

1st Grade - Health Curriculum

Chapter 1: Personal Health

Lesson 1: What Is Good Health?

(2.1.2.PGD.1)

- Name the three major parts of health.
- Recognize the role of hygiene in personal health.

Lesson 2: Rest and Sleep

(2.1.2.PGD.2, 2.1.2.PGD.3)

- Name benefits of getting adequate rest and sleep.
- Describe the effects of getting too little sleep

Lesson 3: Healthy Teeth and Gums

(2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4)

- Tell why primary teeth are important.
- Tell why brushing and flossing are important to healthy teeth and gums.

Lesson 4: Taking Care of Eyes, Ears, and Skin

(2.1.2.PGD.2, 2.1.2.PGD.3)

- Identify the senses associated with the eyes, ears, and skin.
- Recognize the significance of the senses of sight, hearing, and touch to personal health and safety.

Extended Activities:

1. *My Friends:* Ask children to draw a picture showing themselves getting along with friends. Discuss how having friends makes them feel.
2. *I Care for My Teeth:* Have children write or draw directions telling how to care for their teeth every day.

Gifted and Talented:

1. *Superhero:* Ask children to imagine a superhero with special powers of sight, hearing, or touch. Draw a comic strip showing their superhero and a situation when they might use their particular superpower.
2. *A Trip to the Dentist:* Write a story about a child visiting the dentist for the first time. Share with the class.

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Lesson 5: Your Body

(2.1.2.PGD.4, 2.1.2.PGD.5)(2.3.2.PS.5)

- Locate the major internal organs including heart, lungs, stomach, brain, as well as the bones and muscles on a diagram.
- Tell what each major internal organ does and what the bones and muscles do.
- Define bodily autonomy and personal boundaries

Supplementary Resource Everyone's Got a Bottom by Tess Rowley

Lesson 6: The Five Senses

(2.1.2.PGD.4)

- Name the five sense organs and list what is sensed by each.
- Recognize the five sense organs on a diagram of the body and tell what each does.

Lesson 7: Your Body Grows and Changes

(2.1.2.PP.1, 2.1.2.PP.2, 2.1.2.SSH.1-2)

- Name the ways to tell that the body has grown.
- Tell how parents care for children (humans and animals) and others in the family.
- Discuss how individuals make their own choices about how to express themselves.
- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Supplementary Resource Lulu is a Rhinoceros by Jason and Allison Flom

Lesson 8: The Life Cycle

(2.1.2.PP.1)

- Name the ways in which body parts change as the body grows into adulthood.

Extended Activities

1. *My Body at Work:* Have children draw two pictures, one showing them using their stomachs (eating) and one showing them using their brains (reading).
2. *My Day With One Sense:* Ask children to pick one sense and draw how they used it today. Write a sentence that tells about it.

Gifted and Talented:

1. *I Like/I Don't Like:* Challenge children to write sentences using this pattern for all five senses: I like to see....., I don't like to see.....Draw a picture to match each sentence.

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2. *All Grown Up:* Have children work in pairs to find pictures of baby animals and animals that have grown older (kittens/cats, puppies/dogs...). Invite children to write captions for each picture to tell what the animal is like at each stage.

Chapter 3: Emotional and Intellectual Health

Lesson 9: Showing Your Feelings

(2.1.2.EH.1, 2.1.2.CHSS.6, 2.1.2.CHSS.1, 2.1.2.CHSS.2)

- Name the people with whom feelings can be shared.

Lesson 10: Getting Along With Others

(2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.SSH.8, 2.1.2.SSH.9)

- Recognize the importance of listening, sharing, helping, and caring in making and keeping friends.

Lesson 11: Feeling Good About Yourself

(2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.2)

- Identify qualities that people might like about themselves.
- Recognize that people can express themselves in many ways.
- Describe healthful ways dealing with making decisions.
- Discuss similarities and differences of genders and how each can be expressed.

Lesson 12: Dealing With Stress

(2.1.2.CHSS.5, 2.1.2.CHSS.6)

- Name some ways to manage stress.
- Describe a stressful situation.

Extended Activities:

1. *Do You Want to be My Friend?:* Have children make a top ten list of tips on how to make and keep friends.
2. *Time Out:* Have children develop a “Time Out” de-stressing activity that the whole class can use, such as doing jumping jacks.

Gifted and Talented:

1. *Showing Feelings:* Have children think of animals they have known. How do these animals show feelings? Describe three ways dogs show feelings: snarling, raising the hair on their necks, and tail wagging. Discuss what these actions mean. Draw a picture of a person and a dog expressing one of these feelings: anger, excitement, or fear. Write a sentence for each.

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2. *Music to My Senses*: Explain that certain kinds of music are especially soothing and help to relieve stress. Find 10 songs that vary from polkas to lullabies, rock tunes to classical. Choose the songs they find best for helping to manage stress.

