyle.

SA	26%
A	59%
N	13%
D	0%
SD	0%

2. The students learn the physical, emotional, and social changes that occur as they develop and can apply their understanding to support a healthy lifestyle.

SA	25%
A	62%
N	13%
D	0%
SD	0%

3. Through the health education program as well as programs such as PUSH and DARE, students have become aware of the dangers of drug, tobacco, and alcohol abuse. They also understand that medications/drugs provide positive benefits when used appropriately.

SA	59%
A	40%
N	0%
D	0%
SD	0%

4. The health education curriculum provides students with the knowledge to make healthy decisions concerning their diet.

SA	20%
A	55%
N	20%
D	5%
SD	0%

5. The health education curriculum promotes communication and decision making skills.

SA	18%
A	54%
N	25%
D	3%
SD	0%

6. The elementary health curriculum develops character in the areas of respect, responsibility, caring, fairness, trustworthiness and citizenship.

SA	26%
A	49%
N	22%
D	4%
SD	0%

7. Students gain an understanding of the human body systems through the health education curriculum.

SA	35%
A	53%
N	10%
D	0%
SD	0%

8. Students gain an understanding of health enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships.

SA	20%
A	45%
N	33%
D	2%
SD	0%

9. Students gain an understanding of different kinds of families and recognize that all family members have rights, privileges, and responsibilities.

SA	16%
A	48%
N	31%
D	4%
SD	0%

10. Students are able to analyze health products and food labels in order to make healthy recommendations and decisions from a nutritional standpoint.

SA	13%
A	44%
N	33%
D	9%
SD	1%

Analysis of Survey Results

- 85% of parents strongly agree or agree that the health curriculum provides students with the information needed to make healthy decisions regarding their choice of lifestyles-
- 87% of parents strongly agree or agree that the students learn the physical, emotional, and social changes that occur as they develop and can apply their understanding to support a healthy lifestyle
- 99% of parents strongly agree or agree that through the health education program, as well as programs such as PUSH and DARE, the students have become aware of the dangers of drug, tobacco, and alcohol abuse
- 75% of parents strongly agree or agree that the health education curriculum provides students with the knowledge to make healthy decisions concerning their diet
- 72% of parents strongly agree or agree that the health education curriculum promotes communication and decision-making skills
- 75% of parents strongly agree or agree that the elementary health curriculum develops character in the areas of respect, responsibility, caring, fairness, trustworthiness and citizenship
- 88% of parents strongly agree or agree that students gain an understanding of the human body systems through the health education curriculum
- 65% of parents strongly agree or agree that students gain an understanding of health enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships; 33% were neutral
- 64% of parents strongly agree or agree that students gain an understanding of different kinds of families and recognize that all family members have rights, privileges and responsibilities; 31% were neutral
- 57% of parents strongly agree or agree that students are able to analyze health products and food labels in order to make healthy recommendations and decisions from a nutritional standpoint; 33% were neutral

Philosophy

No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved. Ernest Boyer (NJCCCS)

The Vision: Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old "hygiene and gym class." Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support "wellness". (NJCCCS)

In Bernards Township, *The Great Body Shop* is utilized in grades 1-5 to deliver the Health curriculum. It is a comprehensive health, substance abuse, and violence prevention curriculum designed to foster better health by enlisting the cooperation of parents, teachers, school nurses and the community. All lessons are planned to meet four specific performance objectives: a knowledge objective, a values objective, a life skill objective and a critical thinking skill objective. These objectives are the drivers for everything else that follows. All teaching is done to these objectives, and the measure of success is the degree to which students reach these objectives and transfer them into other areas of their lives. Kindergarten does not use *The Great Body Shop*. Instead, they provide a series of lessons and activities designed to specifically match the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education.

Goals and Objectives of the Program

Kindergarten

STANDARD 2.1: ALL STUDENTS WILL LEARN HEALTH PROMOTION AND DISEASE PREVENTION CONCEPTS AND HEALTH ENHANCING BEHAVIORS.

STANDARD 2.2 ALL STUDENTS WILL LEARN HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS.

STANDARD 2.3 ALL STUDENTS WILL LEARN THE PHYSICAL, MENTAL, EMOTIONAL AND SOCIAL EFFECTS OF THE USE AND ABUSE OF ALCOHOL, TOBACCO, AND OTHER DRUGS.

STANDARD 2.4 ALL STUDENTS WILL LEARN THE BIOLOGICAL, SOCIAL, CULTURAL, AND PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY AND FAMILY LIFE.

STANDARD 2.5 ALL STUDENTS WILL LEARN AND APPLY MOVEMENT CONCEPTS AND SKILLS THAT FOSTER PARTICIPATION IN PHYSICAL ACTIVITIES THROUGHOUT LIFE.

STANDARD 2.6 ALL STUDENTS WILL LEARN AND APPLY HEALTH RELATED FITNESS CONCEPTS.

