

# 1<sup>st</sup> Grade Health

## Student Issue #1 – Look Out!

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: Look Out!</b>	<b>Knowledge:</b> Define and identify <i>careless</i> and <i>careful</i> behavior. <b>Value:</b> Explain the importance of accepting responsibility for your actions. <b>Life Skill:</b> Identify ways to make situations safe. <b>Thinking Skill:</b> Predict consequences of careless behavior.
<b>Lesson 2: Be Careful When You Play!</b>	<b>Knowledge:</b> List rules for different kinds of safe play. <b>Value:</b> Show how helping each other helps keep you safe. <b>Life Skill:</b> Perform safe ways to play. <b>Thinking Skill:</b> Predict what would happen in different situations if children follow or don't follow the rules of safe play.
<b>Lesson 3: Fire Can Hurt You</b>	<b>Knowledge:</b> Identify the dangers of fire, ways to prevent fires, and what to do in case of fire. <b>Value:</b> Explain the importance of protecting others. <b>Life Skill:</b> Create a fire escape/safety plan. <b>Thinking Skill:</b> Predict what could happen if children play with fire.
<b>Lesson 4: Who Knows the Rules?</b>	<b>Knowledge:</b> Identify community safety helpers. <b>Value:</b> Demonstrate appreciation to community safety helpers through projects. <b>Life Skill:</b> Practice asking for help including reading, writing, and saying your name, address, and phone number. <b>Thinking Skill:</b> Use Decision Making Steps to decide which community safety helper to contact.

## Student Issue #2 – Head to Toe

Lesson	Content
<b>Lesson 1: Head to Toe</b>	<p><b>Knowledge:</b> Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.</p> <p><b>Value:</b> Listen and respond to what your senses tell you.</p> <p><b>Life Skill:</b> Practice protecting the body from harm by learning various safety routines.</p> <p><b>Thinking Skill:</b> Compare and contrast the function of the body and its parts with a family, a team, and a community.</p>
<b>Lesson 2: Blood Goes Around and Around</b>	<p><b>Knowledge:</b> Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.</p> <p><b>Value:</b> Perform experiments to develop respect for the way the body works.</p> <p><b>Life Skill:</b> Practice paying attention to the signals your body gives you.</p> <p><b>Thinking Skill:</b> Use decision-making skills to help decide what to do when your body gives you certain signals.</p>
<b>Lesson 3: I Take Good Care of My Body</b>	<p><b>Knowledge:</b> List age-appropriate ways to take good care of one's body.</p> <p><b>Value:</b> Tell what it means to be responsible.</p> <p><b>Life Skill:</b> With parents, set rules for good care and practice keeping them for one week.</p> <p><b>Thinking Skill:</b> Predict what might happen if you don't take care of your body.</p>
<b>Lesson 4: My Body is Extra Special</b>	<p><b>Knowledge:</b> Discover your own body's uniqueness and your own special talents.</p> <p><b>Value:</b> Respect the differences in different people.</p> <p><b>Life Skill:</b> Practice looking for special qualities in others.</p> <p><b>Thinking Skill:</b> Compare and contrast features.</p>

## Student Issue #3 – Why Do We Eat?

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: Why Do We Eat?</b>	<p><b>Knowledge:</b> Explain the words <i>food</i>, <i>fuel</i>, and <i>energy</i> and tell how food is transformed into energy.</p> <p><b>Value:</b> Explain the reasons it is important to be responsible in choosing healthful food.</p> <p><b>Life Skill:</b> Chart current health habits for one week.</p> <p><b>Thinking Skill:</b> Predict what will happen if the body does not get the things it needs to grow and maintain itself.</p>
<b>Lesson 2: Food in Your Body</b>	<p><b>Knowledge:</b> Trace the path food takes through the body.</p> <p><b>Value:</b> Respect the workings of the body by explaining consequences of food selections.</p> <p><b>Life Skill:</b> Demonstrate proper food handling techniques and explain effects on the body.</p> <p><b>Thinking Skill:</b> Brainstorm a variety of healthful foods.</p>
<b>Lesson 3: What is Healthful Food?</b>	<p><b>Knowledge:</b> List a variety of healthful and less healthful foods, and their effects upon the body.</p> <p><b>Value:</b> Explain the relationships between feelings, appetite, and food choices.</p> <p><b>Life Skill:</b> Set goals by planning a healthful meal.</p> <p><b>Thinking Skill:</b> Compare and contrast healthful and less healthful foods.</p>
<b>Lesson 4: Which Foods to Choose?</b>	<p><b>Knowledge:</b> Explain the rules of eating which are represented by ChooseMyPlate.gov.</p> <p><b>Value:</b> State acceptance of familial and cultural differences in healthful food, and prepare and try a variety of multicultural foods.</p> <p><b>Life Skill:</b> Prepare a variety of healthful meals using food groups.</p> <p><b>Thinking Skill:</b> Use the Decision Making Steps to select a healthful meal.</p>

