

# First Grade Health Curriculum

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Unit: Wellness		Time: September- October	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What can I do to be healthy?</li><li>• What does it mean to be well?</li><li>• How can I be well?</li><li>• How do my body parts work to help me be well?</li><li>• How are foods different from each other?</li><li>• Why should I eat healthy foods?</li><li>• Why are some foods better than others?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can explain that habits like doing physical activity, eating healthy foods and washing my hands can help me be healthy.</li><li>• I can explain that being well includes having a healthy mind and body and having healthy relationships.</li><li>• I can practice healthy habits to take care of myself.</li><li>• I can identify body parts using medically correct words and explain how they work together to help me be well.</li><li>• I can name some different types of food and food groups.</li><li>• I can explain that foods such as fruits and vegetables can help me grow and be healthy.</li><li>• I can explain that some foods have more things in them that help my body and some have less or none at all.</li></ul>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals</p> <p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>	
<b>Benchmark Assessment(s)</b> <p>Students will explain to a classmate how healthy habits and self-help skills support wellness. This includes sharing ways they can support healthy habits in the classroom.</p> <p>Students will explain things they can do to be well physically (ex: wash hands, eat nutritious foods, be active), mentally/emotionally (mindfulness, ask for help), and relationally (be kind and respectful).</p> <p>Students will explain how different parts of the body work together to maintain wellness.</p> <p>Students will label body parts on a picture using a word bank.</p>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions</li><li>✔ Summative (Culminating): projects, tests, presentations, performances</li></ul>	

Students will investigate different foods and food groups and demonstrate an awareness of nutritional value. The class will make a list of their favorite foods. With the teacher, they will make a chart of the foods brought in for snack and how they fit into the different food categories.

## Materials

- Chart of healthy habits
- Classroom labels including directions and pictures of independence skills and healthy habits
- Visual of food plate
- Smartboard/Tablet for websites:
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.discoveryed.com](http://www.discoveryed.com)
- [www.pebblego.com](http://www.pebblego.com)
- [www.scholastic.com](http://www.scholastic.com)
- Variety of books on personal wellness
- Plastic Food
- Toothbrush/paste
- Shoes for tying

## SUGGESTED ACTIVITIES

- Watch videos
- Draw pictures of activities demonstrating healthy practices
- Make class book of healthy practices
- Demonstrate proper techniques for pouring, using utensils, brushing teeth.
- Students demonstrate self-care practices to the class.
- Read books about being active (see appendices)
- Discuss what being healthy means
- Do Hokey Pokey with different body parts
- Create a collage of people being active
- Activities from <http://www.nourishinteractive.com/nutrition-education-printables>
- On My Plate
- Demonstration of food groups
- Students create a food plate with healthy pictures
- Videos
- Complete a rainbow plate of food groups
- (<http://www.nourishinteractive.com/nutrition-education-printables>)
- Discuss different cultures' foods. Children discuss different foods they eat at home

## REINFORCEMENT

- Work in small group or partnerships
- Differentiated graphic organizers
- Provide a word bank with essential vocabulary
- Use visuals
- Preview vocabulary prior to lesson
- Read books from suggested materials
- Sort plastic foods into two groups

## ENRICHMENT

- Act as peer tutor
- Teach a younger student about concepts learned
- Create a booklet to share with other students
- Write a poem about healthy foods
- Bring in a food item from home and look at ingredients to discuss which ones are healthy or not healthy.
- Create a grocery list of healthy foods

# First Grade Health Curriculum

- Students list all the foods that ate in one day then sort them into food groups

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Self Awareness-** Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)

**Language Arts** SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Unit: Personal Safety	Time: November	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I keep myself and others healthy?</li> <li>• What are safe choices indoors and outdoors?</li> <li>• How do I help keep the environment clean and safe?</li> <li>• How do I know if something is not safe?</li> <li>• What are personal boundaries?</li> <li>• What is child abuse?</li> <li>• Who can I tell if something seems dangerous or makes me feel uncomfortable?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can make choices that help keep me and others healthy.</li> <li>• I can make choices that help keep the environment clean and safe.</li> <li>• I can make safe choices indoors and outdoors.</li> <li>• I can explain what warning symbols mean.</li> <li>• I can explain that my body and the space right around me is mine and it's okay to tell someone "no" or tell an adult if someone is making me feel uncomfortable.</li> <li>• I can respect others by not going into their personal space without permission.</li> <li>• I can identify actions that could be abuse (emotional, physical, sexual).</li> <li>• I can ask family members, care-givers and school staff for help.</li> </ul>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>

