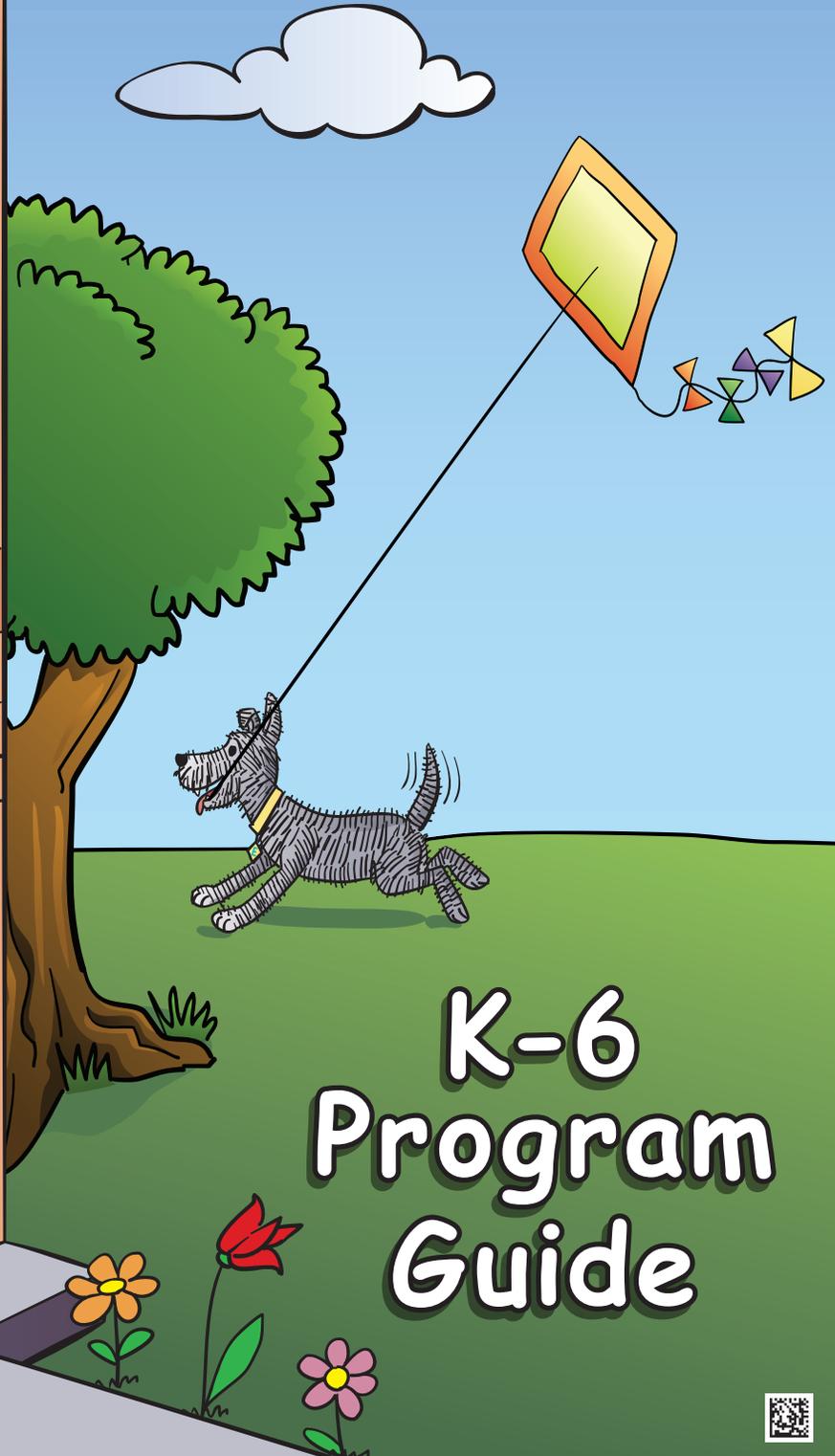
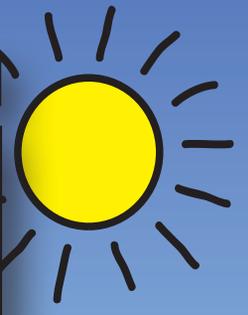


# GREAT THE BODY SHOP

Come in and learn about your body!



