Health Grade 1

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 1 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- explain the concept of "safe" and "dangerous".
- identify items that may be dangerous.
- recognize the importance of acknowledging feelings and identifying ways of dealing with them appropriately.
- identify uncomfortable feelings.
- explain what it means to be a friend.
- identify how friends influence them.
- identify healthful activities.
- Identify the dangers of all tobacco products.
- understand the function of the Respiratory System.
- review MyPlate
- set goals for eating more of the foods that their bodies need to grow.
- explain the importance of a variety of food.
- describe some influences on food choices.
- define food allergies and reasons why we need to be careful around friends.
- describe safety precautions for physical activity.
- review how germs spread illness.
- review how to avoid spreading germs when they cough and sneeze.
- identify that germs can be spread on sharp objects.
- develop a definition of a family. (ie: a group of

Essential Questions

- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?

closely connected people) • understand families can change (ie: babies born). • understand that each family member's responsibility to the well-being of the group. • review the responsibilities of family members. • review list of adults who care for them. • define the word danger. • identify dangerous situations. • list rules for bicycle, pedestrian, motor vehicle and fire safety. • review touch safety information. • identify the roles of the police, EMT and fire personnel. • practice making emergency calls. • recognize that teasing is a form of harassment. • review and practice the skills to understand others, solve problems and manage anger. • demonstrate use of I-messages to express uncomfortable feelings.		
Content Outline I. Unit 1 - Substance Abuse II. Unit 2 - Wellness III. Unit 3 - Family Life IV. Unit 4 - Safety and Accident Prevention V. Unit 5 - Violence Prevention	**Standards** State of Connecticut Curriculum Frameworks Connecticut State Health Standards are met in the following areas: • ***Accessing Health Information and Resources*** • ***Self-Management of Healthy Behaviors*** • ***Analyzing Internal and External Influences*** • ***Communication Skills*** • ***Decision-Making Skills***	

Pacing Guide - Elementary										
1st Marking Period				2nd Marking Period				3rd Marking Period		
September	October	November	December	January	February	March	April	May	June	
Unit 1 **Substance Abuse** 6 weeks		Unit 2 **Wellness** 8 weeks		Unit 3 **Family Life** 5 weeks		Unit 4 **Safety and Accident Prevention** 6 weeks		Unit 5 **Violence Prevention** 6 weeks	

Unit 1 – Substance Abuse, 6 weeks

Standards

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- E.3.1 Identify responsible health behaviors.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- E.5.1 Practice verbal and nonverbal communication as a means of enhancing health.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- E.6.3 Predict outcomes of positive health decisions.

Unit Objectives	**Essential Questions**	**Skill Objectives**
Students will be able to: • explain the concept of "safe" and "dangerous". • recognize the importance of acknowledging feelings and identifying ways of dealing with them appropriately. • explain what it means to be a friend. • Identify the dangers of all tobacco products. • understand the function of the Respiratory System.	• What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? **Focus Questions** • How can substances be safe or dangerous depending on use? • Why is it important to understand and express feelings? • What are the benefits to having a friend? • What does it mean to be a friend? • How does tobacco harm the body?	Students will: • list items that may be dangerous • identify uncomfortable feelings. • identify how friends influence them. • identify healthful activities.
	Materials / Resources • Being Me and Drug-Free Workbook • Brainpop Jrhttps://jr.brainpop.com/health/drugs/medic	

	ine/ • Brainpop Jr https://jr.brainpop.com/health/drugs/smoking/	

<table>
<tr><td colspan="3">Unit 2 – Wellness, 8 weeks</td></tr>
<tr><td colspan="3"><u>Standards</u>
Accessing Health Information and Resources
Students will demonstrate the ability to access valid health information, products and services.
Students will:
• E.2.3 Describe factors that may influence the selection of health information, products and services.</td></tr>
<tr><td><u>Unit Objectives</u>
Students will be able to:
• explain the importance of a variety of food.
• describe some influences on food choices.
• define food allergies and reasons why we need to be careful around friends.
• describe safety precautions for physical activity.
• review how germs spread illness.
• review how to avoid spreading germs when they cough and sneeze.</td><td><u>Essential Questions</u>
• How and where do I find information, products and resources?

