

## First Grade Health Standards

**Unifying Idea: Acceptance of personal responsibility for lifelong health.**

**Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair, and nails.	Watch and practice how to use a toothbrush and dental floss to care for their teeth.
	Summarize health risks for own age group.	Using a chart, students identify injuries from vehicle crashes, falls, and burns as the most important health risks.
	Predict the consequences of health-related behaviors.	Given several examples, students will describe what might happen that could be unpleasant or bad for health and safety, such as: playing alone near water, playing with fire, playing near canals, and getting in a car with a stranger.
Food Choices	Performance Indicators	Sample Activities
	Identify healthful food choices.	Sort food pictures into the four pyramid food groups and plan a balanced meal.
	Describe the special importance of breakfast.	Discuss reasons why breakfast is a unique and important meal.

	Choose healthful breakfast menus from a variety of alternatives.	<p>When presented with pictures of a variety of foods, select three that would be healthful breakfast foods.</p> <p>Create a well balanced breakfast by:</p> <ul style="list-style-type: none"> <li>- cutting pictures from magazines and</li> <li>- pasting them on a piece of construction paper or paper plate.</li> </ul> <p>Have a healthy breakfast with the teacher (in the cafeteria or the classroom.)</p>
	Explain how foods are the materials from which all physical parts of the body are made and are also the source of body energy.	Supply the missing word: Cars use gas for energy. People use _____ for energy. Cars are made from metal and plastic. People's bodies are made from _____.
	Explore cultural food choices.	<p>Using a picture chart, identify cultural foods that are part of a healthful diet.</p> <p>Use opportunities within the classroom for parents to share foods specific to their culture.</p>

Physical Activity	Performance Indicators	Sample Activities
	Participate regularly in active play and a variety of enjoyable activities with a focus on the pleasure of being active.	<p>Respond to directions given for games and other activities.</p> <p>Learn a variety of games or activities such as:</p> <ul style="list-style-type: none"> <li>- Red Rover</li> <li>- Red Light, Green Light</li> <li>- Dodge Ball</li> <li>- Duck, Duck, Goose</li> <li>- Aerobic Activities</li> </ul>

	Obtain a sufficient amount of sleep.	<p>Discuss the body's need for sleep and how the body reacts to lack of sleep.</p> <p>As homework, graph the number of hours slept each night for a week.</p>
	Develop safety skills and work cooperatively with others in game situations.	<p>Demonstrate the ability to observe safety precautions while participating in game situations by being considerate of others and following safety rules.</p> <p>Work cooperatively with others to complete a game task by giving encouragement to others during a game and participating in all activities.</p>

Mental and Emotional Health	Performance Indicators	Sample Activities
	Differentiate between healthful and unhealthful methods of expressing feelings.	When provided with a story prompt, students will decide on an appropriate way to express feelings.
	Identify behaviors controlled by oneself.	Discuss and state two examples of behaviors controlled entirely by oneself.
	Develop and use effective communication skills to enhance social interactions.	Role play various scenarios such as 1) requesting permission to do something, 2) basic introductions of family and friends, and 3) basic manners: please and thank you.
	Demonstrate personal characteristics that contribute to self-confidence and self-esteem, such as honesty, integrity, and respect for the dignity of others.	<p>Discuss, identify, and practice appropriate responses to situations.</p> <p>Listen to stories in which children respond to specific situations.</p>

**Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.**

Disease Prevention	Performance Indicators	Sample Activities
	Practice good personal hygiene and health behaviors to prevent the spread of disease.	Demonstrate basic health actions such as washing one's hands and covering one's mouth when sneezing and coughing.
	Practice simple measures to prevent the spread of germs.	<p>After viewing video clips or pictures of children engaged in everyday activities, the teacher will point out those activities that are conducive to the spread of germs and describe a more appropriate behavior or ask students to describe a more appropriate behavior.</p> <p>Engage in role-playing activities showing appropriate behaviors to minimize the spread of germs.</p> <p>Have students role-play appropriate ways to prevent the spread of germs, such as: blowing noses, sharing food, sharing combs, brushes, hats, or covering mouth when sneezing.</p>
	Understand the importance of school screening, periodic health exams, and immunization.	Discuss the importance of school screening, periodic health exams, and immunizations.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize symptoms of common illnesses, such as fever, rashes, coughs, congestion, and wheezing and describe them to parents or health-care providers.	<p>Role-play a trip to the doctor or describe symptoms to one's parent or care giver.</p> <p>Invite a doctor or a nurse to the classroom to discuss common illnesses, their symptoms, and to defuse students fear of a physical exam.</p>
	State rules for using and handling medicines.	Provide the following three rules in response to an appropriate prompt: 1) take medicine only if adult family member says it is okay, 2) never touch unknown medicine, and 3) never eat anything you are not sure is safe. Students verbally repeat these rules.