## K-6 Program Guide



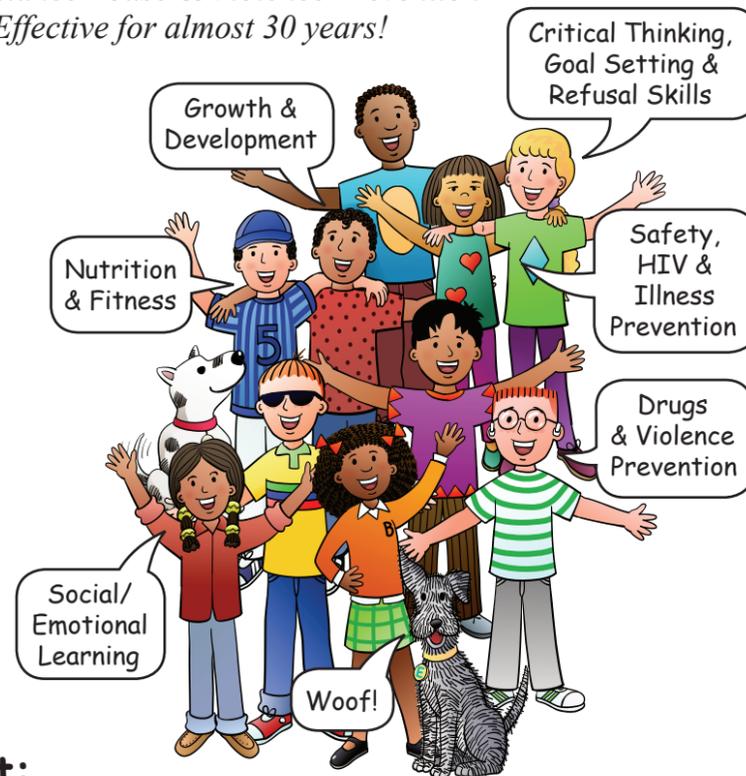
# THE GREAT BODY SHOP

*K-6 Comprehensive Health, Substance Abuse & Violence Prevention  
Research-based! Proven Effective for almost 30 years!*

## Objectives:

To equip students with knowledge, values, life skills, and critical thinking skills so they can...

- Understand concepts related to health promotion and disease prevention
- Analyze internal and external influences that affect the health of self and others
- Demonstrate the ability to access valid health information, products, and services
- Use interpersonal communication skills to enhance health and reduce health risks
- Use decision-making skills to enhance health
- Demonstrate the ability to use health behaviors to avoid or reduce risk
- Advocate for personal, family, and community health



## Format:

THE GREAT BODY SHOP is presented in a flexible format. Each teacher has a grade-appropriate Teacher's Guide. Each student receives ten Student Issues, mailed monthly to the school throughout the school year. There are four lessons per unit (roughly one per week).

The lesson design is centered on answering four basic questions:

1. What do we know?
2. What do we need to learn?
3. What did we learn?
4. What helped us to learn?

This design is amplified in each lesson with homework, portfolio, and reinforcement activities. THE GREAT BODY SHOP is kept current and medically accurate with annual updates.

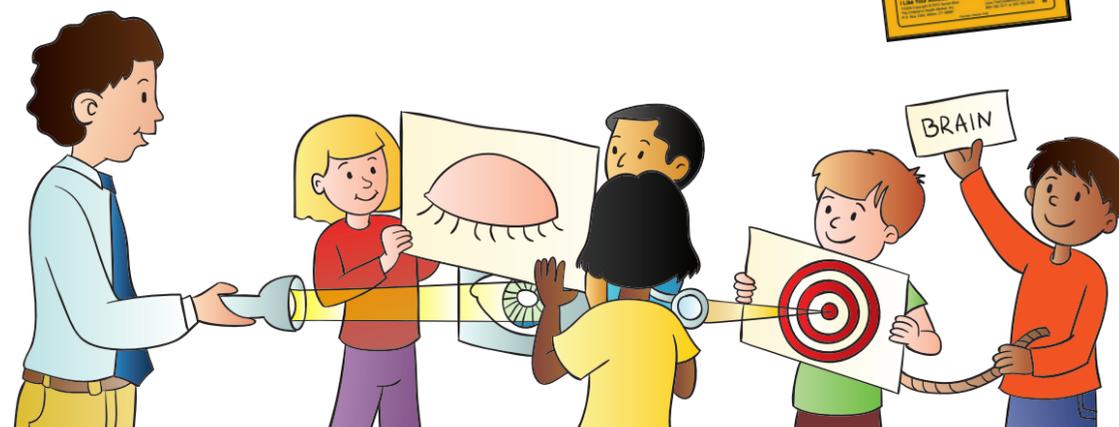
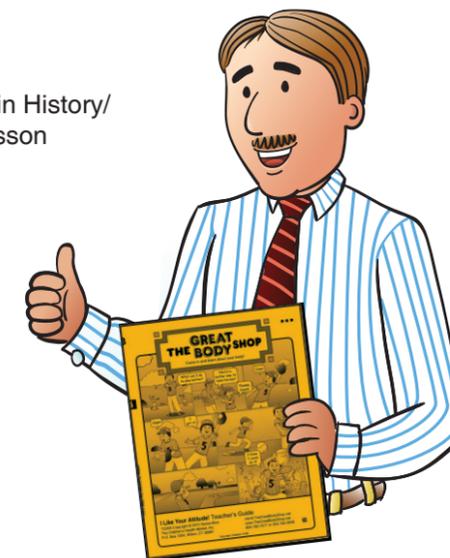
## For Curriculum Directors, Health Coordinators & Administrators:

- Meets national and state health education standards
- Researched-based and proven to influence and change behavior
- Tracks implementation with web-based technology
- Provides comprehensive and coordinated health
- Helps districts meet the federal 'Wellness Policy'
- Ensures conformity in curriculum implementation
- Takes the place of numerous categorical programs
- Customizes staff development and training opportunities
- Affordable and fundable through numerous pathways



## For Teachers:

- Common Core State Standards for English, Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects embedded in each lesson
- Complete step by step lesson plans and/or outlines
- Homework, portfolio work, and cross-curricular activities
- Student Issues to focus student attention on learning
- Instructional Log for tracking progress in teaching to standards
- Performance objectives, pre/post tests, and assessment rubrics
- Posters, graphic organizers, materials lists, and black line masters
- Quizzes, games, and multiple assessment opportunities
- Special Education notes in every lesson
- Websites, the Bookshelf, and community resources
- Web-based assessment, online-testing
- Printed and digital formats for student and teacher materials



## For Students:

- Student Issues to use in school and then take home (English and Spanish)
- Fun characters and puppets
- Hundreds of activities to match different learning styles and levels
- Letter writing to Dr. Smartstuff
- Community resources, websites, and books
- Music for kindergartners



## For Parents:

- Monthly Family Bulletins (English and Spanish)
- Family Activities
- Student Issues to use as resources for family health
- Special interactive parent/teacher website
- Parent education resources and reliable websites



# THE GREAT BODY SHOP

## Comprehensive Health Curriculum

# Monthly Schedule of Units of Study

Student Issues are mailed monthly in the month prior to use

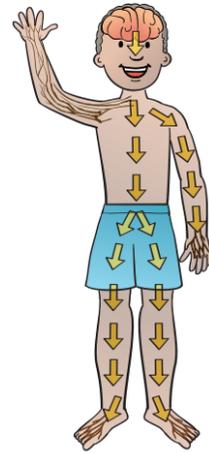
### MONTH ONE

- K How to Stay Safe
- 1 Look Out
- 2 Let's Stay Safe
- 3 Safe At Home, Safe Away
- 4 Community Safety
- 5 First Aid Facts
- 6 Allergies and Asthma



### MONTH TWO

- K The Five Senses
- 1 Head to Toe
- 2 How You Think
- 3 The Better To See You
- 4 Let's Talk Teeth
- 5 Brainstorms: Your Central Nervous System
- 6 Cells



### MONTH THREE

- K Adventure In Food
- 1 Why Do We Eat?
- 2 The Wide World of Food
- 3 Let's Eat
- 4 The Digestive System
- 5 You Are What You Eat
- 6 Eat Right, Feel Great



### MONTH FOUR

- K The Family Team
- 1 All About Medicine
- 2 Your Heart, Small But Strong
- 3 Community Health
- 4 No Smoking!
- 5 Love Your Lungs
- 6 Keep This Body Safe



### MONTH FIVE

- K My Body Is Special
- 1 Talk and Listen
- 2 When I Feel Afraid
- 3 I Like Your Attitude
- 4 It's My Body
- 5 Those Crazy Mixed-Up Emotions
- 6 What Is Stress?



### MONTH SIX

- K Going to the Doctor and Dentist
- 1 Happy, Sad, and In Between
- 2 Babies...and How You Grew
- 3 Your Family, My Family
- 4 Be Cool, Keep Clean
- 5 Growing Up
- 6 The Reproductive System



### MONTH SEVEN

- K No Drugs, No Way!
- 1 Drugs Are Trouble
- 2 Drugs Are Dangerous
- 3 Saying No To Smoking, Drinking, and Drugs
- 4 Stay Drug-Free! Build Your Assets
- 5 Danger Ahead: The Truth About Drugs
- 6 Addictions



### MONTH EIGHT

- K Getting Sick
- 1 Get Well Soon
- 2 Germs! They Make You Sick
- 3 Things You Might Catch
- 4 HIV and the Immune System
- 5 About Blood And HIV
- 6 HIV/AIDS



### MONTH NINE

- K Keeping Clean And Healthy
- 1 How I Breathe
- 2 My Skin and Me
- 3 When Bodies Have Problems
- 4 Your Incredible Hearing Machine
- 5 All the Right Stuff
- 6 A Healthy Environment



### MONTH TEN

- K Every Day Play
- 1 Run, Jump, and Skip
- 2 Muscles In Motion
- 3 Finding out About Bones
- 4 Exercise
- 5 Bones and Muscles
- 6 The Sports Report