## Student Issue #4 – All About Medicine

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: All About Medicines</b>	<b>Knowledge:</b> Identify what is and what is not medicine. <b>Value:</b> Commit to informing others about the dangers of taking medicines not prescribed for them. <b>Life Skill:</b> Practice differentiating between medicines and non-medicines. <b>Thinking Skill:</b> Compare and contrast candy to chewable vitamins or chewable pain reliever.
<b>Lesson 2: Who Can Give Medicine?</b>	<b>Knowledge:</b> Name appropriate adults who can give medicine to a child. <b>Value:</b> Show how you respect the knowledge and opinions of trusted adults. <b>Life Skill:</b> Practice saying “No!” to those persons who are not responsible for giving you medicine. <b>Thinking Skill:</b> Predict what might happen if you took medicine from a person who does not have permission to give medicine to you.
<b>Lesson 3: What Does Medicine Do?</b>	<b>Knowledge:</b> Discover how medicine helps the body. <b>Value:</b> Admire the wonder of medicines. <b>Life Skill:</b> Demonstrate caring for someone who is ill. <b>Thinking Skill:</b> Predict what would happen if we had no medicines.
<b>Lesson 4: Medicine Can Mean Trouble</b>	<b>Knowledge:</b> Identify medicines as drugs. <b>Value:</b> Respect rules about taking medicines. <b>Life Skill:</b> Locate and inspect for safety the best places in our home to keep medicines. <b>Thinking Skill:</b> Use decision making skills to decide not to eat something that you are unsure if safe.

## Student Issue #5 – Talk and Listen

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1:</b> <b>How Do We Talk?</b> <b>How Do We Listen?</b>	<p><b>Knowledge:</b> List the different parts of the body that help us talk to hear, and show how each process works.</p> <p><b>Value:</b> Develop respect for people who have speaking and hearing problems.</p> <p><b>Life Skill:</b> Show how you can take care of your ears to prevent injury.</p> <p><b>Thinking Skill:</b> Imagine what your hearing or speech would be like if your ears or your voice box and your mouth were a different shape.</p>
<b>Lesson 2:</b> <b>We Talk and Listen</b>	<p><b>Knowledge:</b> Define the word <i>communication</i> and describe the importance of communication in the world around you.</p> <p><b>Value:</b> Discover the value of good communication skills including being a “good listener” through various role-play situations.</p> <p><b>Life Skill:</b> Practice good communication skills with different people and in different situations, including talking on the phone.</p> <p><b>Thinking Skill:</b> Use the Predicting Consequences Steps to predict what would happen if people did not communicate with one another or had difficulty communicating.</p>
<b>Lesson 3:</b> <b>People Talk in Many Ways</b>	<p><b>Knowledge:</b> List at least five ways that people can communicate with each other.</p> <p><b>Value:</b> Develop respect for the amazing variety of languages that people use to communicate.</p> <p><b>Life Skill:</b> Practice speaking and listening in different ways.</p> <p><b>Thinking Skill:</b> Compare the way you talk when you are sad or mad or glad.</p>
<b>Lesson 4:</b> <b>Tell How You Feel</b>	<p><b>Knowledge:</b> Explain how talking with someone you trust, including sharing your feelings, can help you.</p> <p><b>Value:</b> Define the word <i>trustworthy</i> and tell why it is important to have that quality.</p> <p><b>Life Skill:</b> Practice communication skills for getting help in different situations.</p> <p><b>Thinking Skill:</b> Think about all of the different resources you have for help with different kinds of problems and match the problems to the right helper.</p>