<p><b>Benchmark Assessment(s)</b></p> <p>Students will demonstrate healthy habits (cough in elbow, wash hands, handle food hygienically) that support their health.</p> <p>Students will explain specific things they can do to keep the environment clean and safe (reduce, reuse, recycle, plant trees, carpool, pick up litter, etc.)</p> <p>Students will label warning symbols with their meanings using a word bank.</p> <p>Students will explain safe choices when participating in both indoor and outdoor activities.</p> <p>Students will demonstrate communicating personal boundaries and respecting other's space by maintaining self-space.</p> <p>Students will identify behaviors that could be emotional, physical, or sexual abuse.</p> <p>Students will give examples of adults they can talk to about situations that are uncomfortable (e.g., bullying, teasing, child sexual abuse).</p>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"> <li>✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions</li> <li>✓ Summative (Culminating): projects, tests, presentations, performances</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Smartboard/Tablet for websites:  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.brainpopjr.com">www.brainpopjr.com</a>  <a href="http://www.discoveryed.com">www.discoveryed.com</a>  <a href="http://www.pebblego.com">www.pebblego.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a> </li> <li>• Safety booklet</li> <li>• Variety of books on Halloween Safety, Strangers</li> </ul>
<p><b>SUGGESTED ACTIVITIES</b></p>		
<ul style="list-style-type: none"> <li>• Read alouds</li> <li>• Watch videos</li> <li>• Draw a picture of themselves practicing a healthy habit</li> <li>• Discuss ways to prevent injuries (seatbelts, safety seats, helmets, lifejackets)</li> <li>• Make class book of safety rules</li> <li>• Create class earth care book</li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• Role- play different scenarios</li> <li>• Class discussions</li> <li>• Play warning sign/label Bingo - matching signs with their meanings</li> <li>• Map different ways to get hurt at home, school and in town. Discuss</li> <li>• List different safety rules... hot water, stove, bikes, sports, weather</li> <li>• Practice communicating personal boundaries and respecting other's boundaries</li> <li>• Discuss different forms of abuse and when and how to ask for help</li> </ul>		<p><b>REINFORCEMENT</b></p> <ul style="list-style-type: none"> <li>• Preview vocabulary prior to lesson</li> <li>• Read books from suggested materials</li> </ul> <p><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>• Bring in something from home used for safety (bike helmet, knee pads, life jacket, etc.)</li> <li>• Bring in a picture of a warning label or safety sign from home or neighborhood</li> <li>• Act as peer tutor</li> <li>• Teach a younger student about concepts learned</li> <li>• Create a booklet to share with other students</li> <li>• Write a poem about safety</li> </ul>

- List safe places where they could go if they are scared or need help. The list could include a neighbor's house, library, school, police station, or other public place.
- List as many adults as they can think of who could help them if they ever have a problem or are feeling scared. The list could include parents, relatives, teachers, coaches, and neighbors.
- Draw a picture of a grown-up who could help them, or a safe place they could go. Display the pictures in the classroom.
- CAP program
- Differentiate between strangers and safe adults

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Self Awareness-** Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)

**Language Arts** SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Unit: Alcohol, Tobacco, and other Drugs		Time: December- February	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• Why are medicines used?</li><li>• How can medicine and other drugs be harmful?</li><li>• What effects does tobacco have on my personal hygiene, health and safety?</li><li>• Can people who have problems with alcohol or drugs get help?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can tell why I use medicine and how when used correctly, it can keep people healthy.</li><li>• I can explain that drugs, including medicines used in the wrong way, can cause health problems.</li><li>• I can explain why tobacco is harmful to me.</li><li>• Some people have a hard time controlling how they use alcohol, tobacco and other drugs.</li><li>• People who have problems with alcohol or drugs can get help.</li></ul>	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.	
		2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	
		2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.	
		2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	
		2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	
<b>Benchmark Assessment(s)</b> <p>Students will explain what medicines are , how they can be helpful, when they can be harmful and who the trusted adults are who may administer them.</p> <p>Students will identify the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety.</p> <p>Students will understand that some people may have problems controlling drug use and that they can get help.</p>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions</li><li>✓ Summative (Culminating): projects, tests, presentations, performances</li></ul>	
		<b>Materials</b> <ul style="list-style-type: none"><li>• Smartboard/Tablet for websites: <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> <a href="http://www.discoveried.com">www.discoveried.com</a> <a href="http://www.pebblego.com">www.pebblego.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a></li><li>• Variety of medicine containers (name crossed out)</li><li>• Doctor kit</li></ul>	

