

Health Area: Body Systems

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.

Essential Health Concepts

1.1.a. Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach).
 1.1.b. Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).

Healthy Decisions

1.2.a. Describe the importance of having a healthy heart, brain, and lungs.

Advocacy and Health Promotion

None.

Essential Understandings:

- Recognize where important organs are located in the body.
- Understand that different parts of the body work together for the body to function.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • An organ is a part of the body that has a specific function. • Body systems are organs and other body structures that work together to perform important functions in the body. • Major body structures include the abdomen, chest, and head. Those structures harbor and protect major organs such as the heart, brain, lungs, and stomach. • The heart circulates blood around the body. • The lungs are used to breathe. Oxygen is brought into the body, and carbon dioxide leaves the body. • The stomach digests food. 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 1 - My Body • Unit 2 - Grade 1 - Body Systems • Unit 3 - Grade 1 - Inside Your Body - The Heart • Unit 4 - Grade 1 - My Lungs • Unit 5 - Grade 1 - The Stomach and Digestive System • Unit 6 - Grade 1 - My Body - The Brain 	<ul style="list-style-type: none"> • Label a diagram of the human body to show locations of major body parts/organs. • Write a sentence to explain why being healthy is important. • Draw a human body and label the body structures and organs; adjacent to each structure or organ, write the function. • Perform a skit about the daily activities of a healthy heart, lung or brain. 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <ul style="list-style-type: none"> • AAAS Science NetLinks All Systems Go! • Education.Com Worksheets • Human Body for Kids Games, etc. • Interactive Sites for Education-Body Systems • Kids Health Human Body PreK-2 • Kids Health How the Body Works • Kids Health How the Body Works YouTube Video Series • My Senses Tell Me • PBS Arthur Family Health • Printable worksheets and videos

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<ul style="list-style-type: none"> • Body systems include the cardiovascular, digestive, immune, muscular, nervous, skeletal, and respiratory systems. • Body systems work together to function. If one or more systems are not functioning properly, it will affect the other systems and the person's overall health. • Examples of body systems working together: <ul style="list-style-type: none"> ○ To move – The nervous system sends messages to the muscular system for certain muscles to contract. When muscles contract, they pull on bones in the skeletal system and the body moves. ○ To run – The nervous system sends message to the respiratory system to breathe more quickly and to the cardiovascular system for the heart to beat more 	<ul style="list-style-type: none"> • Unit 7 - Grade 1 - My Body 		<p>Lesson Plans</p> <ul style="list-style-type: none"> • Amazing Body Systems • Anatomy: A Fun Look at the Digestive System • Every Body Is Special • Heart Power • My Senses Tell Me • No Bones About It! • Our Systematic Body • Project Heart for Educators Grade 2 Curriculum • Straight from the Heart • Super Hero Fitness • The Circulatory System • Top Five Body Shop • What Happens When You Eat? • What Is Blood and How It Circulates In and Out of the Heart • What Makes This Machine of Ours Work?
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<p>rapidly. By breathing more quickly, there is more oxygen available for the cardiovascular system to circulate to the muscles.</p> <ul style="list-style-type: none"> • It is important to keep organs such as the heart, brain, and lungs healthy so the body can function effectively. • Ways to keep the heart, brain, and lungs healthy include regular physical activity, eating healthy foods, staying away from cigarette smoke and other air pollution, and limiting the use of electronics. 			
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Health Area: Healthy Environment

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

Essential Health Concepts

1.1.j. Identify items and materials that can be reduced, recycled, or reused.

Healthy Decisions

1.2.p. Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.

Advocacy and Health Promotion

1.3.o. Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.

Essential Understandings:

- Understand the importance of disposing of trash properly.
- Understand that many items can be recycled or reused and there are places to take recycled items.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Recycling is an important part of taking care of our environment. Many communities have a recycling program. • Disposing of trash properly helps keep communities clean and prevents disease. • Reducing, reusing, recycling, and properly disposing of trash help keep the earth clean and a place where people can enjoy the outdoors. • Children can reduce by turning off lights that are not in use, turning off water when brushing teeth, or walking or riding a bike instead of driving when possible. • Some examples of reusing include taking shopping bags to the store, swapping 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 1 - Reduce, Recycle, Reuse • Unit 2 - Grade 1 - Reduce, Recycle, and Reuse 	<ul style="list-style-type: none"> • Create a neighborhood recycling plan that includes cleanup and lists categories for recycling various items. • Create a poster listing categories of items that can be recycled, including examples of each. • Create a picnic lunch and discuss how to dispose of the trash. • Make drawings and bumper stickers about one of the three "R's" and explain why they assigned them to each "R". • Sort photos or images of people disposing of trash properly, recycling, or conserving water and land and write a sentence to tell how each person is helping to stop pollution. 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <ul style="list-style-type: none"> • Reduce, Reuse, Recycle • Our Fragile Environment • Kids Environment Kids Health • Be a Green Kid • You and the environment • Kids Health • Learning and Teaching about the Environment • National Institute of Environmental Health Sciences • Reduce, Reuse, Recycle • Recycling • Stuffed Paper Hearts • U.S. EPA • Ways to Help the Environment • Water on Planet Earth • Why We Recycle?

Health Area: Healthy Environment

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<p>toys or books with friends, using water bottles instead of paper cups, or giving used clothing to younger siblings or neighbors or relatives who can use it.</p> <ul style="list-style-type: none"> • Items that can be recycled at home include things made from aluminum, glass, plastic, and paper. 			
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Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion
1.1.c. Describe correct posture for sitting, standing, and walking. 1.1.d. Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices.	1.2.b. Select behaviors that help keep the heart, brain, and lungs healthy. 1.2.c. Practice correct posture for sitting, standing, and walking. 1.2.d. Discuss the importance of personal hygiene, to include care of one’s teeth. 1.2.e. Recognize that physical activity is a form of healthy entertainment. 1.2.f. Determine how sleep habits affect mood and academic performance. 1.2.g. Compare and contrast healthy and less-healthy food choices. 1.2.h. Explain the importance of making healthy decisions and how unhealthy decisions affect the body.	None.

Essential Understandings:

- Understand the proper ways to sit, stand, and walk to prevent stress and injury.
- Understand how behaviors and daily habits, including food choices, physical activity, and sleep, affect a healthy lifestyle.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Posture is the position of the body when sitting or standing. • Good posture is sitting or standing up tall, not slouching or being hunched over, with shoulders back. • Good posture can make it easier to breathe, help you move better, and help you have better endurance. • Physical activity is movement that requires energy. • Physical activity includes walking, bike riding, 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 1 - Nutrition, Physical Activity and Health Promotion 	<ul style="list-style-type: none"> • Sort images into healthy and less healthy food choices and discuss their choices. • Create a bi-fold picture of a healthy kid with pictures of healthy choices surrounding him on one side; on the other side, depict unhealthy choices. Illustrate the consequences that go with each. • Explain orally how sleep affects a person. • Label a diagram with food pictures indicating healthy 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <p>Nutrition</p> <ul style="list-style-type: none"> • American Heart Association (AHA) - Elementary Lesson Plans • BAM! Body and Mind Teacher’s Corner Nutrition • Food Plate Game • Fuel Up to Play 60- 101 Tips for Teaching Nutrition in Physical Education • Great Body Shop

