

FIRST GRADE OBJECTIVES

1.1 The student will experience continuing success and good feelings about self.

Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem and good mental health practices at home.

1.2 The student will experience continuing respect from others.

Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.

1.3 The student will become aware of the effects of his or her behavior on others and the effects of others behavior on himself or herself.

Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors.

1.4 The student will develop an understanding of the importance of a family and of different family patterns.

Descriptive Statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families, extended families—relatives other than the immediate family living in the home, single parent families, adoptive families, foster families, families with stepparents, and blended families formed by the marriage of a man and woman with children from previous marriages. Recognition and inclusion will foster positive mental health.

1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are: providing food, providing shelter, providing and caring for clothing, providing money for these and other necessities, providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members, and providing for fun and play.

1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.

Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

1.7 The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: Scientific terms such as urinate, bowel movement, penis, and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.

1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems. Positive mental health practices will be utilized.

1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the way s feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, story telling, and creative drama. Positive mental health practices will be utilized.

1.10 The student will experience the logical consequences of his or her behavior.

Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his/her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

1.11 The student will realize that physical affection can be expression of friendship, or celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching. The student will describe ways family members care for and help one another during times of wellness and sickness. The student will begin to understand the differences between appropriate and inappropriate expressions of affection and the impact on individual mental health.

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

- 1.13 The student will continue to differentiate between infectious (communicable) and noninfectious (non-communicable) diseases.**
- 1.14 The student will know that HIV/AIDS is a serious disease.**
- 1.15 The student will continue to demonstrate behaviors that lead to disease prevention.**

OBJECTIVE 1.1

The student will experience continuing success and good feelings about self.

Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home, and good mental health practices at home.

CONTENT

I. Developing a positive self-image

II. Provide Classroom Environment to Foster Success

A. Personal space and sharing materials

B. Cooperation with others, including teachers, peers etc.

C. Group's identity and individual's role in the group.

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Discuss classroom and discipline procedures. Help students understand they are responsible and their behavior controls what happens to them in the classroom.
 2. Discuss how each day is a new start and they can learn from mistakes.
 3. Have rotating classroom helpers who have real responsibilities and receive praise for their efforts.
 4. Allow students to express their feelings to you, and accept their feelings, while offering guidance in dealing with their feelings. Share your feelings when appropriate.
 5. Discuss similarities and differences of physical characteristics. Emphasize that differences are normal.
 6. Song: "If you're happy and you know it
Self portraits
Bulletin Board: Class "star" each week. Write a story about why child is special.
-
1. Classroom organization shall be such that each child has his own space and is sure where other materials and work spaces are located.
 2. Games that encourage interaction in classroom, p.e., recess. Help others who have been absent, are new to school, are not feeling well, or for other reasons need a helping hand.
 3. Dramatize: thoughtfulness, courtesy self-reliance, sharing, playing and working together, helping at school, following directions, etc.

OBJECTIVE 1.1

Content

Suggested Teaching/Learning Strategies

4. Encourage cooperation of individuals for the benefit of entire group. (Reward whole group for cumulative efforts over a period of time.)
5. Discuss with students how to give and to receive compliments. Have students practice playing both roles.

-Giving compliments

-Address the person by name.

-State the compliment.

-Tell how you feel about the person or characteristic. (e.g., "Beth, you are a good listener in class; and that helps me do my job better.")

-Receiving a compliment

-Say "thank you."

-Do not use negatives, such as "No, I don't" or "You don't mean that," etc. These indicate a lack of self-esteem. Rather, say "Thank you very much. I'm glad you both think I'm a benefit to the class."

6. Discuss with students how to give and receive compliments. Have students practice playing both roles.

-Giving compliments

-Address the person by name.

-State the compliment.

-Tell how you feel about the person or characteristic. (e.g., "Beth, you are a good listener in class, and that helps me do my job better.")

