



Grade 1 Health: Self-management Skills

Unit Focus

In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit. Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education PK-2 <ul style="list-style-type: none">Identify dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed. (ANOD 1.1.2)Explain the importance of trying new foods. (HEPA 1.1.2)Identify different ways that disease-causing germs are transmitted (i.e., skin, mucus membranes, coughing, and contact with bodily fluids). (OWDP 1.1.2)Identify ways to prevent the spread of germs that cause common communicable diseases (e.g., cover wounds, cover mouth when sneezing/ coughing, wash hands, and do not touch other bodily fluids). (OWDP 1.2.2)Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (SAAP 1.1.2)Identify safety rules for playing on a playground, swimming, and playing sports (SIP 1.4.2)Describe how injuries can be prevented. (SIP 1.5.2)Identify how household products are harmful if ingested or inhaled. (SIP 1.9.2)Demonstrate effective refusal skills including firmly saying “no” and getting away. (IC 4.3.2)Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (IC 4.4.2)Identify situations which need a health-related decision. (DM 5.1.2)Explain the potential positive and negative outcomes from health-related decisions. (DM 5.3.2)Identify practices that reduce or prevent health risks. (SM 7.1.2)Demonstrate healthy practices (SM 7.2.2)	<i>Students will be able to independently use their learning to...</i> T1 Analyze risk factors and evaluate the consequences to self and others before taking action.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. U2 Students independently demonstrate how decisions affect themselves and others around them. U3 Students demonstrate various strategies when making decisions to enhance health. U4 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 Do my actions and/or decisions have a negative or positive impact on myself or others? Q2 What is the main issue and who can help me to deal with it? Q3 What behaviors should I employ in my current situation?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 examples of "eating the rainbow" to support healthy eating habits.	<i>Students will be skilled at...</i> S1 explaining the importance of trying new foods.	

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

K2 germs cause sickness and good hygiene can prevent or limit infection.

K3 good hygiene includes brushing teeth, covering coughs and sneezes, and washing hands regularly.

K4 names for basic body parts: muscles, bones, blood.

K5 there are different people in your life and the amount and way that they behave with you depends on their relationship with you.

K6 if someone makes you feel uncomfortable, you should tell them no and talk to a trusted adult such as a parent or and adult at school.

K7 it is important to make decisions and behave in a way that support your overall health and well-being, such as eating nutritious food, staying away from unknown or dangerous substances, protecting your personal space and wearing safety equipment when necessary.

K8 Vocabulary: hygiene, germs, bacteria, viruses, health, trusted adult, muscular system, skeletal system, cardiovascular system

S2 identifying different ways that disease-causing germs are transmitted and ways to prevent the spread of germs that cause common communicable diseases.

S3 identifying dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed.

S4 identifying and describing the functions of body systems: musculoskeletal and circulatory.

S5 identifying “appropriate” and “inappropriate” or “safe” and “unsafe” touches and telling a person no when you are uncomfortable.

S6 identifying situations which need a health-related decision.

S7 demonstrating decision making skills to enhance health.

S8 explaining the potential positive and negative outcomes from health-related decisions.