**Health Annual Review Meeting**

**Monday, March 2, 2015**

The Health Annual Review Meeting took place on Monday, March 2, 2015 at 3:35 p.m. in the high school library. Committee members reported on their curriculum pacing, changes, as well as any ideas or concerns that they may have. The teachers also reported on the topic of wellness, and how it is being covered at the various grade levels. Those in attendance were: Chad Acree, Matt Crews, Amy Doman, Cheryl Hasenauer, Mark Koon, Jenae Ladage, Erin Nuss, Cindy Petersen, Sharon Pool, Angela Testory, and Tammy Zehr.

**Kindergarten- Angie Testory:**

Students in Kindergarten are taught to recognize how they feel when they are/have been sick.  The importance of covering one’s mouth and nose when sneezing or coughing are stressed on a daily basis, as well as the necessity of washing hands to prevent the transmission of germs.  We also cover the importance of hygiene habits that improve or maintain health, including brushing our teeth.  Students learn how to dress properly in varying types of weather.  Nutrition and healthy eating habits are also discussed.

Safety topics are also covered as part of our Health curriculum in Kindergarten.  Students should be able to listen to and follow rules for playground safety.    Safe procedures to escape fire at home, at school, and when clothes catch on fire are covered during Fire Prevention Week.  We also practice procedures to follow during tornado and fire drills.  We discuss who strangers are and why one should be cautious around them.

  We use McGruff the Crime Dog – CD and puppet.  Dental health and healthy habits are covered in 2-3 issues of the Weekly Readers each school year.  Additional books and materials are supplemental materials are used as well.

Kindergarten had a change in P.E. minutes from 30 minutes to 20 minutes this year.

**First Grade- Ms. Petersen:**

Although we currently teach what is in the curriculum guide, it is mostly through conversations and discussions with our students. We do not formally assess our students at this time on the standards in the curriculum guide.

Some of our major units of study are playground safety, fire safety, dental health, the five senses and their importance to our overall health, washing hands and overall cleanliness, proper diet (importance of breakfast) and we monitor their lunch room eating and encourage eating properly there, as well.

Our weekly readers have mini-lessons on health. As stated above, our health curriculum is implemented through discussions and as teachable moments throughout the year. We have no teacher’s guide or manual at this time.

**Second Grade- Tammy Zehr:**

In second grade, we promote health throughout the entire year. We teach our curriculum of health and safety but also stress the importance of eating healthy each day,

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*Zehr, continued*

getting sufficient rest and sleep, hand washing, coughing and sneezing into the elbow, using sanitizer, taking care of teeth, how to clean scratches and scrapes, keep lips from chapping, taking care of runny noses, keeping hands to yourself, etc. We also talk about having a healthy social life where we are respectful to others and treat others kindly. We learn a lot about health care when we visit the hospital each April and when we visit the residents at the annex throughout the year. We bring in literature to read about health and safety. We make healthy meals from magazine pictures, and make skeletons and body diagrams including the heart, lungs, and brain. We talk about unhealthy foods and snacks and how they should be eaten at a minimum. We look at the lunch menu and discuss the food items on it and also look at what is in their sack lunches.

For fire safety we act out stop, drop, and roll, and talk about what to do in case of fire if you are at home or somewhere else. We talk about what causes fire and how to prevent it, and what cautions we should use around it. Bike safety includes proper biking rules, making sure the bike fits you and is in good working order, wearing your helmet and making sure it fits you and is not damaged. We talk about hand signals and how to ride bikes safely with friends and family, and to watch what clothing we are wearing to make sure we can be seen by others and that it does not interfere with our bike chains or pedals. For stranger danger, we talk about what to do when approached by a stranger, to be sure to tell an adult about it, and what strategies to use to defend ourselves and to get away. We also discuss basic safety of picking up things off the floor, removing things that could be tripped over, crossing the street safely, carrying lunch trays correctly, looking where we are going, using scissors and pencils safely, and using items at home safely.