RESOURCES

PEOPLE

**Principal
DARE Police Officer
Guidance**

PRINTED MATERIALS

**Social Studies Text
Health Text
Berenstain Bears Books**

AUDIOVISUAL MATERIALS

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

Health text

AUDIOVISUAL MATERIALS

**Saltville Elem. Our World of Sights and Sounds: “Farm”
“City”
“Pet Shop”
“Amusement Park”
“Home”
“Neighborhood”**

**Chilhowie: Identity #1 Multi Media Self Identification
Advanced Learning Concepts
Rain-Tree Children’s Preview**

OBJECTIVE 1.3

The student will become aware of the effects of his or her behavior on others and the effects of others Behavior on himself or herself.

Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Developing a feeling of worth and self-esteem.	<ol style="list-style-type: none">1. Accept the students differences and let them know that's what makes each of them special.2. Help the students become aware of the importance of rules in the classroom by giving them the opportunity to help set up rules at the beginning of the school year and reviewing them through-out the school year.3. Discuss how each of us has positive and negative feelings and how we sometimes have to control our behavior.4. Help students work out their problems as they occur in a fair and impartial way.5. Discuss how being polite to others by saying "please", "thank you", "excuse me", and "may I", will help others feel better toward us and treat us with more respect-thus making us feel better about ourselves.6. Call on students to answer questions when they can respond in a positive way.
II. Setting up an environment to promote positive behaviors <ol style="list-style-type: none">A. Respecting others and their feelings.B. Becoming aware of positive qualities of individual students	<ol style="list-style-type: none">1. Have students act out situations in which they use "please", "thank you", "excuse me", and "may I" to show respect for others.2. Have each student draw a picture or write a story about something they consider special about someone else.3. Help students make lists of words that describe qualities they like about themselves such as helpful, friendly, hardworking, kind, funny, etc.

OBJECTIVE 1.3

Content

Suggested Teaching/Learning Strategies

4. Encourage each student to help others do something that he/she does well, i.e. skipping, throwing a ball, reading, or drawing a picture.

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

**Guide For Effective Teaching. Virginia Dept. of Education
Health Education Curriculum Guide K-7. VA Dept. of Education**

AUDIOVISUAL MATERIALS

**Winnie The Pooh On The Way To School. Video and/or filmstrips.
Introduces children to safety rules for going to school.**

OBJECTIVE 1.4

The student will develop an understanding of the importance of a family and of different family patterns.

Descriptive Statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families, extended families—relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families with stepparents, and blended families formed by the marriage of a man and woman with children from previous marriages. Recognition and inclusion will foster positive mental health.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. To develop an understanding of the importance of the family.	1. Family booklet 2. Discuss & illustrate a. How Father helps me. (or could help me) b. How Mother helps me. (or could help me) c. How brothers/sisters help me. (or could help me) d. How I help my family. (or could) 3. Complete ditto “Mirror, mirror” by drawing Pictures.
II. To develop an understanding of different family patterns.	1. Flintstone Filmstrip series “Learning About Families with the Flintstones” – (SVE) 2. Discuss how families change: a. Death (single-parent) b. Divorce (single-parent) c. Remarriage (step-parents and step or half siblings. d. Adoptive or foster care (if applies in your classroom.)

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

**My New Mom and Me – Betty Ren Wright
(stepmother) Raintree Publication**

Will Dad Ever Move Back Home? Paula Z. Hogan

**Why Did Grandma Die? (Raintree Publishers)
(Trudy Madler)**

AUDIOVISUAL MATERIALS

@ Saltville Elementary: “Living with Your Family”

Me and My Family – Marsh Media DVD

OBJECTIVE 1.5

The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are: providing food, providing shelter, providing and caring for clothing, providing money for these and other necessities, providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members, and providing for fun and play.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Identify the basic needs of the family.	<ol style="list-style-type: none">1. Let students take part in making a list of the various basic needs of the family. For example: shelter, food, clothing, care giving, love and recreation.2. Find pictures of these needs from magazines and organize them on a chart under the needs listed above for bulletin board.
II. Recognize that family members satisfy the physical needs of the family so it can function.	<ol style="list-style-type: none">1. Look at pictures of types of homes. Make a list or *illustrate the types of homes the students live in. For example: houses, apartments, farm houses, and trailers.<ol style="list-style-type: none">a. Who provides for the home?b. Who cares for the home?Live in heir home? Label them
A. Individual members of the family's role.	<ol style="list-style-type: none">2. *Illustrate the family members who live in the home. Label them.3. *Identify the family members who contribute money for the family's needs.<ol style="list-style-type: none">a. What do they do to earn money?b. How is the money spent for the family?c. Who decides when choices need to be made?d. *Illustrate their work if possible.