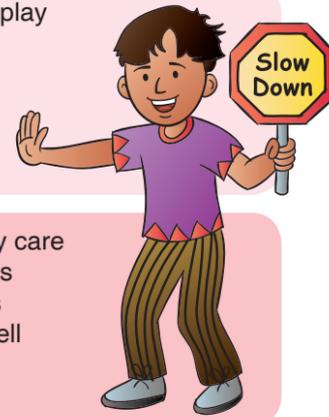


# Injury Prevention and Personal Safety

**K**  
GRADE

- Safety rules and helpers
- Effect of no rules
- Where injuries happen
- Safety awards
- Routines for fire, storms, floods; decision-making; emergencies

- Safe and unsafe play
- Personal safety
- Refusal skills
- Who to trust
- Safe and unsafe touches



**1**  
GRADE

- Careless and careful behavior
- Predicting consequences of actions
- Being responsible
- Rules of safe play
- Safe and unsafe fire prevention routines
- Keeping your body safe

- Routines for body care
- Private body parts
- Types of touches
- How to yell and tell
- Refusal skills

**2**  
GRADE

- Safe vs. unsafe
- Safety rules and laws
- Common hazards
- Emergencies: getting help, acting quickly
- Protecting the brain

- Acting responsibly
- Refusal skills
- Predicting consequences of safe and unsafe actions
- Practicing personal safety routines
- Types of touches

**3**  
GRADE

- Safe at home and away
- Responsible safety strategies
- Safe environments
- Turning unsafe into safe
- Identifying emergencies
- Understanding the concept of risk

- Setting safety personal goals
- Safe, unsafe, and confusing touches
- Practicing personal safety
- Using refusal skills
- Communication skills for emergencies
- How to get help

**4**  
GRADE

- Safety hazards
- Things that hurt your body
- Common sense
- Taking responsibility
- Dangerous vs. harmless
- Making safe decisions
- Types of abuse
- Right to privacy



- Sharing with a trusted adult
- Predicting consequences
- Practicing refusal and communication skills
- Internet safety
- Finding resources for help
- Developmental assets

**5**  
GRADE

- Defining First Aid
- Helping others
- Rules for emergencies
- Decision-making steps
- First Aid skills
- Major vs. minor emergencies

- Avoiding risk
- Personal safety
- Sexual harassment
- Assertiveness
- Refusal skills
- Locating resources for help



**6**  
GRADE

- First Aid skills for allergic reactions and asthma
- Sports injury prevention and First Aid
- Evaluating emergencies
- Safety hazards and routines
- Abdominal thrusts and other emergency skills

- Gang pressures
- Internet safety
- Predicting consequences of violence
- Sexual harassment and abuse
- Respect for self and others
- Resources for getting help

# Nutrition

**K**  
GRADE

- Healthful food choices
- Safe food handling
- Cultural, familial, and individual preferences
- Goals for healthful eating
- Decision-making for a healthful diet

- Food needs of living things
- Healthful vs. unhealthful
- Variety
- Meal plans
- Healthful breakfast
- Food groups



**1**  
GRADE

- Role of food
- Effects of healthful and unhealthful foods
- Setting dietary goals
- Decision-making steps for healthy meals
- How food turns into energy
- Learning about digestion

- Food handling methods
- Food groups
- Influence of culture and family

**2**  
GRADE

- Role of nutrients
- Number of daily servings from food groups
- Role of good breakfast
- Classifying and evaluating foods
- Making responsible food choices

- Nutrition and self worth
- Implementing goals
- Choosing healthful snacks
- Identifying influences on food choices

**3**  
GRADE

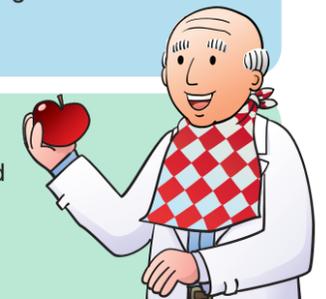
- Nutrition and digestion
- Reading food labels
- Responsible food choices
- Nutritional guidelines
- Food handling and labeling laws
- Influences on eating habits

- Ranking foods for energy and nutrients
- Testing recipes
- Food groups
- Setting nutritional goals

**4**  
GRADE

- Digestive process
- Calories
- Energy and nutrients
- Responsibility for eating and exercise
- Meal planning
- Aesthetic and sensory preferences
- Refusal skills

- Eating disorders
- Food groups
- Influences on food choices
- Nutritional goal setting



**5**  
GRADE

- Nutrition in the community
- Good food handling practices
- Responsible approach to food choices
- Individual, family, and personal preferences
- Predicting results of good nutrition
- Life cycle and changes in nutritional needs

- Preventing illness and disease
- Understanding health policies
- Eating disorders
- Setting dietary guidelines and goals
- Influences on food choices
- Shopping and budgeting