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<p>swimming, rock climbing, playing on the playground or outside, sports, and archery.</p> <ul style="list-style-type: none"> • Physical activity can be fun and is good for you. • Getting enough sleep is an important part of a healthy lifestyle. Lack of sleep can affect mood, energy, attention, and academic performance. • Healthy food choices include a variety of fruits and vegetables, mixed in with healthy proteins and carbohydrates with limited amounts of fats, oils, and sugars. • Healthy choices keep the body working and growing most effectively. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. 		<p>choices and unhealthy choices.</p> <ul style="list-style-type: none"> • Draw pictures of their favorite physical activities • Draw pictures of people with good and bad posture. • Practice sitting and standing with good posture at intervals throughout the day. • Given images of people of all ages engaged in an array of activities, select behaviors that keep the heart, brain, and lungs healthy. • Demonstrate brushing and flossing teeth. • Demonstrate how to properly wash hands • Monitor personal hygiene practices for a week using a checklist and report on what they have learned and why hygiene is important. 	<ul style="list-style-type: none"> • Kids Health Teacher's Guides: <ul style="list-style-type: none"> • Breakfast • Food and Cooking Safety • Healthy Snacking • School Lunch • Learning to Give - What Is a Balanced Menu? • Learning to Give - What Is My Plate? • Learning to Give - World Hunger • My Plate Kids Place • NIH We Can! Eat Play Grow Site • NIH Eat Play Grow Curriculum • PBS Arthur Nutrition - Eat Well • PBS Fizzy's Lunch Lab Site • PBS Fizzy's Lunch Lab videos • PE Central Lessons • There's a Rainbow on My Plate • Together Counts K-2 Nutrition curriculum <ul style="list-style-type: none"> • Food for Thought • Healthy Eating Patterns • Job of a Nutrient
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			<ul style="list-style-type: none"> • USDA - Serving Up My Plate – A Yummy Curriculum Grades 1-2 <p>Physical Activity</p> <ul style="list-style-type: none"> • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers • Activity Breaks • American Heart Association (AHA) - NFL Play 60 Challenge • East Carolina University - Energizers for Grades K-2 • Fuel Up to Play 60 • Fast Breaks • Kids Health Teacher’s Guides: <ul style="list-style-type: none"> • Fitness • Sportsmanship • National Institutes of Health (NIH)- We Can! Eat Play Grow site • National Institutes of Health (NIH) Eat Play Grow Curriculum • PE Central Lessons Site • Safe Routes to School • SHAPE America – Space Jamming <p>Sleep and Hygiene</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • CDC Cover Your Cough Poster
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			<ul style="list-style-type: none"> • CDC Hand Washing Experiment • Germs – video • Getting Ready for Bed • Hand Washing - It's a Snap (Middle School Curriculum) • Henry the Hand – 4 Principles of Hand Awareness • How to Brush Your Teeth Properly - For Kids - video • How to Wash Your Hands – video • KidsHealth Teachers Guides: <ul style="list-style-type: none"> • Germs • Sleep • Oral Health Education: Saving Smiles Series - Healthy Mouth, Healthy Body • PE Central – Rush to Brush - Grades K-2 • Seuss Sleep Book Lesson Plan • Sleep Education K-2 • Sleep – BrainPop • Virginia Department of Health Dental Program • When and How to Wash Hands • Why We Need Sleep
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Health Area: Safety and Injury Prevention

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

Essential Health Concepts

1.1.e. Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
1.1.f. Identify that medicines can be both helpful and harmful.

Healthy Decisions

1.2.i. Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.
1.2.j. Compare and contrast personal safety behaviors at home, at school, and in the community.
1.2.k. Explain the harmful effects of misusing medicines and drugs.
1.2.l. Explain how medications may look similar but have different functions.

Advocacy and Health Promotion

1.3.a. Identify home safety rules and guidelines for emergencies.
1.3.b. Practice fire safety procedures.
1.3.c. Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street.
1.3.d. Explain ways to stay safe when riding in a bus and automobile.
1.3.e. List playground safety rules, and report hazards on the playground.
1.3.f. Explain how protective gear reduces injuries.
1.3.g. Describe water safety and ways to reduce risks around water.
1.3.h. Identify the importance of sun safety.
1.3.i. Create safety rules for medications in the home.
1.3.j. Identify individuals or community agencies that keep people safe.
1.3.k. Describe how to report a dangerous situation.

Essential Understandings:

- Understand that behaviors have consequences that could be harmful.
- Recognize ways to stay safe at home, school, and in the community.
- Understand what to do in case of an emergency at home and at school.
- Know how to report a dangerous situation.
- Understand that the sun can be harmful and how to protect yourself.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Behaviors that promote personal safety include <ul style="list-style-type: none"> ○ School Bus – sit down and face forward; keep feet, backpack, and other items out of the aisle; talk quietly; 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL 	<ul style="list-style-type: none"> • List five safety rules for your home. • Create a map showing two ways to exit your home safely in case of a fire. • Explain orally or in writing why sun safety is important. 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <ul style="list-style-type: none"> • Alison Daus-Stop, Drop and Roll • Bicycle Safety • Bike Safety and Road Signs