Chapter 4: Family and Social Health

Lesson 13: A Healthy Family

(2.1.2.PP.2)(2.1.2.SSH.3)

- Describe how members of a healthy family interact and help one another.
- Describe different kinds of family locally, nationally, and globally, and note similarities in the ways which they keep their children safe.

Supplementary Resource *Families, Families, Families* by Suzanne Lang

Lesson 14: Getting Along With Your Family

(2.1.2.SSH.3, 2.1.2.SSH.4)

- Tell why household rules are important.

Lesson 15: Getting Along With Your Friends

(2.1.2.SSH.7)

- Tell how friends help each other.

Lesson 16: A Healthy Classroom

(2.1.2.SSH.5, 2.1.2.SSH.6)

- Identify characteristics of a healthy classroom.
- Describe how classroom members interact and help each other.

Extended Activities:

1. *I Can Help*: Have each child draw and write ways he or she could help a friend.
2. *No Fighting!*: Have children role play a scene where they are about to fight over something that happened. Show how friends can find other ways to settle what happened.

Gifted and Talented:

1. *Animal Families*: Point out that animals have families, too. For example, a family of lions is called a *pride*. Have children research names and pictures for other animal families. Report their findings to the class.
2. *All in the Family*: Find an art book that includes family portraits. Display the portraits for the class. Ask the children to decide how they can tell that the people in the portraits belong to the same family. What clues are given? How do the members in each family seem to feel about each other?

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Chapter 5: Nutrition

Lesson 17: Food and Your Body

(2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.2.2.N.1)

- List four reasons why the body needs food.
- Name the parts of the body that are used to eat food.

Lesson 18: Food Variety

(2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.2.2.N.2)

- Name foods in the five basic food groups and name some “other” foods.
- Tell why all five basic food groups are needed for good health.

Lesson 19: Balanced Meals

(2.3.2.HCDM.1, 2.2.2.N.3)

- Define the term *balanced meal*.

Lesson 20: Healthful Snacks

(2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.2.2.N.2, 2.2.2.N.3)

- Identify the benefits healthful snacks give the body.

Extended Activities:

1. *Good Food:* Have children cut out pictures of food from used magazines and sort them by food groups.
2. *Unhealthy Snacks:* Name these snacks at random: candy bars, cookies, ice cream bars, potato chips, and pretzel sticks. Make two columns labeled “Too Much Sugar” or “Too Much Salt.” Draw or write each snack under the correct column.

Gifted and Talented:

1. *Animal Comparisons:* Use nature magazines or other sources to locate pictures of mammals. Cut out and distribute to children. Have the children approximate the location of the parts of the animal’s body that are used to eat food – the mouth, teeth, throat, and stomach. Discuss how the body parts vary depending on what the animal eats. For example, a tiger’s teeth are sharp for tearing meat. A giraffe’s throat is long because it eats leaves from tall trees.
2. *Food Categories:* Write this list on the board: steak, bread, eggs, milk, orange, tomato, carrot. Have children identify where each food comes from. They may need to research an item on line or in another resource. Have children categorize the products as plants or animals.

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Chapter 6: Physical Activity and Fitness

Lesson 21: Physical Activity and the Body

(2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.PF.1, 2.2.2.LF.1, 2.2.2.LF.2)

- Explain how muscles and bones help people move and maintain good posture.
- Recognize that physical activity benefits muscles as well as the heart and lungs.

Lesson 22: Getting Fit

(2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MCD.3, 2.2.2.MSC.4, 2.2.2.MSC.5, 2.2.2.PF.2, 2.2.2.PF.3, 2.2.2.LF.3, 2.2.2.PF.4)

- Name exercises that strengthen the muscles and aerobic exercises that strengthen the heart and lungs.
- Tell how working as part of a team helps everyone.
- Tell why it is important to warm up before and cool down after exercises.

Extended Activities:

1. *Health Notebook:* Have children draw a bar graph that shows how many minutes they play hard each day for a week.
2. *Simon Says:* Play “Simon Says” using vocabulary commands such as “sit with good *posture*,” “count your *breaths*,” “*flex* your *muscles*,” and “*stretch* your *muscles*.”

Gifted and Talented:

1. *Heart and Lung Healthy:* Have children draw cartoons of their hearts and lungs telling what these organs might be saying while a child is playing hard.
2. *Advertisements:* Have children brainstorm types of physical activities and their benefits. Record responses. In small groups, or with a partner, make posters to advertise the benefits of physical activity.

Chapter 7: Disease Prevention and Control

Lesson 23: Germs and Sickness

(2.3.2.HCDM.1)

- Name some common symptoms of illnesses caused by germs.
- Describe what germs are.

Lesson 24: Preventing Illnesses

(2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3)

- Describe how to prevent illness by keeping germs from spreading and by keeping the body healthy.

Lesson 25: Protecting Your Body

(2.3.2.HCDM.1, 2.3.2.HCDM.2)

- Identify staying home, getting rest, and drinking fluids as ways to recover from a cold or flu.

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- Describe the importance of vaccines and other kinds of shots.

