

First Grade

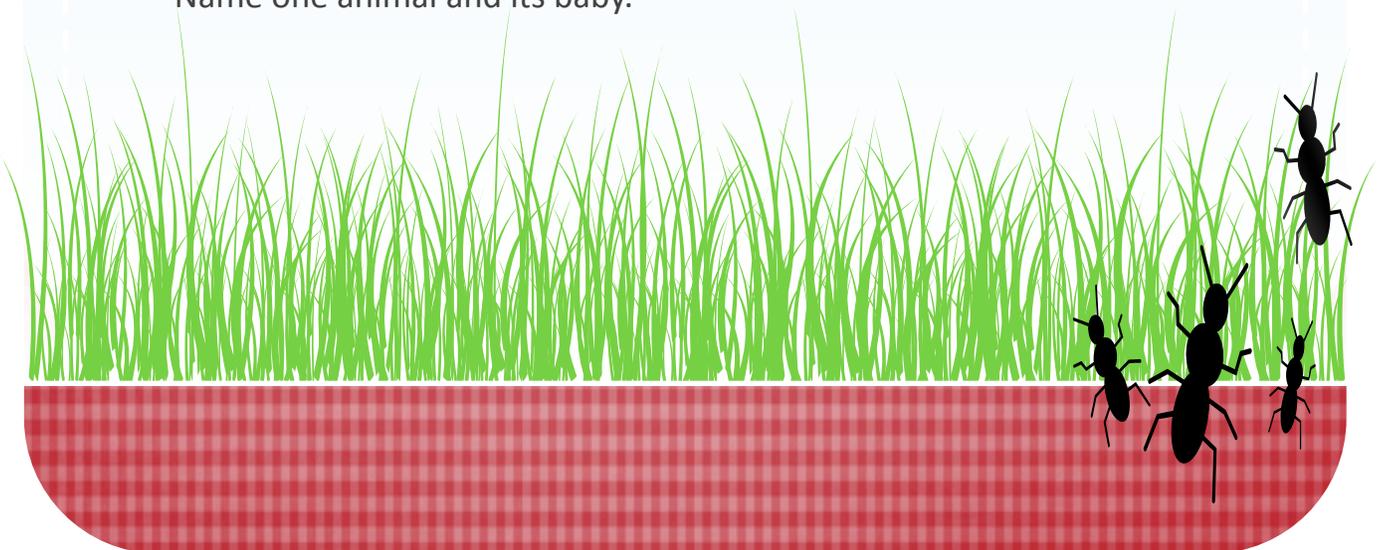
Lesson 1

- **STANDARD 2: FAMILY LIFE**

The student will understand human growth and development. To achieve this standard, the learner will:

- Assess differences in growth and development between themselves and adults.

- **Materials:** Student photographs, pictures of baby and adult animals, copies of matching activity.
- **Set:** Prior to this lesson, have students bring in photographs of themselves as infants and now. Display photos on a bulletin board. Discuss them and note changes in the students' appearance.
- **Instruction:** Discuss with students how many adults and babies of the same species are alike. Name changes that occur in humans as they grow and develop. Tell students that some babies are born alive and others hatch from eggs. Show pictures of animals that hatch such as frogs, snakes, turtles, fish, and insects and review the developmental stages.
- **Closure:** "Today we have talked about ways animals grow and change. Name one animal and its baby."