**Standard:** **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Demonstrate stop, look, and listen when entering or crossing a street.	<p>Using a simulated road or intersection, the student successfully enacts the sequence of steps in crossing the street.</p> <p>Take a field trip to the crossing guard for a demonstration and practice of procedures.</p>
	Practice safe behaviors in or out of motorized vehicles, including crossing streets safely.	Given pictures of basic traffic signs and signals, describe the meaning of each. Draw pictures of each.

	<p>Comply with playground, school ground, and school bus safety rules.</p>	<p>Observe one another following safety rules.</p> <p>Participate in District bus safety drill. Follow up with a class discussion and a chart on bus rules.</p>
	<p>Demonstrate the ability to make an emergency phone call, or to seek help.</p>	<p>Given a simulated emergency and phone device, the student will place a call for help using the proper phone number and will give the appropriate vital information.</p>
	<p>Identify emergency and non-emergency situations.</p>	<p>Role-play what is an emergency and what is a non-emergency situation.</p> <p>Discuss when to or not to use 911.</p>
	<p>Identify firefighters by their appearance in fire emergencies.</p>	<p>Given pictures of persons wearing various types of clothing or protective gear, identify firefighters.</p> <p>Participate in a field trip or invite a firefighter to come for a class presentation.</p>
	<p>Develop and use appropriate skills to identify, avoid when possible, and cope with potentially dangerous situations.</p>	<p>Provided with various scenarios, students will identify appropriate ways to handle dangerous situations.</p>
	<p>Demonstrate appropriate knowledge and behavior for disaster drills.</p>	<p>Practice disaster drills.</p>
	<p>Practice safe behavior in and near water.</p>	<p>Discuss water safety. Role play various situations.</p>

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Distinguish between helpful and harmful substances.	Given a variety of pictures from advertisements, select those that show helpful and harmful substances. Discuss what should be done with each.
	Identify ways to cope with or seek assistance as necessary when confronted with situations involving alcohol, tobacco, and other drugs.	Given pictures of various situations involving alcohol, tobacco, and other drugs, students will state what should be done.  Role-play saying “no” to drugs and alcohol.
	Identify a needle/syringe as an object to be reported to an adult, but not to be touched.	When shown a picture of a needle/syringe, students will identify it and explain what to do about it.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Differentiate between appropriate and inappropriate touch.	Discuss those areas of the body where it is not usually appropriate to be touched.
	Seek adult assistance in response to inappropriate touch.	After discussion of an event involving inappropriate touch, students will identify a way to seek assistance.

**Unifying Idea: Respect for and promotion of the health of others.**

**Standard: Students will play a positive, active role in promoting the health of their families.**

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members	Discuss family members and the importance of their role in the family structure.

	Understand the importance of rules and the consequences that can occur from not following established rules.	Demonstrate ways to support positive family interactions, such as listening to and following directions, following family rules, showing concern toward other family members, and interacting appropriately with family members.
	Identify different kinds of change that can occur in a family and how to talk about them.	Identify feelings related to changes within the family and effectively express them to others in a positive way.
	Use effective strategies to cope with change in the family, such as learning how to handle emotions by talking with a parent or other trusted adult about those feelings.	Role play different situations about how to deal with family change.

**Standard:**     **Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Recognize one's importance to others.	Students name at least one person to whom the he/she is special and important.
	Recognize the importance of others to oneself.	Name at least one person who is special and important to them.
	Respect the rights of others.	Give examples of what our rights are in the classroom.  Chart appropriate classroom behaviors.
	Describe alternatives to fighting as a means of resolving disputes.	Given two video clips that illustrate two students disagreeing and then fighting, students describe at least two other ways the dispute could have been settled.

	Explain the difference between the acceptability of feelings and the acceptability of behaviors.	When prompted, students state that individuals are entitled to their own feelings but they must express those feelings in appropriate ways.
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**Unifying Idea: An understanding of the process of growth and development.**

**Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Life Cycles	Performance Indicators	Sample Activities
	Demonstrate an understanding of the aging process.	Discuss and chart the basic needs of infants, children, parents, and grandparents.  Monitor personal growth on a class chart.  Listen to stories about each age group, then compare and contrast interests, needs, etc.

**Standard: Students will understand and accept individual differences in growth and development.**

Growth and Development	Performance Indicators	Sample Activities
	Demonstrate an understanding of individual differences.	Discuss and chart basic differences in the class, such as: hair and eye color, height and weight, etc.
	Recognize that different people have different abilities.	Name two abilities that you have and two different abilities that you observe in others.

**Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.**

**Standard: Students will identify information, products, and services that may be helpful or harmful to their health.**

Products and Services	Performance Indicators	Sample Activities
	Identify places to obtain health and social services and learn what types of services are provided.	Discuss and identify the places to receive health care.
	Identify health care workers.	From pictures, identify health care providers and their services.
	Identify consumer influences.	Students tell how the consumer is influenced by media and advertising by giving examples.
	Children identify themselves as consumers.	Students bring sample advertisement for discussion.