(*If making an "All About Me" type of book the *illustrations could be placed in)

Content

Suggested Teaching/Learning Strategies

III. Recognize ways in which a family demonstrates love.

4. Identify the care givers, those who look after physical comforts, needs and emotional stability of the family.
 - a. What is their responsibility?
 - (1) Father
 - (2) Mother
 - (3) Grandparent
 - (4) Older brother or sister
 - b. *Illustrate how family members care for the family.
 - c. How can the child help in this responsibility? *Illustrate how they help.
1. Discuss ways in which families can show love.
 - a. Making things for each other.
 - b. Taking care for someone who is sick.
 - c. Spending time together.
 - d. Cheering up someone who is unhappy.
 - e. Sharing feelings.
 - f. Taking care of each other ex. Care for a baby sister or brother.
 - g. Display of love such as a hug or affection shown by touching.
2. Art suggestions: “Kindness Coupon Book”
 - a kindness written on slips to be given to a person.

Make a thank you note for a member of the Family thanking them for something special they did or for all the things they do.
3. Suggestion: Culminate with Film-strip and Tape – “How Your Parents See You from Who Are You” – Troll Assoc.

RESOURCES

PEOPLE

PRINTED MATERIALS

Families- Harcourt Brace Jovanovich 1985.

All About Me – Frank Schaffer Publications

Me and My Family - (Marsh Media – 9minutes 30 seconds)

AUDIOVISUAL MATERIALS

OBJECTIVE 1.6

The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.

Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Human beings are animals called mammals.	<ol style="list-style-type: none">1. Discuss physical characteristics that define mammals.<ol style="list-style-type: none">a. Have hairb. Babies are born alivec. Babies drink milk from their mothers2. Name and make chart of many different mammals.3. Make bulletin board picturing different mammals – including human beings.4. Set up a pet in the classroom to observe behavior – hamster, etc.5. Make a booklet called “Mammals” (suggest Frank Shaffer)6. View T.V. Health Program <u>All About You</u>
II. Mammals take care of their young and teach them how to survive.	<ol style="list-style-type: none">1. Discuss things parents teach their young – both human beings and other mammals.2. Read stories about mammals and their behavior, (both fiction & non-fiction). Discuss difference.3. Do “research” about specific mammals and write stories about them. (fox, bear, etc.)

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

Animal Guessing Games – National Geographic

OBJECTIVE 1.7

The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: Scientific terms such as urinate, bowel movement, penis and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.

CONTENT

I. Correct terminology for body parts and functions.

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Teachers will model correct terms such as urinate, bowel movement, penis, and *breast* when children use slang terms or as the occasion arises.
2. Parents will be made aware that teachers will use these terms and will be encouraged to use them at home.

RESOURCES

PEOPLE

Parent Information Plan

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

RESOURCES

PEOPLE

**Guidance Counselor
School Nurse
Telephone School Program**

PRINTED MATERIALS

Health text

AUDIOVISUAL MATERIALS

OBJECTIVE 1.9

Content

Suggested Teaching/Learning Strategies

3. Introduce the term consequence – the result of a decision or a behavior – and help students see the positive and negative effects of certain behavior on others (e.g., yelling at younger sister, sharing your lunch, keeping a friend’s secret or telling it, breaking a rule, etc.).
4. Play the “Robot Game.” Students need to be paired as partners for this activity. A robot has been built by a clever scientist in one of the laboratories. The robot cannot see and must be taken around many obstacles (boxes, chairs, tables, etc.) to reach the second laboratory to receive its eyes. The scientist must tell the robot how to Progress (forward, backward, right, left, Stop, go, etc.) in order to reach the goal. If the robot touches an obstacle, it will break Apart and must be taken back for other Repairs. Each student will play both roles of robot and scientist. After students have played one role, reverse the roles and have them play the other.