**6**  
GRADE

- Nutritional needs and the cycle of life
- Meal planning
- Food handling
- Shopping methods
- Storage and distribution of food products
- Setting personal nutritional goals
- Community nutrition efforts

- Reading food labels
- Comparing unit prices
- Healthy/unhealthy reasons for eating
- Eating disorders
- Dietary guidelines
- Analyzing dietary influences

# Functions of the Body

**K**  
GRADE

- Functions of and care routines for the five senses
- Responsibility
- Empathy
- Practicing being helpful
- Heeding body signals
- How senses protect you
- Predicting effects of sense impairment
- Respecting self and others
- Responsible self care
- Self awareness
- Impact of drugs on the body

**1**  
GRADE

- Identifying body parts and functions: heart, lungs, liver, teeth, five senses, brain, skin, ears, mouth, blood, stomach and intestines
- Safety routines to protect body
- Heeding body signals
- Talking and listening
- Speaking and hearing problems
- Impact of drugs on the body

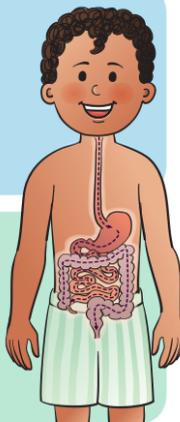
**2**  
GRADE

- Parts and functions of the brain
- Various ways to be smart
- Thinking skills
- Heart functions
- Muscles
- Skin
- Taking care of the body
- Effects of smoking
- Symptoms and effects of fear
- Immune system
- Body's reaction to drugs



**3**  
GRADE

- Parts and functions of the eye
- Practicing seeing new things
- Eye problems & protection
- Eye care standards
- Digestive and immune systems
- Cells
- Physical impairments
- Responsible self care
- Genes and heredity
- Skeletal system



**4**  
GRADE

- About the heart, lungs, bones, muscles, digestion, endocrine and immune systems
- Teeth and dental care
- Oral health
- Mouth structure
- Dental products
- Dental professionals
- Function and care of the ear
- Responsible care of the body
- Hearing problems
- Disability awareness
- Different forms of communication

**5**  
GRADE

- Brain structure and functions
- Reflex vs. conscious actions
- Respiratory system
- Breathing problems and response to emergencies
- Endocrine, nervous, circulatory systems
- Muscular/skeletal, and reproductive systems
- The brain and types of intelligences
- Responsible self care
- Impact of drugs on the body

**6**  
GRADE

- Stress response
- Reproductive and immune systems
- Allergies and asthma
- Empathy for allergies of others
- Cell function and operation
- Cell chemistry
- Predicting consequences of behavior on body systems
- Promoting healthy cell growth
- Responsible care for body systems
- Impact of drugs on the body

# Growth & Development/ The Cycle of Family Life

**K**  
GRADE

- Defining family and team
- Identifying love, trust, and caring
- Family similarities and differences
- Growing and changing
- A special person at every stage
- Family rules and jobs
- Consequences of no rules
- Comparing and contrasting different bodies
- Self awareness
- Self management
- Social awareness of differences

**1**  
GRADE

- Muscles and bones
- Growth and development throughout the life cycle
- Exercising at all ages
- How to have family fun
- Being responsible
- Setting goals
- How to cooperate
- Social awareness of differences
- Self awareness of traits

**2**  
GRADE

- How babies grow and change
- Knowing the stages of life
- Needs of growing plants, animals, and people
- Defining family
- Family roles and respecting differences
- Responsibility in families
- Facing family changes
- Predicting consequences of resisting change
- Social awareness of differences
- Self awareness of traits



**3**  
GRADE

- Defining the word 'family'
- Different types of families
- Respecting the importance of the family
- Different family responsibilities and traditions
- Understanding the role of genes
- Pride in culture
- Preventing discrimination
- Appreciating uniqueness in one's self and others
- Developing self worth

**4**  
GRADE

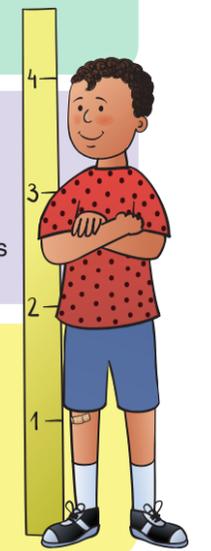
- Hormones and body changes
- Meaning of growing up physically and emotionally
- Managing strong emotions
- Practicing good hygiene
- Setting goals
- Value of keeping clean
- Personal strengths and challenges
- Decision-making
- Cosmetics and hygiene products
- Role of nutrition in growth and development
- Awareness of external support systems

**5**  
GRADE

- Growing up
- Hygiene routines for puberty
- Endocrine system/role of hormones
- Hormone disorders
- Biological differences between boys and girls
- Responsibilities of maturing adolescents
- Decision-making in at-risk situations
- Social/emotional learning skills
- Genetic factors (heredity)
- Sexual harassment
- Social awareness of differences
- Self awareness of traits