**Third Grade- Jenae Ladage:**

In third grade, we teach five health units from the Staying Healthy Weekly Reader.   We teach it as part of our science curriculum. Unit 1 is over body systems.  Unit 2 is about fitness, safety and sleep.  Unit 3 is over nutrition.  Unit 4 is about germs and avoiding tobacco and alcohol.  Unit 5 is about emotional regulation.  We spend about one week on each unit and have one or two projects along the way.   Our only issue is finding time to fit it in. The curriculum usually covers a five-week time period, and each teacher schedules it whenever it works for her. So the curriculum might be covered during different quarters of the school year.

**Fourth Grade- Cheryl Hasenauer:**

Fourth grade continues to meet the state standards through a variety of ways, and those standards are assessed. The human body systems are taught in the classroom using a chapter from our Science books. This unit also covers the need for vaccinations. We have a model of the human torso and a model skeleton, as well as other hands-on teaching tools in each of our classrooms. Many of the bones and muscles are also covered in P.E. during the school year.

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*Hasenauer, continued*

Our other standards are largely met through a program entitled “Too Good for Drugs” provided by Mrs. Sue Berry from Prairie Center Health Systems in Urbana. Her 10-week program covers issues such as self-esteem, bullying, setting goals, making good choices, and how to avoid drugs.

A couple of our standards are taught all year long. Good communication skills are always emphasized and are also part of our ELA standards. We practice cleanliness by washing hands before lunch and keeping the classrooms and desks clean with Clorox wipes.

If we have a weak area, it is having a formal guide for teaching general health and safety outside of the school environment. The fourth grade would benefit from finding materials and resources for this area.

We teachers feel very strongly that it is time to move the lessons about puberty and other such issues down to 4th grade. This is usually discussed at 5th grade, but girls especially are maturing at an earlier age, and some begin menstruation during their 4th grade year. Along with this comes the accompanying emotional changes. While it would be nice to think that all mothers have prepared their daughters for this time of their lives, we don’t think it’s wise to leave this to chance. (Note: After the meeting, Mrs. Pool contacted Mr. Kean and Mrs. McFerren, requesting that a class be taught that the fourth grade level, as well.)

**Fifth Grade- Mark Koon:**

Health & Hygiene:

Students are encouraged to wash hands when using the bathroom, to routinely use hand sanitizer, and to wipe off their desks with sanitizing wipes.  Students are also encouraged to eat healthy, exercise, and get plenty of rest each night.

**Physical Education / Recess:**

All fifth grade students participate in a daily physical education class.  They also receive a daily recess period after their lunchtime.

**Science curriculum:**

In the 5th Grade science curriculum, in which Dustin White currently teaches all sections, students learn about five of the human body systems.  They include the digestive, respiratory, circulatory, urinary, and muscular systems.

**Drug Prevention:**

All fifth grade students participate in a drug and alcohol prevention program called “Too Good For Drugs.”  Sessions run for approximately 1 hour for ten weeks in the spring semester.  This is taught by Sue Berry, and includes items such as goal setting, and prevention strategies.

**Sex Education:**

All fifth grade students participate in a sex education session in which they learn about human reproduction, puberty, and personal hygiene.  Currently these one-hour sessions take place near the end of the school year, and last for about eight weeks.

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*Koon, continued*

When reviewing the curriculum reports, there is a concern that the fifth grade is covering the same body systems as the fourth grade. The curriculum will be reviewed further, and communication will occur between the fourth and fifth grade.

**Middle School- Chad Acree, Amy Doman:**

Chapters covered:

Chapter 5- Nutrition & Your Health

Chapter 6- Healthy Body, Healthy Weight

Chapter 12- Teens & Alcohol

Chapter 13- Teens & Drugs

Chapter 16- Your Changing Body

Chapter 14- Infectious Diseases

Changes to 23.c.3: Change **“**food pyramid” to “**MY PLATE”.**

Other than this change, everything is the same.  The pacing for our nine weeks course is FAST.  We take time to cover nutrition thoroughly, and then gauge the other chapters based on time and questions/discussions generated in class.  One teacher has time to teach a 24 Hour Food Diary, but the other one does not. Some quarters, all standards are covered with students, while other quarters we may miss a few.  Each year/quarter of teaching is different, since the chemistry of our classes varies from year to year and quarter to quarter.