RESOURCES

PEOPLE

Guidance Counselor

PRINTED MATERIALS

Guide For Effective Teaching. Va. Dept. of Education
Health Education Curriculum Guide K-7. VA Dept. of Ed.

AUDIOVISUALS

OBJECTIVE 1.10

The student will experience the logical consequences of his or her behavior.

Descriptive Behavior: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his/her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. To develop responsible decision-making.	<ol style="list-style-type: none">1. Activity <u>At Home I Should</u> & <u>Teachers Like Me To . . .</u> Discuss2. In a large group have children share a time: They were proud. They were ashamed.3. Filmstrips (Value) “Tales of the Wise Old Owl” – Group 1 Group 2 (SVE) Society for Visual Ed.4. Role play situations where the child has to make a choice, such as:<ol style="list-style-type: none">a. Find moneyb. Use time wiselyc. Careful prep. vs rushing, impulsively?d. Dev. Proper social attitudes – group activitiese. Fair play – courtesy – sincerityf. Telling the truth5. “Sharon & Sally & Jane”

Resources

PEOPLE

Guidance Counselor

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

(Guidance)

Filmstrip: “Tales of the Wise Old Owl” – Group 1

- Group 2

OBJECTIVE 1.11

The student will realize that physical affection can be an expression of friendship, or celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching. The student will describe ways family members care for and help one another during times of wellness and sickness. The student will begin to understand the differences between appropriate expressions of affection and the impact on individual mental health.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- I. The need for physical affection
 - A. To help students understand that there are many kinds of affection
 - B. To help students feel he/she is worthy of another's affection
 - C. To help child understand that showing Affection involves sympathy, gentleness, kindness, consideration, and tenderness
 - D. To help child realize that affection shown by others make him more secure

- 1. Show study print of mother/father hugging child (or any adult hugging child) and child hugging in return. Elicit responses to questions.
 - a. Why is the child hugging the mother/father?
 - b. Do you think that person loves them?
 - c. Why do you think he/she loves them?
 - d. What do you like to do with your mother/father?
 - e. Do you feel especially safe when your parents hold you?
 - f. What things do you do with other people you have affection (love) for?
- 2. Use a participation story to describe picture:

Example: Mother and I do fun things together. We bake cookies, take walks, read Stories or I help her in the house. (Describe One of the activities in detail).

The best time is when I sit on Mother/Father's lap and she/he gives me a hug. That's when I reach up and hug her/him hard and whisper, "I Love You" and he/she say's "I Love You."

Content

- II. To help student experience affection and to Guide his emotions toward healthy expressions of it.

Suggested Teaching/Learning Strategies

1. Discuss objects of affection or love – baby, parent, sister, brother, pets, dolls, grandparents, friends, etc.
 - a. How do you show affection to them?
 - b. How do others show their affection to you?
 - c. Affection usually represents good touching from these people.
2. Provide opportunities for helping the teacher, another student or a close friend.
3. Care for a pet in the classroom.
4. Discuss ways of responding if another student or family member has a problem or is ill.
5. Find pictures of people showing affection-discussion, celebration, family on friend.
6. Make a personal list of things that would be appropriate to do in their own home. Ex. I can show love to my (name of family member) by _____.

Do a statement for several family members – or list ways of showing kindness, caring, and love and respecting privacy.

RESOURCES

PRINTED MATERIALS

Health text

Moods and Emotions

Study Print #1

The Child's World, Inc.

