

Olathe Public Schools First-Grade Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

Personal and Community Health

NHES Performance Indicators

Standard 1 — Essential Concepts

- 1.2.1: Identify that healthy behaviors impact personal health.
- 1.2.2: Recognize that there are multiple dimensions of health.
- 1.2.3: Describe ways to prevent communicable diseases.
- 1.2.5: Describe why it is important to seek health care.

Standard 2 — Analyzing Influences

- 2.2.1: Identify how the family influences personal health practices and behaviors.
- 2.2.2: Identify what the school can do to support personal health practices and behaviors.
- 2.2.3: Describe how the media can influence health behaviors.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.1: Make requests to promote personal health.
- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Identify and discuss behaviors that help prevent illness (hand washing, sleep, exercise, brushing teeth, clothing for weather, restroom habits, regular check-ups with the doctor and dentist, school hearing and vision screening).
- Explain germs and how disease is spread.
- Discuss and practice strategies to prevent spread of illness (avoid sharing food or drink, cough or sneeze into a tissue or your sleeve, hand washing, avoid sharing hats, combs, brushes).
- Practice sun safety by wearing sunscreen and hats when necessary.
- Recognize that doctors and dentists are our partners in maintaining good health.
- Explain how the media and other influences (family, community) can affect our health.
- Identify the major parts of our body and what we can do to keep them healthy.

Suggested Lesson Plans / Resources / Activities

➤ **Hand washing/germs lessons:**

Use Lesson 1 in Glo-Germ kit to show the importance of washing hands to remove germs.

https://s3.amazonaws.com/cdn.teachersource.com/downloads/lesson_pdf/GLO-210.pdf

Discuss when it is necessary to wash hands and where germs can be found.

Extensions:

- Students use iPads to share their learning.
- Read Aloud/Guided Reading/Shared Reading books related to germs.
- Create a list of when to wash your hands.
- Use a spray bottle to spray student's hands with water. Have students touch another object and ask what happened to the object (got wet/damp). Explain how coughing and sneezing can transfer from our mouths to our hands, objects, and others.
- **When I'm Sick** kit: Disease Prevention (Check out from the IRC)

- **Sun Safety lessons:**
 - SunWise program kit
 - Watch your shadow lesson
 - A SunWise Beach Party lesson
 - Field Day preparation: Discuss the importance of wearing hats, sunglasses and sun screen
 - Sunwise Safety EPA- <https://www.neefusa.org/sunwise> (See school nurse for SunWise kit with UV sensitive Frisbee)

- **Dental Health lessons:**
 - Coordinate with school nurse for dental hygienist visit.
 - "Eggsperiment": Show students three hard boiled eggs and explain how the shell of the egg is a lot like our teeth. Then place each egg in a separate cup – one with water, one with soda, and one with milk. Have students predict what will happen to each egg. The next day, pull out the eggs, record findings and discuss how this relates to our teeth.
 - Delta Dental Smart Smiles:
 - Lesson 1 (Tooth Basics)
 - Lesson 2 (Brushing your teeth)
 - Lesson 3 (Flossing your teeth) <https://www.landofsmilesmo.org/curriculum-videos>

 - Sort magazine pictures of healthy and unhealthy foods for teeth.
 - Reading A-Z "Going to the Dentist" (Level G)
 - Integrate with 1st grade core literature: "Arthur's Loose Tooth"

- **Dentists and Doctors lessons:**
 - Play Hospital: Refer to your community partner (For example: Olathe Medical Center). Discuss how doctors and nurses are partners in our health.
 - Dental Visits: Coordinate with school nurse
 - Reading A-Z
 - "Doctor Jen" (Level E)
 - Reading A-Z "Going to the Doctor" (Level G)

 - **What's Next** kit (see Injury & Prevention Safety section)
 - ✓ Checkout from IRC
 - ✓ Includes 12 Hospital Photo Boards

- **Media influences our health lessons:**

- Time spent on devices/TV: Students are asked to log the time they spend on a device or watching TV each day for a week. As a class, create a graph of student's findings and discuss how this affects our health and sleep. Brainstorm other things they could be doing.
 - Coordinate this with teaching time
- "Good Night iPad" by Ann Droyd
- Discuss with students how commercials and advertisements can influence their health choices.
 - Show different examples and discuss