“Too Good for Drugs”, taught by Mrs. Berry, is updated each year. Mrs. Doman has the students write any questions that they might have, concerning drugs. Those questions are then sent to Mrs. Berry, and she prepares answers to discuss during her classes.

**High School- Matt Crews:**

*Units of study throughout the semester:*  18 weeks

Unit 1-A Healthy Foundation (3 weeks)

* *Living a Healthy Life* (promoting health and wellness/reducing health risks)
* *Building Health Skills and Character* (Making responsible decisions, setting

 goals, and building character)

* *Being a Health-Literate Consumer* (Consumer choices, Community health services, and understanding public health services)

Unit 2-Physical Activity and Nutrition *(mandated unit of study)* (4 weeks)

* *Physical Activity for Life* (Planning a personal fitness program, training and safety for Physical activities, and types of physical activity injuries)
* *Nutrition* (Nutrition during the teen years, Nutrients, Guidelines and labels, and Food sensitivities)
* *Nutrition Diet Diary*-*Individual Project for every student in Health*
1. Each student will track what they eat or drink for 4 straight days

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*Crews, continued*

1. Count calories and fat grams from the foods they consume
2. Calculate the percentage of fat from the total calories consumed
3. Type a 1-2 page reflection paper about what they learned from their Diet

 Diary

* Managing weight and Body composition (Maintaining a healthy weight, Fad diets and eating disorders, and nutrition for individual needs)

Unit 3-Promoting Safe and Healthy Relationships (2 weeks)

* Family Relationships (The role of family, family crisis, and family support systems)
* Peer relationships (Peer pressure, refusal skills, dating, and abstinence)
* Violence prevention (Personal safety, keeping schools safe, and preventing and overcoming abuse)

Unit 4-Growth and Development *(mandated unit of study) (2 weeks)*

* Endocrine System (Male and female reproductive systems)
* Prenatal Development and Birth (Beginning of the life cycle, prenatal care, heredity and genetics, Infancy and childhood)

Unit 5-Tobacco, Alcohol, and other drugs *(mandated unit of study)* (3 weeks)

* Tobacco (Effects, choosing a tobacco free life, promoting a smoke-free environment)
* Alcohol (Choosing to be alcohol free, effects of alcohol on the body)
* Medicines and Drugs (Drug use, marijuana, inhalants, steroids, psychoactive drugs, and living a drug free life)
* Drug Presentation-*Group project for every Health student*
1. Each group will be assigned a drug
2. Each group will research the drug that they are assigned
3. Each group will present a visual presentation of their findings
4. The teacher will assess each group project from a rubric
* 4th Quarter-Sue Berry-Every Thursday during the 4th quarter, Sue Berry presents different topics related to tobacco, alcohol, and drugs.

Unit 6- Diseases and Disorders *(mandated unit of study) (3 weeks)*

* Communicable Diseases (What are communicable diseases, preventing communicable diseases, and common communicable diseases)
* Sexually Transmitted Infections and HIV/AIDS (The risk of STIs, Common STIs, HIV and AIDS, and treatment of all STIs)
* Noncommunicable Diseases and Disabilities (Cardiovascular diseases, cancer, allergies, asthma, diabetes, arthritis, and physical and mental challenges)

Unit 7- First Aid, CPR, & Emergency Situations *(mandated unit of study) (1week)*

* Providing First Aid
* CPR & First Aid for Adults and Children
* Responding to Common Emergencies
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The only thing that has changed has been the addition of hands on CPR in health.  The students get to watch CPR and AED videos, practice rescue breaths and compression on mannequins borrowed from GAH, and they get assessed on what they have learned.