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Lesson 2

- **STANDARD 1: DISEASE PREVENTION**

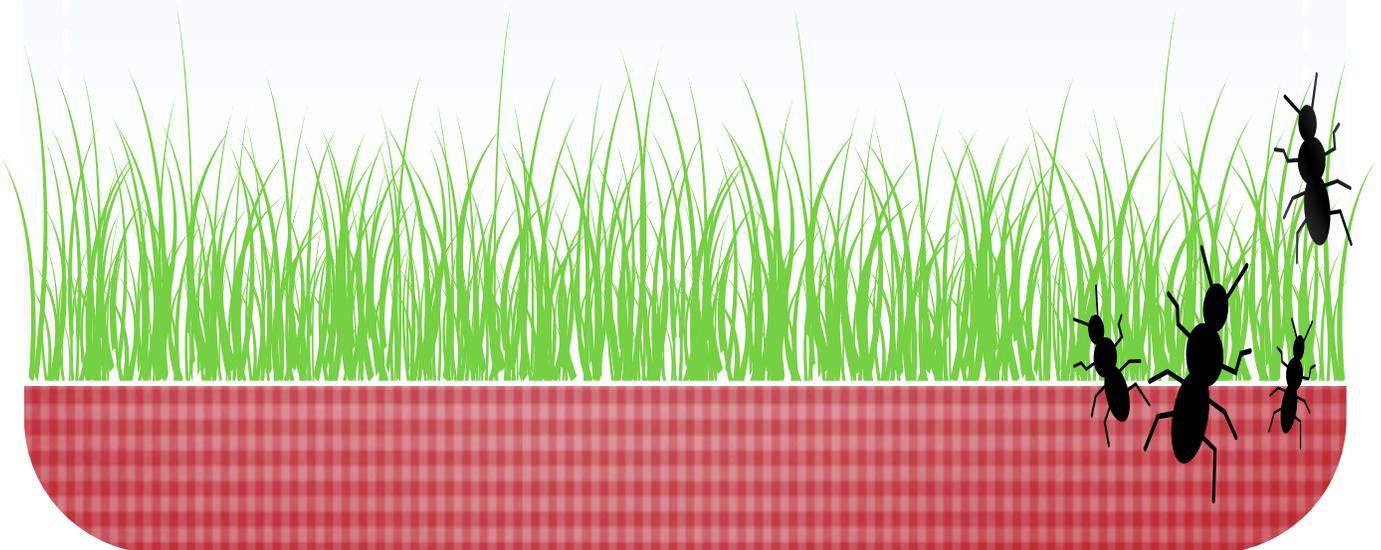
The student will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard, the learner will:

- Discuss ways to prevent communicable diseases.

- **MATERIALS:** Paper, pencil, crayons

- **SET:** Ask students, “How many of you have had a cold or chicken pox? We say we are sick when we don’t feel well. Today, we will learn about some ways we can tell if we are sick or healthy, and ways to keep from getting sick.”

- **INSTRUCTION:** Discuss possible symptoms with the class. List on the chalkboard the indicators of good health and illness. Signs of illness include runny nose, sneezing, coughing, having a rash, and fever. Symptoms of good health are alertness, feeling energetic, having a good appetite, clear eyes, and no fever.

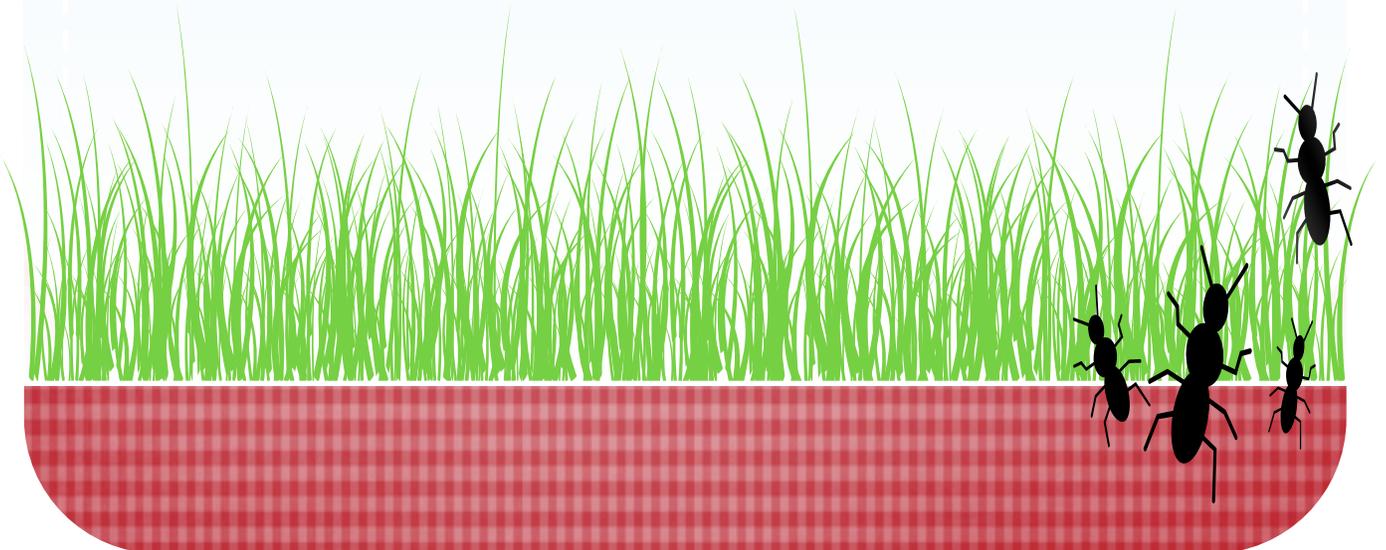


Next list diseases that are non-communicable such as heart disease, kidney disease, muscular dystrophy, sickle cell anemia, and cancer.