➤ **Body Parts lessons**

- **Nose to Toes** kit: Lessons are included in the kit
 - Check out at the IRC
- Discovery Education Video <https://app.discoveryeducation.com/learn/videos/4d2c0469-4d58-4fa4-9b1d-de9319ea32a5?hasLocalHost=false>
- Trace a student's body on roll paper and have students label the body parts

Vocabulary students know and use:

personal & oral hygiene, physical fitness, vision, hearing, germs, exams/check-ups/screening, responsibility, choice, disease, spread, illness, gums, plaque, decay, cavity, enamel, dentin, root, pulp, molars, canines, premolars, incisors, advertisements, brain, heart, lungs, stomach, intestine, kidneys, bones, muscles

Nutrition

NHES Performance Standards

Standard 1 — Essential Concepts

- 1.2.1: Identify that healthy behaviors impact personal health.
- 1.2.3: Describe ways to prevent communicable diseases.

Standard 2 — Analyzing Influences

- 2.2.3: Describe how the media can influence health behaviors.

Standard 5 — Decision Making

- 5.2.1: Identify situations when a health-related decision is needed.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.1: Make requests to promote personal health.
- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Identify the MyPlate icon and name the five food groups.
- Describe the importance of eating foods from all five food groups and how it helps fuel the body for physical activity.
- Identify the importance of washing hands before and after preparing food and eating.
- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).

- Identify food choices within the fruit group and vegetable group.
 - Describe feelings of full and hungry.
 - Discuss benefits of daily water intake.
- **Serving Up My Plate: U.S. Department of Agriculture: Resources and Reproducibles**
https://www.fns.usda.gov/sites/default/files/tn/sump_level1.pdf
- Second Course (page 13 – 18)
 - Coordinate with Second Grade teachers who are assigned the First and Third Courses. (additional resources/program)
<http://teamnutrition.usda.gov/tn/myplate>
- Glo Germ™ kit (see Personal and Community Health). See handwashing lesson from Personal and Community Health section.
 - Week of healthy snacks: Students eat only fruit or vegetables for their snack that week. Challenge and celebrate for trying something new! Take a class poll on the favorite healthy snack.
 - Integrate with Journey’s story Lesson 18 “Where Does Food Come From?”
 - Benefits of water intake: integrate with science topic, living and non-living
 - Healthy Helping MyPlate Pocket Chart: available at the IRC
 - If possible, arrange a field trip to a grocery store to view all the produce and have a staff dietician explain the benefits of eating a variety of fruits and vegetables.

Vocabulary students know and use:

- food groups, “anytime” foods, “sometimes” foods, *MyPlate*, breakfast, full, hungry, color, physically active, fuel, hydration, protein, calcium, nutrition
- Fruit — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
- Vegetable — carrot, broccoli, snap peas, spinach, bean
- Grains — whole-wheat bread, whole-grain spaghetti and bow-tie pasta, whole-grain cereal, brown rice, popcorn, graham crackers
- Protein — chicken, ham, egg, beans, peanuts
- Dairy — yogurt, milk, cheese

Injury Prevention and Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

- 1.2.4: List ways to prevent common childhood injuries.
 1.2.5: Describe why it is important to seek health care.

Standard 2 — Analyzing Influences

- 2.2.1: Identify how the family influences personal health practices and behaviors.
 2.2.3: Describe how the media can influence health behaviors.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Identify potential dangers and practice safe behaviors and appropriate responses to:
 - ✓ fire
 - ✓ traffic
 - ✓ recreation/playground
 - ✓ classroom/school (ALICE/safety)
 - ✓ natural disasters
 - ✓ home and community
- Demonstrate the procedure for calling 911 and when it is appropriate to do so
- Know and apply safe pedestrian and biking behaviors
- Apply school wide safety expectations for recess, cafeteria, classroom, and hallway
- Understand and practice appropriate emergency procedures (fire & tornado drill//ALICE)
- Identify what to do if someone is ill or injured and in need of assistance