Various Pictures

OBJECTIVE 1.12

The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. People need love – Acceptable behavior in expressing that love.	1. Discuss different ways we express love for others. Review good touches and bad touches. Bad touches defined as “area covered by bathing suit” – any touch that makes one feel bad or uncomfortable.
II. Keeping Safe A. Playing in safe places & with others. B. Not going places or getting into a car with strangers. C. Learning the appropriate uses for the internet and cell phones.	1. Dramatize the following: saying No, not approaching a car with a stranger, screaming very loud, etc. 2. Discuss importance of telling a trusted adult. “Say No – Run – Tell Someone” 3. Define “trusted adult” = someone who provides care and support and security. i.e. rescue worker, fireman, nurses, policeman, physician. 4. Define “Cyber Risks” for children. Children can be targets of crime and exploitation as they use online internet services, including cell phones. Don’t talk, text or respond to an email from someone you don’t know. A stranger could get the information and harm you. 5. Inform children not to give out any personal information such as name, address, phone numbers or school. 6. Discuss inappropriate texts, pictures or emails that can be sent from a computer or cell phone. These could contain pictures, messages or information that would show or tell about the “bathing suit” area. They could also show or tell about violence. Re-enforce importance of telling a trusted adult.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- III. Learn rules
- IV. Definition of a stranger – anyone you do

not know. Comparison of stranger,
family, and friends.

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

DVD: Safety: If You Feel Danger (Marsh Media)

OBJECTIVE 1.13

The student will continue to differentiate between infectious (communicable) and noninfectious (non-communicable) diseases.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
1. Review the definition of <u>infectious disease</u> – a disease that can be “caught” or spread directly or indirectly from one person to another.	1. Tell students that infectious diseases can be passed from person to person because they are spread by germs. Germs (bacteria and viruses) are very small (invisible to the eye) organisms that can spread disease. That is why it’s not a good idea to come to school when you have the flu, measles, etc. You might give the disease to someone else. Infectious disease germs can be passed directly or indirectly to other people through droplet sprays during coughing or sneezing or by touching the same books an infected person has touched. Other diseases, such as allergies and asthma however, are noninfectious and cannot be passed from person to person by germs.
2. Causes of infectious diseases – Germs— bacteria, viruses, and other organisms that enter the body through direct or indirect contact	2. Tie a piece of yarn from a ball to your finger. Pass the ball to another student and have him/her loop the yarn over one finger. Continue passing the ball in this manner until all students have yarn looped over their fingers and can visualize how germs which cause infectious diseases are spread.
3. Examples of infectious diseases: <ul data-bbox="284 787 706 1365" style="list-style-type: none">• Pneumonia, colds, flu (viral)• Chicken pox (viral)• Mumps (viral)• Measles (viral)• Small pox (viral)• Polio (viral)• Diphtheria (bacterial)• Tetanus (bacterial)• Pneumonia (bacterial)• Mononucleosis (viral)• Whooping cough (bacterial)• Strep throat (bacterial)• Rheumatic fever (bacterial)• HIV/AIDS (viral)• Rabies (viral)	3. Ask students to brainstorm a list of diseases that can be “caught” and diseases/disabilities that cannot be “caught.” List these on the chalkboard or chart paper in chart form.
4. Review of the definition of <u>noninfectious disease</u> – one that cannot be “caught” or spread from one person to another	4. Point out that many infectious diseases are easily spread. HIV/AIDS is not spread <u>easily</u> but can be spread.
5. Examples of <u>noninfectious disease</u> – one that cannot be “caught” or spread from one person to another: <ul data-bbox="284 1701 511 1890" style="list-style-type: none">• Cancer• Heart Disease• Diabetes• Allergies• Asthma	5. Explain to students that some diseases are more serious than others. For example, colds, flu, and allergies can make us sick, but these diseases are not usually life-threatening. Disease such as HIV/AIDS, however, are usually fatal. Cancer and heart disease can also be life-threatening.

OBJECTIVE 1.14

The student will know that HIV/AIDS is a serious disease.