## Student Issue #6 – Happy, Sad, and In Between

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: We Have Many Feelings</b>	<p><b>Knowledge:</b> Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.</p> <p><b>Value:</b> Demonstrate how to care about people by paying attention to their feelings.</p> <p><b>Life Skill:</b> Practice recognizing various emotions.</p> <p><b>Thinking Skill:</b> Compare and contrast two opposite emotions, such as happiness and sadness.</p>
<b>Lesson 2: Talking Helps Me Feel Better</b>	<p><b>Knowledge:</b> Discover why talking to somebody about problems helps you feel better.</p> <p><b>Value:</b> Show someone you trust that you appreciate him or her.</p> <p><b>Life Skill:</b> List people you trust to talk to when you feel bad.</p> <p><b>Thinking Skill:</b> Predict the consequences of talking to someone when you feel bad.</p>
<b>Lesson 3: Cool Dude Gets Mad</b>	<p><b>Knowledge:</b> Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings.</p> <p><b>Value:</b> Show why it is important to think before you act when you are mad.</p> <p><b>Life Skill:</b> Practice ways to talk things out or work things out nonviolently.</p> <p><b>Thinking Skill:</b> Compare and contrast healthy and unhealthy ways to behave when something or someone makes you mad.</p>
<b>Lesson 4: My Body is Private</b>	<p><b>Knowledge:</b> Define the word <i>private</i> and identify private parts of your body.</p> <p><b>Value:</b> Demonstrate respect for personal safety by selecting the personal safety skills for risky situations.</p> <p><b>Life Skill:</b> Practice yelling and telling when someone does not respect your privacy.</p> <p><b>Thinking Skill:</b> Analyze the difference between safe, unsafe, and confusing touches.</p>

## Student Issue #7 – Drugs Are Trouble

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: What Are Drugs?</b>	<p><b>Knowledge:</b> Define the word <i>drug</i> and identify various substances as drugs.</p> <p><b>Value:</b> Tell why it is important to have rules and laws about drugs.</p> <p><b>Life Skill:</b> Practice using rules for deciding which substances are okay for you to eat and drink.</p> <p><b>Thinking Skill:</b> Compare and contrast medicines and drugs that are illegal.</p>
<b>Lesson 2: No Smoking, Please!</b>	<p><b>Knowledge:</b> Tell what tobacco and nicotine are and explain the harmful effects of smoking.</p> <p><b>Value:</b> Build appreciation for laws and community helpers who try to protect people from the dangers of smoking, including passive smoking.</p> <p><b>Life Skill:</b> Make a plan to do things to help keep your lungs healthy.</p> <p><b>Thinking Skill:</b> Compare and contrast what advertisements say about smoking with what you have learned.</p>
<b>Lesson 3: Drinking Hurts Your Thinking</b>	<p><b>Knowledge:</b> Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.</p> <p><b>Value:</b> Show how talking out problems with a trusted adults will help you feel better.</p> <p><b>Life Skill:</b> Practice recognizing a “dare” and responding to it with good refusal skills.</p> <p><b>Thinking Skill:</b> Predict the consequences of various situations in which you do not use good refusal skills.</p>
<b>Lesson 4: Safe and Strong</b>	<p><b>Knowledge:</b> Describe people in your community who are there to help keep you safe and healthy.</p> <p><b>Value:</b> Show that you feel proud that you can say “No!” when you need to.</p> <p><b>Life Skill:</b> Make a pledge to make healthy choices.</p> <p><b>Thinking Skill:</b> Create a plan to help your community be safe and healthy.</p>

## Student Issue #8 – Get Well Soon

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: Getting Sick</b>	<b>Knowledge:</b> Identify signs of illness. <b>Value:</b> Show you like yourself enough to promise to take care of yourself when you are sick. <b>Life Skill:</b> Identify those you can tell when you do not feel well. <b>Thinking Skill:</b> Predict the consequences of not staying home when you are sick.
<b>Lesson 2: Germs</b>	<b>Knowledge:</b> Define <i>germs</i> and discover how they spread. <b>Value:</b> Show respect for others by promising to try not to spread germs. <b>Life Skill:</b> Practice ways to keep germs from spreading. <b>Thinking Skill:</b> Compare and contrast a communicable and noncommunicable illness.
<b>Lesson 3: Getting Better</b>	<b>Knowledge:</b> Identify things you can do which help you get better. <b>Value:</b> Do something to thank your family for taking care of you when you are sick. <b>Life Skill:</b> Practice different ways to express sympathy for those who are sick. <b>Thinking Skill:</b> Use the Decision Making Steps to make a choice to cooperate in following directions to get better.
<b>Lesson 4: Do Not Share Your Germs</b>	<b>Knowledge:</b> Identify rules which help to keep our community free from illness caused by germs. <b>Value:</b> Let those in charge know how important you feel it is to keep the community as clean and germ free as possible. <b>Life Skill:</b> Practice ways to help keep the community clean. <b>Thinking Skill:</b> Predict what would happen to the cleanliness and health of a community without rules to keep it clean.