Extended Activities:

1. *Getting Over a Cold:* Ask children to draw themselves practicing three behaviors that can help them get over a cold.
2. *Health Notebook:* Ask children to list three things they do every day that can help prevent them from getting sick.

Gifted and Talented:

1. *Germ Free?:* Have three volunteers sift dirt with their hands. Then examine the hands under a magnifying glass. Have one child rinse his or her hands. Have another child wash his or her hands thoroughly with soap. Look at the hands again. Draw pictures showing each hand. Which person has hands that are closest to germ-free?
2. *Medicine Remedies:* Have children explore different ways of treating illnesses. For instance, a well-known technique introduced in China is called acupuncture, in which little needles are stuck into certain points of the body to help sick people get better or relieve pain. Many people of central European heritage believe chicken soup is a cold remedy. List each way and where it comes from.

Chapter 8: Alcohol, Tobacco, and Drugs

Lesson 26: Medicines, Health, and Safety

(2.3.2.ATD.1, 2.3.2.ATD.2)

- Identify reasons medicines are taken.

Lesson 27: Tobacco and Health

(2.3.2.ATD.3, 2.3.2.DSTD.2)

- Recognize that drugs in cigarettes and other tobacco products are harmful and make it hard to stop using them.

Lesson 28: Alcohol and Health

(2.3.2.DSTD.1, 2.3.2.DSTD.2)

- Name some common drinks that do not contain alcohol.
- Tell why alcohol use is harmful to the body

Extended Activities:

1. *Health Notebook:* Ask children to write three rules for staying safe around medicines.
2. *No Smoking:* Have children draw a “No Smoking” poster that shows some of the unhealthy effects of smoking.

Gifted and Talented:

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1. *The Truth About Cigarettes*: Have children discuss cigarette ads. Ask what the ads are trying to do. Then have children make their own ads that tell the “truth about cigarettes.”
2. *A “Health, Health, Healthful Song”*: Review the tune “Row, Row, Row Your Boat.” Explain that they are going to change the words to make it a healthful song. Example: “Drink, drink, drink your milk,
 Drink it every day.
 Drink it up, drink it up,
 That’s the healthy way.”
Have students write a verse about something healthy from each food group.

Chapter 9: Safety and Injury Prevention

Lesson 29: Harmful Household Substances

(2.3.2.PS.1, 2.3.2.PS.4)

- Identify household substances that are not safe to eat, drink, touch, or inhale.

Lesson 30: Safety on the Road

(2.3.2.PS.2, 2.3.2.PS.3)

- Name pedestrian and traffic safety rules, including how to follow signs and use signals.
- Recognize safety

Lesson 31: Fire Safety

(2.3.2.PS.2, 2.3.2.PS.3)

- List the safety rules to follow in an emergency fire drill.
- Name common fire hazards at home and school.

Lesson 32: Home Alone

(2.3.2.PS.1)

- Describe safe behaviors when home alone.

Lesson 33: Good Touch/Bad Touch

(2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7)

- Identify examples of good touch and bad touch.
- List behaviors that will help to avoid inappropriate behaviors to others.

Lesson 34: Emergency Calls

(2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.2.3.2.PS.8)

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- Identify whom to ask for help in an emergency.

Extended Activities:

1. *Design a Label:* Have partners design a warning label for a potentially dangerous household product.
2. *I'm Lost:* Have children write a script and role-play what they would do if they were lost.

Gifted and Talented:

1. *Getting to School Safely:* Conduct a survey of the class to find out how many students get to school by car, bus, or walking. Have children make a bar graph illustrating the results. Break into groups by mode of travel and write a list of safety rules for getting to school.
2. *Emergency Folder:* Have children create an emergency list of phone numbers on the inside of a file folder to be kept at home near the phone. Include police, fire station, family doctor, trusted neighbors, and poison control. Make a list of things to include to say when phoning each group.

Chapter 10: Community and Environmental Health

Lesson 35: Health Care Workers in Your Community

(2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3)

- Name some organizations that help keep communities safe and healthy.
- Describe the roles of health workers in the community.

Lesson 36: Pollution and Your Health

(2.1.2.CHSS.6)

- Identify ways the community can work to keep the environment clean.
- Name items that can be reused, reduced, and recycled

Extended Activities:

1. *Reducing Water Use:* Have children make a list of things they can do to use less water.
2. *Hospital Health:* Draw a picture of and write about someone helping in a hospital.

Gifted and Talented:

1. *Health Care Workers:* Have children work in pairs to write letters to local health care workers to ask questions about what they do and how they are trained for their jobs.
2. *Reduce, Reuse, Recycle:* Explain that birds build their nests by recycling and reusing. Birds gather yarn, scraps of material, lint, twigs, grass, and mud to make their nests. Have children work in pairs to create their own nests using materials gathered from outside or in their own home. Arrange the materials in a nest shape, experimenting with the best ways to use the materials to hold the nest together using only those materials.