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<p>cross the street in front of the bus</p> <ul style="list-style-type: none"> ○ Motor Vehicle – sit in the rear seat; use a car seat or booster seat as appropriate; wear a seatbelt ○ Pedestrian – look for cars before crossing the street; cross at a crosswalk when available; wait for the cross signal if available; use the sidewalk; if walking in the road, walk on the left side facing traffic; if walking at night, use a flashlight or wear reflective clothing ○ Playground – use equipment correctly; wait your turn ○ Fire – know two escape routes from your home; practice evacuation drills at school; do not play with matches; do not use the stove or 	<p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 1 - Home and Community Safety Fair • Unit 2 - Grade 1 - Medication Safety • Unit 3 - Grade 1 - Preparing for Fires and Emergencies at Home • Unit 4 - Grade 1 - Summer and Outdoor Safety • Unit 5 - Grade 1 - Injury Prevention on the Road 	<ul style="list-style-type: none"> • Create a safety poster, showing someone making a good choice in a situation where safety is important. • Create a Venn diagram comparing and contrasting safety rules at home, at school, and in the community. • Given images of safe and unsafe behaviors, identify the safer choice and describe why. • Practice safety drills, e.g., fire safety, school bus evacuation, school safety • Draw floor plans of their homes with the help of their families and plan fire escape routes and family meeting place. • Identify safety behaviors they currently use to protect themselves. • Document a record of their safety behaviors for one week. • Participate in a school bus evacuation drill. • With community partners, demonstrate safe bicycling 	<ul style="list-style-type: none"> • Child Pedestrian Safety Curriculum • Community Helpers • Drugs and Medication Lessons for Pre-K to 2 • Fire and Life Safety Lessons for Kids • Fire Safety • Fire Safety (2nd Link) • Fire 911 Kids Activity Book • Fire Safety RAP 9-1-1 • Gun Safety K-5 • Home Safety K-2 • How to be Safe When You're in the Sun • KidsHealth.org Bike Safety Lesson Plan and Handouts • KidsHealth.org Water Safety Lesson Plan • Maryland DOT Pedestrian Safety Lessons for First Grade • National Program for Playground Safety Report Card • NHTSA Bicycle Safety Activity Kit • NHTSA Pedestrian Safety K-5 • NHTSA Walkability Checklist
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<p>oven without supervision or permission; leave immediately if there is smoke or you see fire; stop, drop, and roll if your clothes catch fire</p> <ul style="list-style-type: none"> ○ Water – do not swim alone; wear a personal floatation device (lifejacket) when swimming if not comfortable in the water or when boating; follow lifeguards’ directions; walk around the pool; do not push or jump on others ○ Internet – only visit sites approved by parent/guardian, teacher, or other trusted adult; do not provide personal information on websites; ask a parent/guardian before providing information on a 		<p>and walking in an interactive activity.</p> <ul style="list-style-type: none"> • Draw an automobile safety picture. • Using props, demonstrate how to use seatbelts correctly • Draw pictures of pedestrians walking and crossing a road safely. • Contribute to a classroom playground safety poster with safety rules. • Circle various activities and match them with the proper safety equipment on worksheet. • Identify various health and safety agencies and describe what services they provide (e.g., □ ambulance services – transport people with medical needs; police department – help if you are lost, hurt, etc.; fire department – put out fires or help people who are in a car accident; health department – provides immunizations; social services – provide housing, food, etc.; mental health services – help with 	<ul style="list-style-type: none"> • PBS Learning Media – Search Topic: Safety • Safe Kids 4-H Pedestrian-Bike Safety Curriculum • Safe Cyberspace Surfing • Safety Signs • Sesame Street-Lets Get Ready • Staying Safe in the Car and on the Bus • Strangers and Trusted Adults • Sun Safety: A Summer Safety Activity • SunWise • Teacher Vision Safety Resources and Lesson Plans • Swimming • US Army Core of Engineers Safe Passages Water Safety Program • USDOTFHWA Bicycle Safer Journey • USDOTFHWA Pedestrian Safer Journey • Virginia Department of Transportation Safe Routes to School • Virginia Safe Kids Coalitions
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<p>website; tell an adult if something makes you uncomfortable</p> <ul style="list-style-type: none"> ○ Biking – wear a helmet; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk your bike across the road; look for cars before crossing the road ○ Recreational Equipment (e.g., scooter, skateboard, in-line skates) – wear a helmet, elbow and knee pads, and wrist guards; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on 		<p>emotional and other mental health needs; local hospitals – provide emergency and long-term care.; ^[L]_[SEP]emergency medical services – help if you are injured or sick. ^[L]_[SEP]</p> <ul style="list-style-type: none"> • List at least three healthcare providers that help people live healthy lives. • Explain the role of three community health care professions. 	
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<p style="text-align: center;">sidewalks; stay to the side of the road</p> <ul style="list-style-type: none"> • Families should have and practice a fire safety plan and emergency exit procedure for the home. There should be two ways to exit the home in an emergency. • Safety practices at home include not using the stove or oven without an adult, not playing with matches, keeping medicines and household cleaners (poisons) out of reach of children, knowing and practicing an escape plan in case of fire, not playing in the road, and asking for help if a ball or other toy goes into the road. • Safety practices at school include not running in the hallways; holding evacuation drills, tornado drills, and lockdown drills to prepare for emergencies; keeping medications in the clinic or nurse’s office; not engaging in horseplay; and following safety rules on playground. 			
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<ul style="list-style-type: none"> • Safety in the community includes staying with an adult or older sibling, being cautious when crossing the street, and paying attention in parking lots. • Fire safety includes not playing with matches, knowing at least two routes out of the home, having a meeting spot for family outside the home, and practicing the family escape plan. • Sun safety includes wearing sunscreen with a sun protection factor (SPF) of 30 or higher, reapplying sunscreen every 2-3 hours or more often if swimming, wearing clothing with long sleeves and pants, wearing a hat, and avoiding being in the sun between 10 a.m. and 4 p.m., when the sun’s rays are strongest. • Many people want to keep children safe. These people include members of a child’s family, adults at school, or people in the community. Specific people who help keep 			
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<p>children safe include parents/guardians, teachers, school principals, school counselors, doctors, nurses, coaches, police officers, firefighters, older siblings, and other adult family members.</p> <ul style="list-style-type: none"> • If there is danger, it should be reported to an adult immediately. For situations like getting hurt on the playground, being uncomfortable with something on the Internet, or finding broken glass on the sidewalk, a child can tell an adult. The child should tell the adult what the dangerous situation is and when it happened or where it is located. • In an emergency situation, a child may call 911 for help. Emergencies include fire, a person who can't wake up or talk, or an injury where there is a lot of bleeding. When calling 911, it is important to identify yourself, tell the dispatch operator what the emergency is and where 			
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Health Area: Safety and Injury Prevention