Suggested Lessons / Resources / Activities

- **Practicing safe behaviors and responses lessons:**
 - Model and practice classroom, school, and playground procedures.
 - Beginning of the year PBIS skits or lessons
 - Use read-alouds to discuss these situations when applicable.
 - Coordinate with PE teacher for knowing safe pedestrian and biking behaviors.
 - **What Next?** kit: Lessons are included in the kit
 - Check out at the IRC, includes calling 911 lesson
- **911 lessons:** <http://kidshealth.org/en/kids/911.html?WT.ac=ctg#cater>
 - Have a class discussion about what 911 is and then create a T-Chart about times it is and is not appropriate to call 911.
 - Students should work with parents on memorizing their address, phone number, and parents' first and last names. As a class, students will pair up and practice what it looks and sounds like to call 911. They should be able to recite their personal safety information.
 - Discovery Education song about calling 911: <https://app.discoveryeducation.com/player/view/assetGuid/18088841-c097-426e-a99d-d13bbafbc67>
- **Media's effect on safety lesson:**

Discuss with students that many things depicted on TV may be unsafe. Explain how TV or video games are not reality and people should not try to duplicate.

Vocabulary students know and use:

prevention, drill, safety, helmet, smoke detector, escape, equipment, ALICE, 911, natural disaster, traffic, address, pedestrian, danger, safety

Substance Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

1.2.1: Identify that healthy behaviors impact personal health.

1.2.4: List ways to prevent common childhood injuries.

Standard 2 — Analyzing Influences

2.2.1: Identify how the family influences personal health practices and behavior.

2.2.3: Describe how the media can influence health behaviors.

Standard 7 — Practicing Health-Enhancing Behaviors

7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Essential Concepts / Focus Skills

- Discuss the difference between helpful and harmful substances
- Identify poisonous chemical bottles and other household items.
- Reinforce medication safety
 - ✓ Identify responsible adults from whom student can safely take medications
- Recognize tobacco smoke is harmful to health and should be avoided

Suggested Lesson Plans / Resources / Activities

➤ **Helpful and harmful substances lessons:**

- A Teacher’s Guide to Poison Prevention (pg. 15-27) http://www.wapc.org/wp-content/uploads/Edu_TeachersGuide-2012.pdf
- Start Smart: Use K-2 Workbook <http://www.smartmovessmartchoices.org/start-smart/tools>
- Discovery Education video: “What are Drugs”
<https://app.discoveryeducation.com/learn/videos/0ae4827a-1674-4eb1-8fab-e12f002e3124?hasLocalHost=false>

➤ **Tobacco smoke lessons:**

- Videos and activities found on: <http://kidshealth.org/en/kids/smoking.html?WT.ac=ctg#catbod>
 (stop video after first 60 seconds that lists the 7 reasons why it is good to be smoke free)
- Coordinate with Red Ribbon Week.

Vocabulary students know and use:

helpful, harmful, poison, chemicals, medication, supervision, prescription, tobacco, second-hand smoke

National Health Education Standards are supported by the health, physical education and counseling curriculums.

Standard	Performance Indicators for PreK-Grade 2
<p>Standard 1 — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p>	<p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>1.2.2 Recognize that there are multiple dimensions of health.</p> <p>1.2.3 Describe ways to prevent communicable diseases.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>1.2.5 Describe why it is important to seek health care.</p>
<p>Standard 2 — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>2.2.3 Describe how the media can influence health behaviors.</p>

Standard	Performance Indicators for PreK-Grade 2
<p>Standard 3 — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.2.1 Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2 Identify ways to locate school and community health helpers.</p>
<p>Standard 4 — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>	<p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.2 Demonstrate listening skills to enhance health.</p> <p>4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p>
<p>Standard 5 — Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>
<p>Standard 6 — Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>	<p>6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.</p> <p>6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.</p>
<p>Standard 7 — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>	<p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>
<p>Standard 8 — Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>	<p>8.2.1 Make requests to promote personal health.</p> <p>8.2.2 Encourage peers to make positive health choices.</p>