## SUGGESTED ACTIVITIES

- Class discussion on when and why people take medicine
- Create a list of rules for taking medicine (only from a trusted adult, only the right amount at the right time, only your own medicine and not someone else's)
- Class discussion on how tobacco and other drugs affect health and safety
- Videos/DVDs on medicines
- Student-created poster/collage
- Read books about alcohol, tobacco and other drugs
- Put pictures on board of cough syrup, pills, inhalers, creams and talk about what the medicine is, how it is helpful, and how to safely use it.
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- Look alike medicine box
- [www.tobaccopreventiontraining.org](http://www.tobaccopreventiontraining.org)
- Videos on second hand smoke
- Class discussion of effects of tobacco on a person
- Define addiction. Make a list of different things a person could be addicted to
- Define what it means to abuse drugs
- List places where people can get help for those who abuse alcohol, tobacco and other drugs

### REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books from suggested materials
- Work in small group or partnerships
- Differentiated graphic organizers
- Provide a word bank with essential vocabulary
- Use visuals

### ENRICHMENT

- Invite guest speakers- nurse, doctor, pharmacist
- Act as peer tutor
- Teach a younger student about concepts learned
- Create a booklet to share with other students

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Relationship Skills-** Identify ways to resist inappropriate social pressure.

**Language Arts** SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Unit: Social and Sexual Health	Time: March- April	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How are people different from each other?</li> <li>• How is gender expressed?</li> <li>• Why are relationships important?</li> <li>• How are all families the same?</li> <li>• How are families different from one another?</li> <li>• How should family members treat one another?</li> <li>• How can I be a good friend?</li> <li>• How can I deal with disagreements with others in a healthy way?</li> <li>• Who can help me if I have a problem with someone else?</li> <li>• What is the difference between bullying and teasing?</li> <li>• What is reproduction?</li> <li>• How do parents (people or animals) take care of their young?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can explain that people choose to express themselves in different ways.</li> <li>• I can explain different ways gender is expressed.</li> <li>• I can identify basic social needs of people.</li> <li>• I understand how all families are the same in some ways.</li> <li>• I know that there are many different types of families.</li> <li>• I can explain how family members and friends keep each other safe mentally, emotionally and physically.</li> <li>• I can explain healthy ways to show my friends how I feel about them.</li> <li>• I can explain healthy ways to respond to disagreements (conflict).</li> <li>• I can explain the differences between bullying and teasing and why they are wrong.</li> <li>• I can explain that reproduction occurs when people or animals make more of their kind.</li> <li>• I can explain that parents (people, animals, fish) provide food and protection for their young.</li> </ul>	<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p>

## Benchmark Assessment(s)

Students will identify different ways individuals express themselves, including gender-expression.

Students will describe different kinds of families and ways families around the world keep their children safe.

Students will explain why relationships are important and ways to have healthy interactions with others.

Students will understand that conflict occurs between people and demonstrate age appropriate ways to resolve them.

Students will explain differences between bullying and teasing and identify people they can go to for help when needed.

Students will explain that reproduction occurs when people or animals make more of their kind.

Students will explain that parents provide food and protection for their offspring.

## Other Assessments

- ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✓ Summative (Culminating): projects, tests, presentations, performances

## Materials

- Smartboard/Tablet for websites:
  - [www.kidshealth.org](http://www.kidshealth.org)
  - [www.brainpopjr.com](http://www.brainpopjr.com)
  - [www.discoveryed.com](http://www.discoveryed.com)
  - [www.pebblego.com](http://www.pebblego.com)
  - [www.scholastic.com](http://www.scholastic.com)
  - [NJ State Bar Foundation Bullying, SEL and Anti-Bias resources](#)
- Pictures of families
- Map/globe
- Puppets
- Variety of books on Families and multiculturalism

## SUGGESTED ACTIVITIES

- [www.brainpopjr.com](http://www.brainpopjr.com)
- Read aloud books
- Make a collage of people expressing themselves in different ways
- Draw picture and label their family members
- Brainstorm ways adult people and animals take care of their young
- Discuss what makes up a family
- Chart different types of families
- Create a family tree
- Make a family quilt
- Read *Do Princesses Wear Hiking Boots?* and talk about the characters
- Class discussion about healthy babies
- Venn Diagram

## REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books from suggested materials

- T Charts
- DVD/ videos
- Brainstorm ways to show kindness and respect
- Make a “recipe for a friend”
- Draw a picture of resolving an issue
- Read Character Education stories
- Use puppets to dramatize conflicts and resolutions
- Explain that a conflict is when two or more people cannot agree on something. Ask volunteers to give examples of when they didn't agree with someone.
- Explain the benefits of settling conflicts quickly and fairly: "From time to time we all have conflicts.
- Role play conflicts/resolution

## ENRICHMENT

- Students create family trees to tell the class about their heritage.

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** 9.2.4.A.2. *Identify various life roles and civic and work-related activities in the school, home, and community.*

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

**SEL Relationship Skills-** *Establish and maintain healthy relationships.*

**Language Arts** SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

## Essential Questions

- What is character?
- How does someone's thoughts, feelings, and actions define his/her character?
- How can I show that I am responsible?
- When might I feel strong emotions?
- How can I deal with strong emotions?
- Who helps our community to stay safe?
- What should I do if I need help?
- How does climate change affect health?

## Enduring Understandings

- I can explain that character is who someone is and that is shown by their thoughts, feelings and actions.
- I can list things I can do to show that I am responsible.
- I can show I am responsible by demonstrating self-control and managing emotions.
- I can identify situations that might cause me to feel sad, angry, frustrated, scared or stressed.
- I can explain ways to cope with strong emotions, including talking to a trusted adult.
- I can explain different community helpers that keep us safe.
- I can go to teachers, families, and community helpers when I need help.
- I can dial 911 for help.
- I can describe how climate change affects the health of individuals, plants and animals.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

## Benchmark Assessment(s)

Students will explain the meaning of character.  
 Students will explain ways to demonstrate responsibility.  
 Students will identify trusted community workers that help keep us safe.  
 Students will determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).  
 Students will list emotions and ways to express them in healthful ways, including talking to trusted adults about them.  
 Students will explain how climate change affects the health of people, plants and animals.

## Other Assessments

- ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✓ Summative (Culminating): projects, tests, presentations, performances

## Materials

- Smartboard/Tablet for websites:  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.discoveried.com](http://www.discoveried.com)  
[www.pebblego.com](http://www.pebblego.com)  
[www.scholastic.com](http://www.scholastic.com)
- Variety of books on community helpers
- Play phones
- Puppets
- Role play community member jobs

## SUGGESTED ACTIVITIES

- Whole class discussions
- Role-play peer pressure
- DVDs/Videos
- Choose friend/family member and describe their character with details
- T chart- Good Character Traits and Poor Character Traits
- Self-characterization picture and label
- Brainstorm emotions
- [www.brainpopjr.com](http://www.brainpopjr.com)
- Students choose a community helper and act it out for peers to guess
- Interview a community helper
- Explain and demonstrate simple first aid procedures (getting help and calling 911, knowing personal information such as address and phone number, and avoiding contact with others' bodily fluids).
- Use real phones to practice dialing 911 and with a buddy take turns being a dispatcher and someone calling for help.
- CAP programs

## REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books
- Role play community member jobs
- Work in small group or partnerships
- Differentiated graphic organizers
- Preview vocabulary
- Provide a word bank with essential vocabulary
- Use visuals
- Read books

## ENRICHMENT

- Act as peer tutor
- Teach a younger student about concepts learned
- Create a booklet to share with other students
- Write a poem

- Guest speaker- fireman, dispatcher, police officer
- Read stories
- Class discussions
- Make “thank you” cards for caring adults with specific things they do to provide care
- Ask students to list as many adults as they can think of who could help them if they ever have a problem or are feeling scared. The list could include parents, relatives, teachers, coaches, and neighbors.
- Have students draw a picture of a grown-up who could help them, or a safe place they could go.
- Conflict Resolution steps
- Practice using “I messages”
- Role-play different scenarios
- Share stories with partners
- Monitor air quality and discuss health impacts
- Discuss climate change and effect on health

- Students interview a community member and share with the class

## **Cross-Curricular Connections**

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

**SEL Responsible Decision-Making** Evaluate personal, ethical, safety and civic impact of decisions.

**Language Arts** SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.