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- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

<p>you are, follow instructions given by the dispatch operator, and not hang up the phone unless you are told to do so.</p>			
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Health Area: Social Emotional Health

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
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- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

Essential Health Concepts

1.1.g. Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.

Healthy Decisions

1.2.m. Identify appropriate ways a person may express the emotions of happy, unhappy, or mad.

Advocacy and Health Promotion

1.3.l. Demonstrate ways to express emotions appropriately.

Essential Understandings:

- Understand that there are different emotions.
- Understand the importance of expressing emotions effectively and in a healthy way.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Emotions are feelings such as happy, unhappy, and mad. • Different experiences may cause different emotions. You may feel happy when you have a play date with a friend, go to a friend's birthday party, finish your schoolwork, or visit your grandparents. You may feel unhappy if you lose a toy or have a disagreement with a friend or sibling. You may feel mad if someone takes something that belongs to you, a parent/guardian says you can't go to a friend's house, or you have a lot of schoolwork. • Emotions need to be expressed in a healthy way 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 1 - Emotions Lessons Overview • Unit 2 - Grade 1 - Let's Talk Emotions 	<ul style="list-style-type: none"> • Create an "I feel" statement, describing various scenarios/feelings. Be able to explain how to deal with each emotion in a healthy way. • Create posters of people's faces with a variety of expressions and have them identify the emotions. • Identify and discuss situations at home or at school that have made them feel emotions and how they expressed their emotions. • Read a story about sharing feelings in healthful ways with friends • Demonstrate kindness in every class. • Demonstrate Mindfulness. 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • An ARTHUR Social, Emotional, and Character Development Curriculum K-5 • BAM! Life • Be the Boss: A Lesson Plan on Managing Feelings • Bullying prevention resources • Daniels Neighborhood - Feel So Mad that You Want to Roar – Strategy Song /Activity (Anger) • Elementary School Counseling - Identifying and Expressing Feelings