<u>Focus Questions</u>
• What are the variety of foods needed to eat for good health?
• What influences our food choices?
• What are the safety rules when exercising?
• What are germs and how do they spread?
• What is the proper way to cough and sneeze to prevent the spread of illness?
• How can I be safe around sharp objects?</td><td><u>Skill Objectives</u>
Students will:
• set goals for eating more of the foods that their bodies need to grow.
• identify that germs can be spread on sharp objects.</td></tr>
<tr><td><u>Technology Resource</u></td><td><u>Materials Resources</u>
• Scrubby Bear</td><td></td></tr>
</table>

<table>
<tr><td colspan="3">Unit 3 – Family Life, 5 weeks</td></tr>
<tr><td colspan="3">Analyzing Internal and External Influences
Students will analyze the influence of family, peers, culture, media, technology and other factors on health.
Students will:
• E.4.3- Explain how family, school and peers influence personal health.</td></tr>
<tr><td><u>Unit Objectives</u>
Students will be able to:
• understand families can change (ie: babies born).
• understand that each family member’s responsibility to the well-being of the group.
• review the responsibilities of family members.</td><td><u>Essential Questions</u>
• What influences my healthy behaviors and decisions?

<u>Focus Questions</u>
• What is a family?
• Why are families important?
• Why is it important to have trusted adults we can go to when we have a problem?</td><td><u>Skill Objectives</u>
Students will:
• develop a definition of a family. (ie: a group of closely connected people)
• list adults who care for them.</td></tr>
<tr><td></td><td><u>Materials Resources</u>
•</td><td></td></tr>
</table>

<table>
<tr><td colspan="3">Unit 4 – Safety and Accident Prevention, 6 weeks</td></tr>
<tr><td colspan="3"><u>Standards</u>
Self-management of Healthy Behaviors
Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.
Students will:
• E.3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions.</td></tr>
<tr><td><u>Unit Objectives</u>
Students will be able to:
• define the word danger.
• review touch safety information.</td><td><u>Essential Questions</u>
• What can I do to avoid or reduce health risks?

<u>Focus Questions</u>
• How can we keep ourselves safe?
• Who can help us keep safe?
• How can you identify safety personnel?
• What is the emergency phone number?
• When do you call 911?</td><td><u>Skill Objectives</u>
Students will:
• identify dangerous situations.
• list rules for bicycle, pedestrian, motor vehicle and fire safety.
• identify the roles of the police, EMT and fire personnel.
• practice making emergency calls.</td></tr>
<tr><td></td><td><u>Materials / Resources</u>
• Talking about Touching
• Fire/Police visit</td><td>Teacher resource: preview the Talking about Touching lesson here</td></tr>
</table>

<table>
<tr><td colspan="3">Unit 5 – Violence Prevention, 6 weeks</td></tr>
<tr><td colspan="3"><u>Standards</u>
Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Students will:
• E.5.3 Describe the motions and how they can affect an individual’s behavior.
• E.5.8 Identify possibly causes of conflict.</td></tr>
<tr><td><u>Unit Objectives</u>
Students will be able to:
• recognize that teasing is a form of harassment.
• review and practice the skills to understand others, solve problems and manage anger.</td><td><u>Essential Questions</u>
• How can communication enhance my personal health?

<u>Focus Questions</u>
• What are feelings?
• What can we do to calm down if we feel angry?
• What do I do if someone is teasing me?
• How do you express uncomfortable feelings using I-messages?</td><td><u>Skill Objectives</u>
Students will:
• demonstrate use of I-messages to express uncomfortable feelings.</td></tr>
<tr><td></td><td><u>Materials / Resources</u>
• Second Step to Violence Prevention
• Responsive Classroom
• Mind Up</td><td></td></tr>
</table>