Grade 1

LOOK OUT! (SEPTEMBER)

Objectives:

- Define and identify careless and careful behavior
- Identify the dangers of fire, ways to prevent fires, and what to do in case of fires
- Identify safety helpers and practice asking for help
- Performance Assessment Sheet (Pg. 55)

HEAD TO TOE (OCTOBER)

Objectives:

- Identify body parts and functions including the five senses; brain, lungs, heart, teeth, bones, skin
- Practice paying attention to the signals your body gives you
- Discover your own body's uniqueness and your own special talents

WHY DO WE EAT? (NOVEMBER/DECEMBER)

Objectives:

- Explain the words: food, fuel, and energy and tell how food is transformed into energy
- Trace the path food takes through the body
- Apply the Food Pyramid to create diverse meal plans

ALL ABOUT MEDICINES (JANUARY)

Objectives:

- Identify what is and what is not medicine
- Name appropriate adults who can give medicine to a child
- Locate the best places in the home to keep medicines and inspect them for safety

TALK AND LISTEN (FEBRUARY)

Objectives:

- List the different parts of the body that help us talk and hear, and show how each process works
- Discover the value of good communication skills including being a “good listener”
- Explain how talking with someone you trust, including sharing your feelings, can help you

HAPPY, SAD, AND IN BETWEEN (MARCH)

Objectives:

- Identify a variety of feelings and recognize the verbal and non-verbal cues associated with each
- Show why it is important to pay attention to other people's feelings and to your own
- Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings

DRUGS ARE DUMB (APRIL)

Objectives:

- Define the word drug and identify various substances as drugs
- Tell what tobacco and nicotine are and explain the harmful effects of smoking
- Describe people in the community who are there to help keep you safe and healthy

GET WELL SOON (MAY)

Objectives:

- Identify signs of illness
- Define germs and discover how they spread and practice ways to keep germs from spreading
- Select things that can be done to help you get better

HOW I BREATHE (JUNE)

Objectives:

- Identify the basic need of all humans to breathe and describe what happens when you breathe
- Define the word pollution and give different examples of pollution including identifying substances that pollute the air and harm your lungs
- Describe what can happen to breathing because of colds, allergies, and asthma

Grade 2

LET'S STAY SAFE (SEPTEMBER)

Objectives:

- Identify safe vs. unsafe conditions for certain common hazards
- Name common emergencies and list steps to take in each case
- Utilize *Decision Making Steps* to decide whether a situation is safe or unsafe

HOW YOU THINK (OCTOBER)

Objectives:

- Explain the major parts of the brain and how it works as a control center for your body
- Develop sensitivity to the different ways people can be smart
- Analyze how different things can change the way we think.

THE WIDE WORLD OF FOOD (NOVEMBER)

Objectives:

- Classify foods into the food pyramid groups
- Evaluate menus using the food pyramid, offering new suggestions when necessary
- Set goals for eating healthful snacks at least once a day

YOUR HEART, SMALL BUT STRONG (DECEMBER)

Objectives:

- Describe what your heart does and explain why it is called “the hardest working machine”
- Develop respect for the importance of a healthy working heart
- Compare and contrast oxygenated blood with deoxygenated blood

WHEN I FEEL AFRAID (JANUARY)

Objectives:

- List common causes of being afraid
- Develop awareness of some of the positive benefits of the emotion of fear by describing how fear helps people stay safe
- Describe at least five real dangers you might face under different circumstances and what to do about each of them

BABIES...AND HOW YOU GREW (FEBRUARY)

Objectives:

- Discover how a new born baby grows and changes to become an older child and then an adult
- Define the word family and describe the role that the family plays in the growth and development of a child
- Analyze how a major family change, such as moving to a new town or adding a new baby, would affect each member of the family

DRUGS ARE DANGEROUS (MARCH)

Objectives:

- Identify various types of drugs including nicotine, alcohol, and street drugs
- Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor or parent
- Analyze the effects of drugs on a community

GERMS! THEY MAKE YOU SICK (APRIL)

Objectives:

- Explain what germs are, where you find them, and what they can do to you
- Name at least two different kinds of germs, tell how they spread and how they make you sick
- Identify white blood cells as the body's germ fighting soldiers and explain how immunizations and medicines help in fighting disease

ME AND MY SKIN (MAY)

Objectives:

- List the different functions of the skin
- Describe what skin is made of and how it grows
- Explain the reasons why there are so many variations in the appearance of skin

MUSCLES IN MOTION (JUNE)

Objectives:

- Explain the major parts of the brain and how it works as a control center for your body
- Develop sensitivity to the different ways people can be smart
- Analyze how different things can change the way we think

Grade 3

LET'S STAY SAFE (SEPTEMBER)

Objectives:

- Identify safe vs. unsafe conditions for certain common hazards
- Name common emergencies and list steps to take in each case
- Utilize *Decision Making Steps* to decide whether a situation is safe or unsafe

HOW YOU THINK (OCTOBER)

Objectives:

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Grade 4

COMMUNITY SAFETY (SEPTEMBER)

Objectives:

- Define community and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws
- Analyze scenarios for the use of peaceful conflict resolution methods
- Record ways you can help prevent violence and increase safety in your community

LET'S TALK TEETH (OCTOBER)

Objectives:

- Explain the structure of the human mouth including the tongue and the teeth
- Compare and contrast the different types of human teeth and their functions
- Set and begin to implement personal goals for proper dental care

THE DIGESTIVE SYSTEM (NOVEMBER/DECEMBER)

Objectives:

- Explain the digestive system and identify factors that can help or harm the digestive process
- Evaluate your personal plan for nutrition and activity balance
- Compare and contrast healthful and unhealthful dietary influences

YOUR INCREDIBLE HEARING MACHINE (JANUARY)

Objectives:

- Explain the basic principle of sound
- Describe the functions of the major parts of the ear
- Describe ways you can help prevent injury or medical damage to the ears and predict the consequences of not getting medical treatment for ear infections

IT'S MY BODY (FEBRUARY)

Objectives:

- List three reasons why critical thinking is important in helping us keep our bodies safe
- Show how important you feel it is to use common sense in potentially harmful situations
- Utilize the decision making steps to make a choice that will keep your body as safe as possible

BE COOL, KEEP CLEAN (MARCH)

Objectives:

- Show how important it is to care for your body as you grow and develop

- Assume responsibility for self grooming and hygiene and rate how valuable you feel keeping clean is to your health
- Distinguish between microorganisms such as viruses, bacteria, and fungi that contribute to illness in the body

EXERCISE (APRIL)

Objectives:

- Identify benefits of exercise for each part of the body and demonstrate the importance of exercise for the heart, lungs, and bones
- Analyze how sleep and exercise help relieve stress
- Set goals for exercise for different parts of the body

NO SMOKING (MAY)

Objectives:

- Describe the effects of tobacco in relation to smoking, chewing, and second-hand smoke
- Explain the physical and psychological effects of addiction to tobacco
- Research additional facts and statistics on smoking and chewing tobacco

STAY DRUG FREE! BUILD YOUR ASSETS (JUNE)

Objectives:

- Predict the consequences when people get involved with drugs
- Identify various drugs, classify them into categories, and explain the effects of each drug
- Practice decision-making steps and refusal skills in response to peer pressure

Grade 5

YOU ARE WHAT YOU EAT (SEPTEMBER)

Objectives:

- Explain the basic nutritional guidelines
- Illustrate the values and influences that affect food choice throughout the life cycle
- Judge how valuable it is that individuals, families, communities, and the nation are responsible in the promotion of nutritional health

BRAINSTORMS: THE CENTRAL NERVOUS SYSTEM (OCTOBER)

Objectives:

Describe the structure and different functions of the brain

- Distinguish between the different parts of the central nervous system and explain their functions
- Interpret the causes and effects of head injuries and various disorders of the brain

LOVE YOUR LUNGS (NOVEMBER)

Objectives:

- Identify the major organs of the respiratory system and describe their functions
- Illustrate the path air takes in the breathing cycle
- Discuss major respiratory diseases and explain their impact on the community

BONES AND MUSCLES: A TERRIFIC TEAM (DECEMBER)

Objectives:

- Evaluate the main parts and functions of the musculoskeletal system
- Compare the three muscle groups, highlighting their characteristics
- Show how important you feel your body is by making choices that require physical activity

ABOUT BLOOD AND AIDS (JANUARY)

Objectives:

- Describe how the circulatory system works
- Identify components of the blood and the jobs they do
- Analyze the importance of the immune system, as well as immunizations

THOSE CRAZY MIXED UP EMOTIONS (FEBRUARY-APRIL)

Objectives:

- Predict the consequences of emotions on health
- Identify appropriate and inappropriate methods for handling strong emotions
- Analyze various situations which trigger different emotions and discover members of a support system

GROWING UP (FEBRUARY-APRIL)

Objectives:

- Explain the endocrine system, including major glands, and the role hormones play in stimulating body functions
- Compare and contrast the physical and emotional similarities and differences between boys and girls during puberty
- Show respect for self and others as a maturing adolescent

FIRST AID FACTS (MAY)

Objectives:

- Define first aid and its role in emergency situations
- Explain the methods of handling first aid for a range of common minor emergencies
- Formulate a list of public safety groups in your community and identify their roles and how to access each for help

ALL THE RIGHT STUFF (JUNE)

Objectives:

- Explain the role of advertising in consumer behavior including identifying at least five different tactics used by advertisers
- Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decision to buy
- Model what a budget is, how it works, and why it is an important tool for financial success

Recommendations for 2006-2007

- Preview other Health programs to determine if higher quality materials are in publication.
- Explore options for finding a published Kindergarten Health program.
- In addition to collecting survey data from parents, gather feedback from teachers concerning their experiences and satisfaction with *The Great Body Shop*.
- Update the curriculum guide to be sure the objectives correlate with the current New Jersey Core Curriculum Content Standards.