CONTENT

1. Definition of the disease AIDS-acquired immune deficiency syndrome. At present AIDS is usually a fatal condition caused by a virus that breaks down the body's immune system, making it unable to fight off infection and disease. The virus causing AIDS is called HIV (human immunodeficiency virus).
2. Some of the ways the HIV/AIDS virus is not Transmitted:
 - By playing together
 - By coughing
 - By sneezing
 - By sharing toys or food
 - By toilet seats
 - By kissing or hugging
 - By swimming
 - By casual contact
 - By insect bites
 - By pets
3. Some of the ways the HIV is transmitted
By exchanging blood with an infected person (becoming "blood brothers" or giving first aid without wearing gloves):
 - By touching hypodermic needles
 - Through contacting blood

SUGGESTED TEACHING/LEARNING STRATEGIES

4. Emphasis is on alleviating the fear of contracting HIV/AIDS
 1. Most students at this age do not need and cannot understand detailed facts and statistics about HIV/AIDS and behaviors that put one at risk of infection. However, they may have heard about the disease on TV, in magazines, or from older siblings. Respond to students' questions with the simplest answers. Most will be satisfied to learn that it is unlikely they will be exposed to HIV/AIDS through casual contact in their activities at home or in school. Of particular concern may be a child with HIV/AIDS who is attending school. The information given students should eliminate their anxiety and fear of casual contact with HIV-infected persons and offer them a sense of control over their own health. Assure students that if they are not infected with the disease, they do not have to get it. HIV/AIDS is very hard to get, and they will not get it just by being near or touching someone who has it.
 2. Tell students that HIV is causing some adults to get very sick, but it does not commonly affect children.
 3. Respond to students' questions directly and simply (limiting responses to what is asked). Provide very basic information as a foundation for more detailed information in later grades.

***HIV is not presented as a sexually transmitted disease at this grade level.**

OBJECTIVE 1.15

The student will continue to demonstrate behaviors that lead to disease prevention.

CONTENT

1. Definition of germs—tiny living things (bacteria and viruses) that cannot be seen but which can cause disease.
2. Ways germs are transmitted:
 - By people
 - By animals
 - By air
 - By water
 - By food
 - By blood
3. Healthy behaviors that can prevent germ transmission:
 - Washing hands
 - Covering mouth and nose when sneezing or coughing
 - Using clean cooking and eating utensils
 - Using tissues to blow nose
 - Keeping foreign objects out of the mouth
 - Keeping flies and insects off food and utensils
 - Washing certain foods before eating them
 - Not eating food dropped on the floor
 - Not sharing partially eaten food/drink
 - Keeping hands out of the mouth
 - Not sharing towels
 - Not exposing oneself to blood (no tattooing or “blood brother” rituals)

SUGGESTED TEACHING/LEARNING STRATEGIES

- Giving no first aid when blood is present (get an adult)
1. Point out to students that germs e.g., (bacteria and viruses) which cause infectious diseases can enter the body through direct contact, such as kissing, touching, or through indirect contact, such as by inhaling germs from a sneeze or by using an infected person’s eating utensils, toothbrush, clothing, or sharing food with an infected person.
 2. Ask students to brainstorm things they do or choices they make at home or in the classroom to help prevent the spread of infectious diseases. Part of this may be done by having students pantomime healthy behaviors (e.g., washing hands, using tissues, being immunized, covering mouth, etc.). List students’ responses on the chalkboard or chart paper.
 3. From this list have students create a checklist titled “My Personal Wellness Responsibility Chart” to take home and share with family members. Have students complete this daily checklist/chart for a period of time (e.g., two weeks).
 4. Point out to students that the immunizations they were required to have before coming to school were to protect them from catching infectious diseases. Small pox and polio are diseases that have been controlled by immunizations. Tell students to ask their parents what immunizations they have had and make a list of these on the students’ Personal Wellness Responsibility Charts.

CONTENT

4. Choices that lead to good health
- Making wise food choices
 - Getting adequate rest (8-10 hours of sleep per day)
 - Maintaining physical fitness
 - Practicing dental hygiene (brushing, flossing)
 - Practicing personal hygiene (washing hands, bathing)
 - Getting immunized
 -
 - Having regular medical and dental check-ups
 - Dressing appropriately (for the weather)
- Maintaining a clean environment (preventing littering, cleaning up litter, covering garbage)
- Fostering relationships with family and friends (e.g., playing, sharing thoughts and feelings)
- Expressing feelings (laughing, crying, etc.)
 - Saying “no” to drugs and alcohol

SUGGESTED TEACHING/LEARNING STRATEGIES

5. Create a class bulletin board showing how to prevent disease. Explain that germs are sometimes called “bugs;” therefore, the whole class is going to make a giant “Bug Buster.” On a large circular piece of paper, each student will draw a picture illustrating a healthy behavior or choice. Ask each student to dictate to you a sentence about his/her picture. Write the sentence below the picture. For example:

“My polio vaccination protects me from disease.”