**6**  
GRADE

- Growing up
- Puberty
- Routine body care
- Emotions
- Stages of growth from fertilization to birth
- Consequences of sexual activity
- Defining emotional maturity
- Practicing refusal skills
- Setting personal and family goals
- Relationships, responsible behaviors, abstinence
- Self management
- Self awareness
- Social awareness



# Disease and Illness Prevention (including HIV)

**K**  
GRADE

- What doctors, dentists, nurses, and others do
- Responsibility for following directions when sick
- MD's & dentist's tools
- Knowing emergency phone numbers
- Good hygiene
- Decision-making
- When and what not to share
- Defining sick
- Showing concern
- Medicine rules
- Communicable and non-communicable diseases

**1**  
GRADE

- Illness symptoms
- Self care
- Consequences of poor care
- Knowing about germs
- Fighting germs
- Expressing empathy
- Following directions
- Personal and community hygiene rules
- Common childhood illnesses
- Vaccines



**2**  
GRADE

- Defining germs and how they spread
- Contrasting sick and well
- Setting illness prevention goals
- Respecting body signals
- Antibodies
- Do's and don'ts when sick
- Community health helpers
- Medicine safety rules
- Immunizations

**3**  
GRADE

- How germs spread
- Communicable vs. other illnesses
- Defining 'epidemic'
- Role of hygiene in illness prevention
- The immune system
- Responsible vs. irresponsible behaviors
- Vaccines and medicines
- Using refusal skills
- Practicing healthy behaviors
- Signs and symptoms of illness
- Medicine rules

**4**  
GRADE

- Identifying a virus
- Bacteria
- Fungi
- Hygiene routines
- Illness prevention
- Immune system and HIV
- Decision-making for healthy behavior
- Unhealthy risks
- Transmission of germs
- Disease and the community
- Hepatitis, HIV, and other illnesses



**5**  
GRADE

- Brain disorders
- Hygiene routines for illness prevention
- Relationship between disease and health choices
- Diseases associated with blood
- Immunization
- Effects of HIV on the immune system
- Setting goals
- Refusal skills
- Care of chronically ill
- Respiratory disease
- Empathy

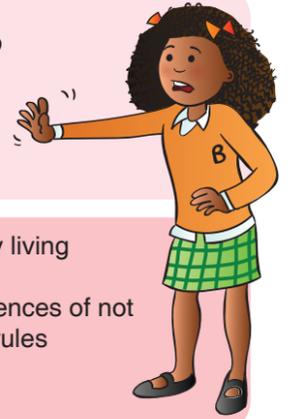
**6**  
GRADE

- Defining viruses and HIV
- The immune system and transmission of disease
- Cancer and other diseases
- Respect for body systems
- Responsible behavior
- Help resources
- Helping the sick
- Abnormal cells
- Communicable and non-communicable diseases
- Illness prevention routines
- Proper use, misuse, and abuse of prescription and over-the-counter drugs

# Substance Abuse Prevention

**K**  
GRADE

- Defining drugs and medicines
- Knowing the importance of saying no
- Identifying dangerous substances
- Practicing identifying different drugs (tobacco, alcohol)
- Following drug safety rules
- Drugs vs. non-drugs
- Drug effects
- Where to go for help
- Refusal skills
- Predicting consequences
- Medicine rules



**1**  
GRADE

- Identifying drugs (tobacco, alcohol, medicines)
- Knowing the effects of drugs
- Locating trusted adults for help
- Respecting community helpers
- Rules, laws for preventing drug abuse
- Routines for healthy living
- Refusal skills
- Predicting consequences of not following medicine rules

**2**  
GRADE

- Identifying drug types (nicotine, alcohol, street drugs)
- Knowing the importance of healthy choices
- Practicing changing habits
- Positive ways to solve problems
- Knowing the effects of drugs on family and community
- Drug-free and safe communities
- Refusal skills



**3**  
GRADE

- Defining a drug-free and safe community
- Rules and laws for medicines and drugs
- Personal strategies for drug safety
- Drug addiction (nicotine, alcohol, street drugs, medicines)
- How values help prevent drug abuse
- Predicting the consequences of becoming addicted to drugs
- Practicing refusal skills
- Set goals for drug-free living

**4**  
GRADE

- Effects of smoking
- Difficulty of changing habits
- Addictions: physical and psychological
- Advertising and other influences on behavior
- Second-hand smoke
- Identify drugs and effects on the body
- Value of being drug-free
- Drug/HIV link
- Refusal skills
- Finding resources for help
- Developmental assets