Remind students to wash hands for at least 15 seconds before eating, after using the bathroom, coughing or sneezing, going outside, playing with a pet and before preparing food. Washing your hands can help you, your family and your friends from getting sick.

Finally, have children discuss ways to prevent spreading germs and communicable diseases. Students may suggest washing hands, using tissues for sneezes, or covering the mouth with a hand when coughing.

- **CLOSURE:** “Today we have learned about two kinds of diseases – communicable and non-communicable. What is a communicable disease? What is a non-communicable disease? Tell your neighbor one communicable disease and one non-communicable disease.”



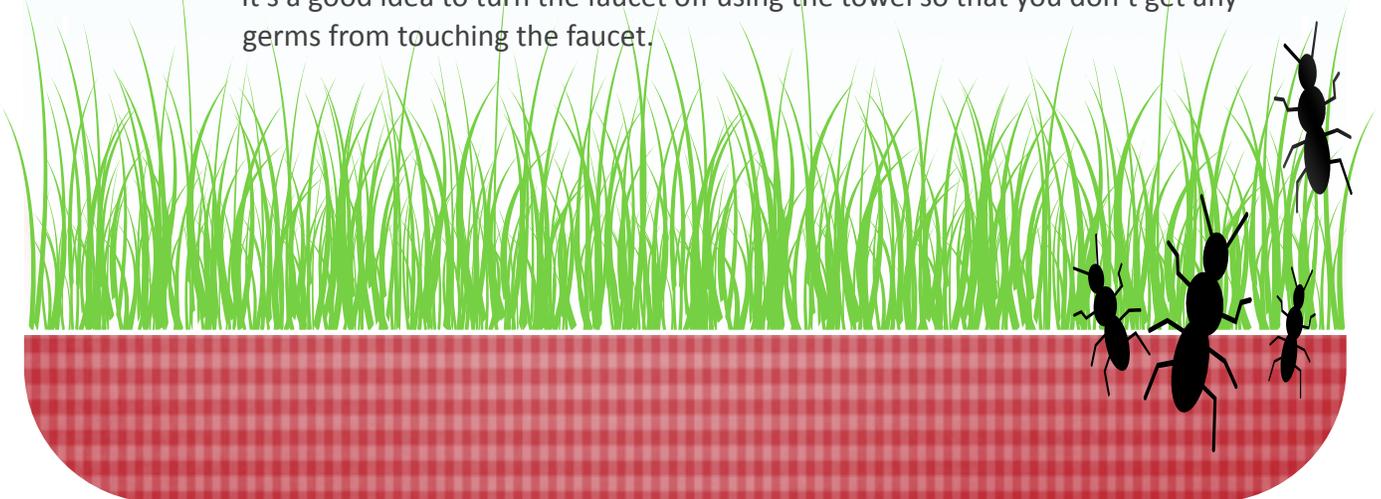
First Grade

Lesson 3

STANDARD 1: DISEASE PREVENTION

- The students will understand that germs are everywhere.
- The students will learn that germs make you sick.
- The students will learn that washing your hands help to remove germs and decrease the spread of sickness and disease.

- **Materials Needed:** Small Playground Ball, Vaseline, Glitter
- **Set:** Pass around a ball that is coated with Vaseline and glitter. Tell your students that the gunk on the ball represents germs that they pick up when they touch things like balls or other playground equipment. Afterwards they will definitely want to wash their hands!
- **Instruction: Hand Washing Lesson--How to properly wash your hands:**
 - Turn on the faucet and wet your hands.
 - Use soap and work up a good lather.
 - Scrub your palms, the backs of your hands, in between your fingers and underneath your fingernails.
 - You need to scrub for at least 15 second to kill all the germs... That’s about how long takes you to sing the “Happy Birthday” song. You can sing while you scrub to make sure you’re doing it right.
 - Then rinse the soap off your hands and dry them with a paper towel.
 - It’s a good idea to turn the faucet off using the towel so that you don’t get any germs from touching the faucet.



First Grade

Lesson 4

- **STANDARD 1: EMOTIONAL/SOCIAL/MENTAL HEALTH**

The student will understand the importance of positive self-concept, interpersonal relationships, and the relationships of sound social, emotional, and mental health practices to wellness. To achieve this standard, the learner will:

- Discuss a variety of emotions experienced daily.

- **MATERIALS:** None

- **SET:** Relate a happy family event such as, “I was so excited when I woke up Saturday morning. Saturday was my mother’s birthday. My brother and I had planned a wonderful surprise for her. We served her breakfast in bed. We prepared cereal and orange juice.” (Be careful not to suggest that children cook without adult supervision.)

