

	A	B	C	D	E	F		
1	BOTVIN Life Skills & the Oklahoma Academic Standards for Health Education							
2	Standard 1							
3	Students will comprehend concepts related to health promotion and disease prevention to enhance health.							
4	Strand	Workplan	Grades 3-5	Evaluation	Workplan	Grades 6-8		
6	Nutrition (NU)	<p>Goal #1 - Objective #5.2 By the end of the fiscal year, each participating site, when appropriate, will implement a comprehensive program designed for children and youth to participate in at least 20 sessions of tobacco use prevention, physical activity, and healthy eating.</p>	<p>1.NU.5.1 Describe the benefits of eating a healthy breakfast every day.</p>	<p>Activity: Students will create a poster that includes the following:</p> <p>*A section describing the benefits of eating a healthy breakfast every day.</p> <p>*A visual representation (such as a food plate or chart) explaining the importance of eating a variety of foods from different food groups (fruits, vegetables, dairy, protein, whole grains).</p> <p>*A comparison table or diagram that examines nutritious and non-nutritious beverages, highlighting examples of each.</p> <p>Purpose: This activity encourages students to integrate the three objectives into one cohesive presentation, demonstrating their understanding of healthy eating habits.</p>	<p>Goal #1 - Objective #5.2 By the end of the fiscal year, each participating site, when appropriate, will implement a comprehensive program designed for children and youth to participate in at least 20 sessions of tobacco use prevention, physical activity, and healthy eating.</p>	<p>1.NU.8.1 Analyze the importance of eating a healthy breakfast every day.</p>		
7			<p>1.NU.5.2 Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein and whole grains).</p>			<p>1.NU.8.2 Examine why the daily recommended differs for each food group.</p>		
8			<p>1.NU.5.3 Examine nutritious and non-nutritious beverages.</p>			<p>1.NU.8.3 Differentiate between nutritious and non-nutritious beverages.</p>		
9			<p><i>Internal Assets (Middle Childhood)</i></p>			<p><i>Botvin Lesson</i></p>	<p><i>Internal Assets (Adolescents ages 12-18)</i></p>	<p><i>Botvin Lesson</i></p>
10			<p>31. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions</p>			<p>Making Decisions, 45 minutes, Teacher's Guide Manual 2, page 2.1 Decision Making: 25-35 minutes, Level 3 - Teacher Manual Level 3 - 5/6, page 4-1</p>	<p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p>	<p>Making Decisions, 2 sessions, 45 minutes, Teacher's Guide Manual 1, page 2.1</p>
13	Physical Activity (PA)	<p>SMART Objective #6 By the end of the fiscal year, each YSA will ensure participating sites, when appropriate, implement a comprehensive program designed for children and youth to participate in at least 20 sessions that evenly incorporate the topics of tobacco use prevention, physical activity, and healthy nutrition.</p>	<p>1.PA.5.1 Identify ways to increase daily physical activity.</p>	<p>Variety Poster Presentation: Each student or small group selects a type of physical activity (e.g., team sports, individual exercises, nature walks) and researches its unique health benefits, including short- and long-term outcomes like improved mood, physical endurance, or mental focus.</p> <p>Class Gallery Walk: Students display their posters in a class gallery walk, where they can explore a range of activities and discuss benefits with peers.</p> <p>Activity Rotation Stations: Set up multiple physical activity stations around the classroom or gym with activities like stretching, jumping, yoga, and basic aerobic exercises.</p> <p>Goal-Setting Card: After trying each station, students set a weekly activity goal, choosing one or two activities they'd like to incorporate into their routine and sharing with a peer for accountability.</p>	<p>SMART Objective #6 By the end of the fiscal year, each YSA will ensure participating sites, when appropriate, implement a comprehensive program designed for children and youth to participate in at least 20 sessions that evenly incorporate the topics of tobacco use prevention, physical activity, and healthy nutrition.</p>	<p>1.PA.8.1 Explain how physical activity can be incorporated into daily life without special exercise equipment.</p>		
14			<p>1.PA.5.2 Describe the importance of choosing a variety of ways to be physically active.</p>			<p>1.PA.8.2 Describe ways to increase daily physical activity and decrease inactivity.</p>		
15			<p>1.PA.5.3 Identify short- and long- term benefits of moderate and vigorous physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).</p>			<p>1.PA.8.3 Explain the short- and long-term benefits of vigorous physical activity including its impact on self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases.</p>		
16			<p><i>Internal Assets (Middle Childhood)</i></p>			<p><i>Lesson</i></p>	<p><i>Internal Assets (Adolescents ages 12-18)</i></p>	<p><i>Lesson</i></p>
18			<p>32. Planning and decision making—Children think about their decisions and are usually happy with results.</p>			<p>Main Activity #1: Healthy Habits Relay (20 minutes). Objective: Teach health concepts through an interactive relay game.</p>	<p>32. Planning and decision-making—Young people know how to plan ahead and make choices.</p> <p>37. Personal power—Young people feel they have control over things that happen to them.</p> <p>38. Self-esteem—Young people report having a high self-esteem.</p> <p>39. Sense of purpose—Young people report that their life has a purpose.</p>	<p>Main Activity #1: Healthy Habits Circuit Objective: Teach health concepts through movement stations.</p>
19	<p>37. Personal power—Children feel they have some influence over what happens in their lives.</p> <p>38. Self-esteem—Children like and are proud to be the person they are.</p>	<p>SETUP: Zone 1: Physical Activity (questions about benefits of movement) Zone 2: Nutrition (identify healthy vs. unhealthy food choices) Zone 3: Tobacco Prevention (questions about resisting peer pressure) Zone 4: Decision-Making (scenarios requiring a healthy response)</p>	<p>SETUP: Create four stations focusing on physical activity. Zone 1: Perform an "Active Zone" (e.g., 10 jumping jacks) and answer a question about the benefits of vigorous physical activity? Zone 2: Report on the nutritional benefits of a food item (e.g., holding a plank for 20 seconds). Zone 3: Act out a scenario where someone pressures you to try tobacco (followed by 10 jumping jacks). Zone 4: Practice a calming breathing exercise and discuss how exercise helps reduce stress.</p>					