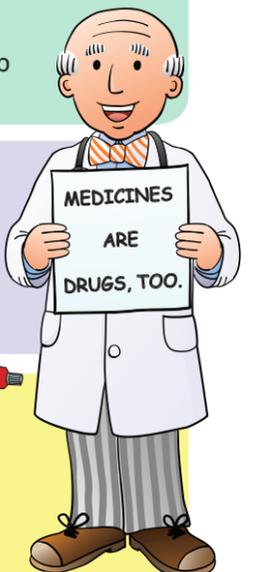
**5**  
GRADE

- Use, misuse, and abuse of drugs
- Short and long-term effects of drugs
- Why drugs won't solve problems
- Practicing positive values (self-respect, responsibility, honesty)
- Media influences
- Positive social behaviors
- Alcoholism
- Developmental assets
- HIV and IV drug use



**6**  
GRADE

- Identifying types of pressures during adolescence
- Using strong values to resist social pressure
- School and community help resources
- Alcohol and drug addiction
- Importance of self worth
- Communication and refusal skills
- Medical problems and prescription drug risk
- Protective factors
- Legal and illegal drugs
- Developmental assets
- HIV and IV drug use
- Steroids



# Community Health & Safety (with Violence Prevention)

**K**  
GRADE

- How to define community
- Community helpers
- How being a responsible citizen helps your community
- Rules and laws
- Unsafe and violent actions
- Safety routines to avoid violence and danger
- Bully prevention
- Social awareness
- Conflict resolution
- Decision making
- Respect for community helpers



**1**  
GRADE

- Rules to keep safe
- Thanking community helpers
- Role-playing different at-risk situations
- Practicing asking for help
- How to read, write, and speak name, address, and phone number
- Knowing what help is needed when
- Refusal skills
- Avoiding violence
- Bully prevention, teasing

**2**  
GRADE

- Community helpers
- Knowing ways you might hurt others and how they might hurt you
- Practicing ways to avoid fights
- Classifying violent and non-violent TV
- Predicting consequences of various behaviors
- Defining what it means to be drug-free and a good citizen
- Bully prevention, teasing

**3**  
GRADE

- Naming local community helpers
- Studying community health
- Rules and laws for community health
- Predicting the effect of no laws
- Drugs, violence, and gangs in the community
- Effects of positive and negative group attitudes
- Communication skills
- Negotiation and conflict resolution
- Harassment and bully prevention
- Community service

**4**  
GRADE

- Community safety laws and regulations
- Resolving conflicts peacefully
- Different forms of violence and triggers
- Decision-making steps for group tactics to avoid violence
- Personal goals for community safety
- Efforts to discourage drugs
- Harassment and bully prevention
- Community resources
- Community influences on health choices

**5**  
GRADE

- Public health/safety groups
- Community safety and illness prevention
- First Aid in the community
- Group behaviors that pose safety hazards
- Demonstrating responsibility to others
- Routines for keeping safe
- Community impact of communicable respiratory disease
- Conflict resolution
- Harassment and bully prevention
- Gangs

**6**  
GRADE

- Environmental pollution and community health
- Communities in stress
- Violent reactions to stress and anger
- Setting goals to lower community stress
- Predicting consequences of various stresses upon the community
- Gangs
- Conflict resolution
- Sexual harassment
- Bully prevention



# Self Worth, Mental and Emotional Health

**K**  
GRADE

- Seeing unique qualities in self and others
- Respecting self and others
- Practicing self care/healthy habits
- How to identify feelings and ways to help others
- Family support
- Boundaries and expectations
- Communication skills
- Friendship
- Empathy
- Character development
- Self management of emotions



**1**  
GRADE

- Identifying personal talents, qualities, and feelings
- Methods of communication
- Respecting self and others
- Helping others
- Setting goals
- Using refusal skills
- Locating trusted adults
- Talking about feelings
- Making friends
- Positive character traits
- Self management of emotions

**2**  
GRADE

- Identifying special qualities in self and others
- Respecting and having empathy for self and others
- How family changes affect feelings
- Coping with fear
- Real dangers
- Helping others
- Communicating
- Avoiding risky situations
- Developing positive character traits

**3**  
GRADE

- Uniqueness of self and others
- Positive character traits
- Values and goals
- Respecting self and having pride in heritage
- Grief and loss
- Respecting different points of view
- Communication and refusal skills
- Setting goals for healthy friendships
- Personal responsibility for health and safety
- Discrimination and prejudice
- Self awareness and self management

**4**  
GRADE

- Media, peer, and behavioral influences
- Grief and loss
- Emotions
- Body image and health habits
- Respect for self and others
- Communication skills
- Goal setting
- Social, emotional learning skills
- Making healthful decisions
- Developmental assets
- Understanding points of view
- Character development (kindness, patience)