“My staying home with chicken pox protects others from getting it.”

“My doctor gives me a shot to keep me well.”

“I wash my hands before eating to kill germs.”

“I eat fruit for a snack instead of candy to give me a good nutrition.”

Draw a face on a smaller circle that represents the bug’s head. Attach the student’s circles to the smaller circle to create the “Bug Buster’s” body.

6. Introduce the concept that smoking and using alcohol are unhealthy choices that people make in their lives. Smoking can cause diseases such as cancer. Drinking alcohol can physically harm the body and cause alcoholism when a person can’t stop drinking.
7. Point out unhealthy behaviors that relate to HIV/AIDS disease (e.g., using injectable drugs, sharing needles, exchanging blood).

AT HOME I SHOULD . . .

YES

NO

- | | | |
|-----------------------------------|-------|-------|
| 1. Pickup my toys | _____ | _____ |
| 2. Eat good meals | _____ | _____ |
| 3. Do my chores | _____ | _____ |
| 4. Mess up my room | _____ | _____ |
| 5. Fuss at bedtime | _____ | _____ |
| 6. Brush my teeth | _____ | _____ |
| 7. Tie my own shoes | _____ | _____ |
| 8. Play with my brother or sister | _____ | _____ |
| 9. Get home late | _____ | _____ |
| 10. Share my things (toys) | _____ | _____ |

TEACHERS LIKE ME TO . . .

YES

NO

- | | | |
|----------------------------------|-------|-------|
| 1. Get to school on time | _____ | _____ |
| 2. Forget my work | _____ | _____ |
| 3. Follow directions | _____ | _____ |
| 4. Fight with other children | _____ | _____ |
| 5. Talk back | _____ | _____ |
| 6. Listen to others | _____ | _____ |
| 7. Do my class work | _____ | _____ |
| 8. Play in the bathroom | _____ | _____ |
| 9. Get along with other children | _____ | _____ |
| 10. Talk loud at lunch | _____ | _____ |

Bobby and Sally know the family rules include that they come inside from play at 6 o'clock and get ready for dinner. Getting ready for dinner means washing hands, face, and sitting down at the table. Once seated, another rule is that, they may not have dessert until they eat their entire meal. A third rule is that they may not be excused from the table until they have eaten their dinner and dessert, or until all other members of the family have finished the meal.

Let's pretend these rules are yours at home. Mother is cooking dinner and you realize it is 6 o'clock. you must choose to (1) come in and get ready for dinner or (2) stay outside and play. What do you do? Once inside you ask mother, "What's for dinner?" She replies: meat loaf, peas, mashed potatoes, apple sauce, milk and your favorite ice cream, (2) To eat none of your meal and wait for others to finish to be excused, (3) To eat some of your meal and get no ice cream, and wait for others to finish, (4) To have a temper tantrum to get your way. What would you do? Why? What is the best choice? Why?

Teacher leads class discussion of children's choices.

Sally and Sharon are playing jump rope at recess. Jane, a friend of Sally's wants to join the fun. Sharon Says no and begins to argue with Sally saying, "If you want to be my friend you can't like Jane and play with Her." Assume you are in Sally's position would you decide to: (1) continue to argue with Sharon and convince Her to let Jane play, (2) walk away from Sharon in disgust and play with Jane, (3) say okay, you really didn't Like Jane anyway, (4) ask for the teacher's help or (5) find someone else to play with.

You must decide on one.

Allow children to suggest other solutions.

Ask children to share similar experiences, how they behaved, and the outcomes.

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

Disease Prevention: Growing Up Healthy (DVD & VHS)

Clean Kids (MarshMedia DVD – 15 minutes)