

**Health Education  
Grade 1  
Essential Objectives and Content**

**National Standards**

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

**Unit I: Social and Emotional Health**

**MSC Standard:** Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

**Objectives-** The student will be able to:

- a. Identify behaviors that encourage the development of friendships.
  - Sharing
  - Using kind words
  - Smiling
- b. Identify behaviors that discourage the development of friendships.
  - Hitting
  - Tattling
  - Teasing and bullying
- c. Describe ways to communicate with friends and family.
  - Eye contact
  - Tone of voice
- d. Show care, consideration, and respect for self and others.
  - People of different cultures
  - People with disabilities
- e. Distinguish between tattling and telling.
  - Tattling is telling in an attempt to get someone in trouble.
  - Telling is an attempt to prevent an unsafe situation.
- f. Identify healthy ways of expressing feelings.
  - Define and describe different feelings
  - Happy, upset, calm, and surprised
- g. Choose nonviolent strategies to resolve conflicts.
- h. Identify adults who can help solve problems.

- i. Identify and describe characteristics of a good decision.
  - The decision is: safe, legal, respectful of others' rights, and would be approved by parents.

## **Unit II: Safety, First Aid, and Injury Prevention**

**MSC Standard:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

**Objectives-** The student will be able to:

- a. Practice basic safety rules to be used in the home.
  - Kitchen safety
  - Harmful products
  - 911 for emergencies
  - Gun safety
  - Safety around pets and other animals
- b. Identify appropriate and safe uses of medicines.
  - What medicines are and who can give medicines
- c. Identify strategies for emergency preparedness.
  - Family Plan
  - Supplies – food and water, medicines, batteries, flashlight, etc.
- d. Describe how to respond appropriately to emergency situations.
  - Minor injuries (cuts, scrapes, splinters, etc.)
  - Choking
  - Calling 911
  - Storms
  - Floods
- e. Practice basic safety rules to be used in the community.
  - Crossing the street safely
  - Wearing seatbelt in car
  - School Bus Safety
- f. Give examples of confusing and uncomfortable feelings.
- g. Identify the three types of touches: okay, not okay, and confusing.
- h. Use the “No, Go, Tell, Keep Telling” strategy for personal body safety.
- i. Identify adults who can help in an abusive situation.

## **Unit III: Disease Prevention and Control**

**MSC Standard:** Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

**Objectives-** The student will be able to:

- a. Practice healthy personal hygiene habits.
  - How and when to wash hands
  - Using tissues
  - Covering mouth and nose when coughing or sneezing
  - Not sharing food and drink items
  - Washing hair regularly
  - Bathing or showering regularly
  - Wearing clean clothes every day
  - Brushing teeth at least twice daily

- b. Describe ways germs can enter the body.
  - Define germs.
  - List sources of germs.
  - Explain the role of hygiene in preventing the spread of germs.
- c. Identify ways to prevent germs from entering the body.
- d. Identify ways to protect the five senses.
- e. Identify community health services and health care professionals and their roles.
  - Hospital, emergency room
  - Clinic
  - Doctor
  - Nurse
  - Dentist
  - Pharmacist
  - Paramedic
  - School nurse
- f. Identify health issues created by pollution.
  - Why littering is harmful
  - How to prevent littering

#### **Unit IV: Nutrition and Fitness**

**MSC Standard:** Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

**Objectives-** The student will be able to:

- a. Demonstrate the relationship between foods and the senses.
  - How senses affect food choices
- b. Categorize examples of foods as they fit into MyPyramid.
  - Location of food groups on MyPyramid
- c. Identify healthy eating habits, to include five fruits and vegetables every day, and explain how they benefit the body.
  - Prevent illness
  - Maintain strong bones, muscles, and teeth.
- d. Explain the term “physical fitness.”
- e. Identify components of a healthy lifestyle.
  - Eating properly
  - Exercising regularly
  - Getting adequate rest and sleep
- f. Identify common food allergies and risks associated with them.
  - Nuts, milk, shellfish, eggs, wheat
  - Sharing foods
- g. Explain how plants and animals provide food.
  - Plant Sequence: seeds, growth, harvest, process/packaging, consumer
  - Animals provide: meat, fish, poultry, dairy, eggs