**5**  
GRADE

- Social awareness of other people's emotions and perspectives
- Human emotions
- Emotional maturity and respect
- Positive and negative influences
- Puberty and self esteem
- Social, emotional learning skills
- Grief and loss
- Service to others
- Communication and conflict resolution
- Practicing mental health routines
- Protective factors and support systems
- Positive character development

**6**  
GRADE

- Social, emotional learning skills
- Effect of self esteem on health choices and relationships
- Positive and negative ways to cope
- Respecting the uniqueness in self and others
- Positive values
- Goal setting
- Serving others
- Communication skills
- Refusal skills
- Resiliency and assets
- Grief and loss
- Positive character traits



# Environmental and Consumer Health

**K**  
GRADE

- How to identify healthy and clean communities
- Good citizenship
- Routines for a clean environment
- Types of pollution
- How to identify health care professionals and services
- Safety rules for medicines and health care products
- Influences on health
- Advocacy for clean communities
- How to access health services and products
- Media influences



**1**  
GRADE

- Basic needs of humans
- Clean and polluted air
- How to avoid smoke and smog
- Effects of air pollution on lungs
- Identifying community health/safety professionals and services
- Rules for health care products
- Proper storage of health care products
- Practicing advocacy
- How to access health services and products

**2**  
GRADE

- Influences on health
- Environmental hazards and skin safety
- Sun damage and protection
- Rules for safe use of food and health care products
- Health/safety professionals and their services
- Second-hand smoke
- Advocacy
- Community health helpers

**3**  
GRADE

- Pollution problems
- Clean environments
- Environmental protection rules
- Food labels
- Food handling
- Second-hand smoke
- Advocating for healthy communities
- Accessing health services and products



**4**  
GRADE

- Reducing noise pollution
- Health care professionals and their services
- Food, hygiene, and cosmetic products
- Product labels
- Buying habits
- Second-hand smoke
- Advocating for personal, family, and community health

**5**  
GRADE

- Community influences on health
- Physical activity and environmental conditions
- Consumer skills and influences, advertising, product labels
- Managing money
- Consumer responsibilities and advocacy
- Unit price shopping
- Social responsibility
- Consumer products evaluation
- Advocating for positive health and consumer behaviors
- Accessing health services and products

**6**  
GRADE

- Types of pollution
- Safe and healthy environments
- Community resources
- Pollution clean up and prevention
- Environmental laws
- Community action
- Consumer factors and buying habits
- Product labels
- Unit pricing
- Service to the community
- Health advocacy
- Accessing health services and products

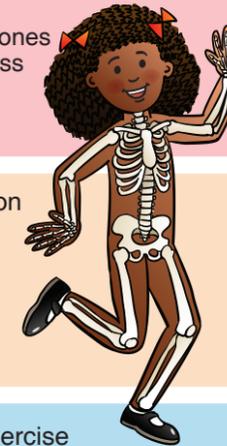
# Physical Fitness

**K**  
GRADE

- Choosing heart healthy activities
- Physical activity guidelines
- Benefits of exercise on heart and muscles
- Safety routines for physical activity
- Organized and after school play
- Good sportsmanship
- Goals for fitness
- Types of physical activities
- Fitness pyramid
- Predicting consequences

**1**  
GRADE

- Relationship between exercise and nutrition
- Respiratory health
- Strong muscles and bones
- Defining physical fitness
- Benefits of exercise throughout life
- Safety routines
- Good sportsmanship and anger management
- Goals for self and others
- Types of physical activities
- Fitness pyramid



**2**  
GRADE

- Benefits of exercise on the heart, muscles, and bones
- Injury prevention
- Muscle control
- Safety routines
- Rules for safe play
- Setting fitness goals
- Muscular impairments
- Types of physical activities
- Fitness pyramid

**3**  
GRADE

- Bones, joints, and exercise
- Benefits and enjoyment of exercise
- Safety rules and injury prevention in organized sports
- Exercise and play
- Making goals for fitness
- Practicing various types of exercises
- Types of physical activities
- Fitness pyramid

**4**  
GRADE

- Exercise and muscles
- Defining physical fitness
- Benefits of exercise
- Practicing various forms of exercise and injury avoidance routines
- Setting goals for exercise and fitness
- Relationship between exercise and physical fitness
- Self worth and stress reduction
- Types of physical activities
- Fitness pyramid

**5**  
GRADE

- Benefits of exercise
- Identifying healthful environmental conditions for exercise
- Safety routines
- Fitness goals
- Good sportsmanship
- Fitness habits
- Sports and dance from other cultures
- Components of physical fitness
- Types of physical activities
- Fitness pyramid



**6**  
GRADE

- Mental, emotional, and physical benefits of exercise
- Components of physical fitness
- Sports injury prevention
- Steroids
- Protective equipment
- Rules in sports
- Environmental conditions
- Diet and exercise plan
- Types of physical activities
- Monitoring fitness/target heart rate
- Fitness pyramid
- Fitness principles



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