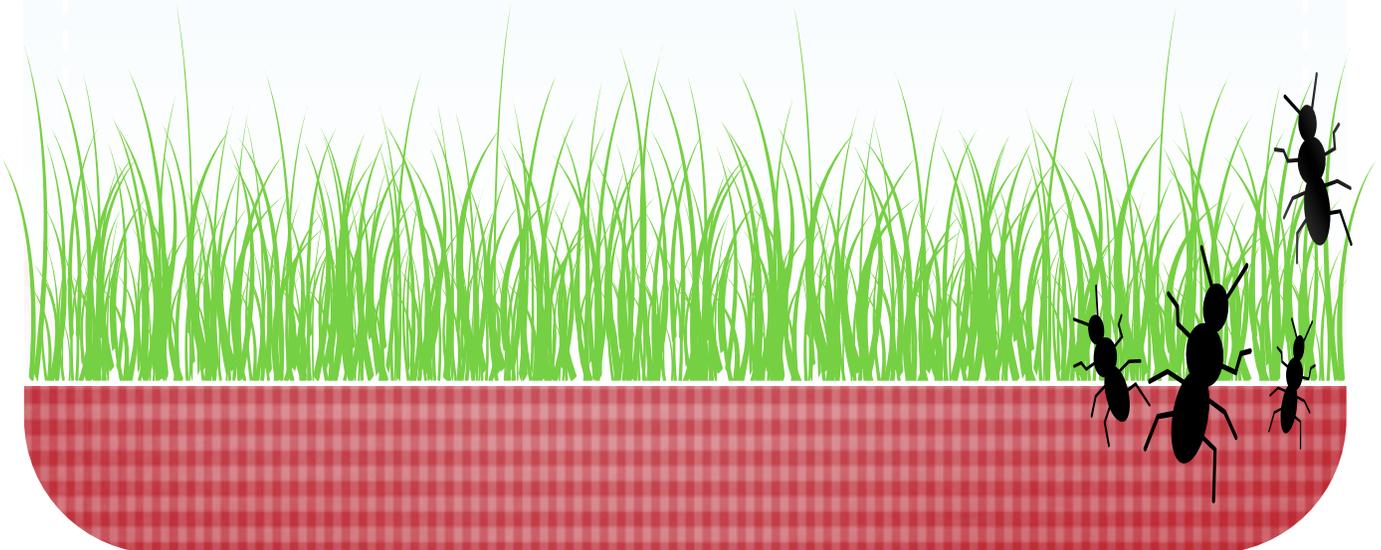
- **INSTRUCTION:** Tell students, Today we are going to learn about ways family members help each other. For example, no one made my mother smile when we surprised her with breakfast, but what we did influenced her feelings of happiness. Let’s think about some of the things that happen in the family that make us feel happy or sad. When I describe a situation, show me using your facial expressions whether you think this would make you feel happy (smile) or sad (frown).”



1. Your brother showed you how to play a new game.
2. You got a good report card.
3. You broke your newest toy.

“Within the family, you do many things that influence your parents’ feelings. Listen to these situations and try to decide how your parents would feel.”

1. You brought home a conduct report stating that you had been courteous and well-behaved all week.
 2. You were late coming to the dinner table because you ignored the family rule about coming in by 5:30.
 3. You volunteered to make a salad for dinner to help your parents.
 4. You told your parents that you did not have any homework after the teacher had assigned studying spelling words.
- **CLOSURE:** Review the lesson. “Tell your neighbor one way children make their parents feel happy or sad and one way parents make their children feel happy or sad.”



First Grade

Lesson 5

- **STANDARD 1: EMOTIONAL/SOCIAL/MENTAL HEALTH**

- In order for students to build self esteem they need to know who they are and what is important and unique to themselves personally. Students also need to have a concrete way in which to express this. Students can become resident 'experts' in the classroom and this is one way of finding out what the range of knowledge is among a group of students.

- Students will use an appropriate way to share facts about themselves.
- Students will become aware of the uniqueness of themselves and of others.
- Students will describe orally to a group of peers who they are.
- Students will find pictures or phrases to symbolize concepts of their personalities.

- **Materials:** Magazines, glue, construction paper, and scissors
- **Set:** Display a collage of yourself (teacher). The collage should consist of pictures of your favorite things, hobbies, or talents. Tell a two-minute using the collage without revealing yourself until the end using the question..."Who Am I?".
- **Instruction:** Individually students will cut pictures or word phrases out of magazines that represent their personal interests and abilities. The pictures and words will be glued onto an 8x11 sheet of construction paper to form a collage. The completed collages will be displayed and numbered. Without discussion students will be given time to write down who they think each collage belongs to.