Health Area: Social Emotional Health

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

<p>to prevent harm to oneself or others.</p> <ul style="list-style-type: none"> • A healthy way to express emotions is to write about them in a safe place, or share emotions with a trusted adult that can help by talking out the problem with you. If you feel mad, you can also try some other strategies to start to feel better, such as counting to 10, playing a game, being physically active outside, or getting a hug. 			<ul style="list-style-type: none"> • Fit4TheClassroom – Mood Music Lesson • Joyful Mind – Mindfulness in the Classroom Activities • KidsHealth.org Teacher’s Guides for PreK-2: <ul style="list-style-type: none"> ○ Self Esteem ○ Empathy ○ Feelings ○ Feeling Sad ○ Stress ○ Sportsmanship ○ Conflict Resolution ○ Getting Along • Learn to Be Healthy • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Schools • Mindful Teachers Site • PBS - Overview of Mindfulness • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Lesson on Feelings ○ The Feelings Hop ○ Yoga Unit – Feelings and Reactions ○ Stress Hot Potato • Reach Out-Asking
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Health Area: Social Emotional Health

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			<ul style="list-style-type: none"> • <u>students if they are okay</u> • <u>Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons</u> • <u>Scholastic-Mind Up Curriculum</u> • <u>Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</u> • <u>Teachnology-Mental Health and Stress Reduction</u> • <u>Together Counts-Smart From the Start: Every Body is Special</u> • <u>Together Counts-Energy Balance 1.2. Full Esteem Ahead</u> • <u>Together Counts-Foundations of Wellness</u> • <u>Wall Street Journal-Overview of Mindfulness</u> • <u>We Are Teachers-Resources for Social and Emotional Learning</u> • <u>Welcoming Schools-Bias, Bullying, and Bystanders</u>
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Health Area: Social Emotional Health

VDOE Standards:

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- 1.2 The student will explain that good health is related to healthy decisions.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

- [RCSD GRN-When Grief Enters the Classroom](#)
- [Y Project Cornerstone – Teasing and Putdowns Lesson](#)

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- 1.2 The student will explain that good health is related to healthy decisions.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

Essential Health Concepts

1.1.h. Describe characteristics that are unique to each individual.
1.1.h. Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.

Healthy Decisions

1.2.n. Explain the role of listening in building and maintaining friendships.
1.2.o. Explain the importance of responsible behaviors when interacting with others.

Advocacy and Health Promotion

1.3.m. Demonstrate cooperation with friends and classmates.
1.3.n. Demonstrate responsible behaviors when interacting with others.

Essential Understandings:

- Understand how to show respect in a variety of settings.
- Understand how to be a good friend.
- Understand what it means to be a responsible person.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Each person has characteristics, features, or qualities that make up their personality or appearance. • Characteristics help make individuals unique. • Characteristics may include physical appearance, activities the person enjoys or is good at, and who is in their family. • Cooperation is the ability to work with someone to achieve a task. • Children may demonstrate cooperative behaviors when they help a classmate clean up, work together to complete a project, or share their supplies. • Children show respect for others by treating other people in a way in which they would want to be treated and showing they care about others. Children also show respect for other people's property by asking to use a 	<p>Health Education Resources for all of Grade One</p> <ul style="list-style-type: none"> • Grade One Health Education Standards of Learning • Grade One Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1- Grade 1 - Cooperating with Others • Unit 2- Grade 1 - You Are Special 	<ul style="list-style-type: none"> • Draw a self-portrait, explaining personal characteristics. • Create a story about being a good friend. • Write a sentence about what it means to be responsible and respectful in school. • Role-play working together to reach a common goal (e.g., finishing a puzzle, creating or building something, or planning an event); discuss helpful and harmful group and individual behaviors. • Role-play different positive interpersonal behaviors. 	<p>Health Smart Virginia Resources for Grade 1 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • Families Are Special and Different • Group Cooperation • Looks Like Respect, Sounds Like Respect, Feels Like • Olweus - Class Meetings That Matter: A Year's Worth of Resources for Grades K-5 • PBS Learning Media: Numerous K-12 Lessons Using Search Term: Social Skills • KidsHealth Classroom

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

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<p>toy or look at a book, treating the property with care so it is not broken or damaged, and returning it to the owner when asked.</p> <ul style="list-style-type: none"> • Children may demonstrate acceptance of responsibility when they admit that they broke something, bring necessary supplies to school and back home, put toys away, or put clothes away. • Part of making and keeping friends is listening. Listening shows you are interested in the other person. After listening, you may have more questions. When you ask questions and learn about someone else, your friendship can get stronger. 		<ul style="list-style-type: none"> • List and explain why there are school rules. • Explain respect for others and discuss how it makes them feel when others show respect or disrespect towards them. 	
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