

**Grade 1
Health Education
Objectives and Content
2018-2019**

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. 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
- e. Identify healthy ways of expressing feelings
 - Define and describe different feelings
 - Happy, upset, calm, and surprised
- f. Identify and describe characteristics of a good decision
 - The decision is: safe, legal, respectful of others' rights, and would be approved by parents
- g. Identify what is special about families
 - List family members

- Special traits of each family member
- Differences in family structure and customs

Enrichment

- h. *Show care, consideration, and respect for self and others*
 - *People of different cultures*
 - *People with disabilities*
- i. *Choose nonviolent strategies to resolve conflicts*
- j. *Identify adults who can help solve problems.*

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. Describe how to respond appropriately to emergency situations
 - Minor injuries (cuts, scrapes, splinters, etc.)
 - Choking
 - Calling 911
 - Storms/Floods
- c. Practice basic safety rules to be used in the community
 - Crossing the street safely
 - Wearing seatbelt in car
 - School Bus Safety
- d. Give examples of confusing and uncomfortable feelings
- e. Identify the three types of touches: okay, not okay, and confusing
- f. Use the “No, Go, Tell, Keep Telling” strategy for personal body safety
- g. Identify adults who can help in an abusive situation.

Enrichment

- h. *Identify appropriate and safe uses of medicines*
 - *What medicines are and who can give medicines*
- i. *Identify strategies for emergency preparedness*
 - *Family Plan*
 - *Supplies – food and water, medicines, batteries, flashlight, etc.*

Unit III: 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 **My Plate**
 - Location of food groups on **My Plate**
- 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

Enrichment

- d. *Identify components of a healthy lifestyle*
 - *Eating properly*
 - *Exercising regularly*
 - *Getting adequate rest and sleep*
- e. *Identify common food allergies and risks associated with them*
 - *Nuts, milk, shellfish, eggs, wheat*
 - *Sharing foods*
- f. *Explain how plants and animals provide food*
 - *Plant Sequence: seeds, growth, harvest, process/packaging, consumer*
 - *Animals provide: meat, fish, poultry, dairy, eggs.*

Unit IV: 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 community health services and health care professionals and their roles

- Doctor, nurse, school nurse, hospital, emergency room, clinic, dentist, pharmacist, paramedic
- d. Identify health issues created by pollution.
 - Identify three types of pollution (air, water, waste)
 - Effects on the body and health
 - Consequences and prevention of littering.