## Student Issue #9 – How I Breathe

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: How I Breathe</b>	<p><b>Knowledge:</b> Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.</p> <p><b>Value:</b> Tell why it is important to have good, clean air to breathe.</p> <p><b>Life Skill:</b> Set up an exercise routine with your family to help your lungs grow strong and healthy.</p> <p><b>Thinking Skill:</b> Compare and contrast the breathing of humans with other animals, including fish.</p>
<b>Lesson 2: Don't Hurt Your Lungs</b>	<p><b>Knowledge:</b> Define the word <i>pollution</i> and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.</p> <p><b>Value:</b> Set a goal to stay from tobacco use in all forms, including trying to avoid secondhand smoke.</p> <p><b>Life Skill:</b> Practice different behaviors to avoid pollution that will harm your lungs.</p> <p><b>Thinking Skill:</b> Analyze why smoking hurts your lungs.</p>
<b>Lesson 3: Runny Nose, Stuffy Nose</b>	<p><b>Knowledge:</b> Define respiration and describe what can happen to breathing because of colds, allergies, and asthma.</p> <p><b>Value:</b> Commit to sharing any symptoms of respiratory problems you may have with a trusted adult.</p> <p><b>Life Skill:</b> Practice recognizing symptoms of allergies, colds, and other respiratory problems.</p> <p><b>Thinking Skill:</b> Compare and contrast the symptoms of colds, allergies, and asthma.</p>
<b>Lesson 4: Breathing Faster, Breathing Slower</b>	<p><b>Knowledge:</b> Describe how exercise affects your breathing and your respiratory health.</p> <p><b>Value:</b> Tell why you need to be responsible about getting exercise.</p> <p><b>Life Skill:</b> Practice breathing exercises that will help you with your speech, your ability to play musical instruments, and your general respiration.</p> <p><b>Thinking Skill:</b> Compare how you feel when you breathe very fast and when you breathe very slowly.</p>

## Student Issue #10 – Run, Jump, and Skip

<u>Lesson</u>	<u>Content</u>
<b>Lesson 1: Run, Jump, and Skip</b>	<p><b>Knowledge:</b> Discover how exercise is needed at all ages to make the body healthy and strong.</p> <p><b>Value:</b> Demonstrate that you are responsible about getting exercise every day.</p> <p><b>Life Skill:</b> With your family, make and put into action a daily family exercise plan for at least a week.</p> <p><b>Thinking Skill:</b> Predict consequences of being a “couch potato.”</p>
<b>Lesson 2: Wonder Willie</b>	<p><b>Knowledge:</b> Define the words physically fit and explain how good food, exercise, and sleep help you to be physically fit.</p> <p><b>Value:</b> Show how good it makes you feel to set a goal and reach it.</p> <p><b>Life Skill:</b> Set a health goal that you can reach in one week.</p> <p><b>Thinking Skill:</b> Predict the consequences of having a positive attitude while trying to reach a goal.</p>
<b>Lesson 3: Getting Better All the Time</b>	<p><b>Knowledge:</b> Describe how much more you are able to do with your muscles and bones than you were able to do when you were a baby.</p> <p><b>Value:</b> Show how you can help to make exercise important in your family.</p> <p><b>Life Skill:</b> Plan and practice different games and exercises that are good for different parts of your body.</p> <p><b>Thinking Skill:</b> Use the Decision Making Skill Steps to choose healthful ways to have fun alone and with others.</p>
<b>Lesson 4: Fair Play</b>	<p><b>Knowledge:</b> List the rules for playing fairly.</p> <p><b>Value:</b> Show how you value a friend who is a good sport.</p> <p><b>Life Skill:</b> Practice controlling anger when you get mad at someone with whom you are playing.</p> <p><b>Thinking Skill:</b> Compare and contrast fair and unfair play.</p>