

# Horizons

# Health

Grade 1

## Teacher's Guide



# CONTENTS

Acknowledgments .....	1
Perspective.....	2
Overview .....	6
Using <i>Horizons Health</i> .....	9
Health Education Resources .....	12
Scope and Sequence .....	14
<b>Unit 1 Getting to Know Myself.....</b>	<b>19</b>
1. Created to Be Me .....	25
2. We Are Alike—We Are Different .....	29
3. Four Main Feelings .....	31
4. Feeling Happy, Sad, and Afraid .....	34
5. Feeling Angry .....	37
6. How Do You Feel? .....	39
<b>Unit 2 Created to Live in a Family .....</b>	<b>41</b>
1. Living and Nonliving Things.....	47
2. Living Things Reproduce .....	48
3. Living in Families.....	51
4. All Kinds of Families.....	53
5. Change and Families.....	56
6. The Life Cycle and Death.....	58
7. Dealing with Death .....	60
8. Belonging to the Family of God.....	62
<b>Unit 3 Living with Others .....</b>	<b>65</b>
1. Yes, Thank You .....	69
2. Stop, Look, and Listen!.....	71
3. Listening to Learn About Each Other .....	73
4. Hey, Hey, What Can We Share? .....	74
5. Learning to Cooperate .....	76
<b>Unit 4 My Amazing Body.....</b>	<b>79</b>
1. Fearfully and Wonderfully Made .....	83
2. Window’s on God’s World .....	85
3. Hinges and Joints .....	87
4. Looking Inside.....	89

5. The Body Machine .....	91
6. We Are Growing .....	95
<b>Unit 5 Making Healthy Choices .....</b>	<b>97</b>
1. Choices, Choices, Choices .....	101
2. Staying Fit.....	103
3. Working Out.....	105
4. Getting Enough Rest .....	107
5. Fuel for the Body Engine.....	109
6. Introducing Food Groups.....	111
7. Eating Healthy Snacks.....	113
8. Personal Grooming .....	116
9. A Loose Tooth.....	119
10. Attack on Plaque .....	121
11. I Can .....	124
<b>Unit 6 Safety First.....</b>	<b>127</b>
1. Developing Safety Awareness.....	133
2. Street and Car Safety .....	135
3. Safety and Strangers .....	137
4. Fire Safety .....	139
5. Stop, Drop, and Roll.....	141
6. Dealing with Emergencies.....	143
7. Talking About Touching.....	145
<b>Unit 7 Starting Right .....</b>	<b>149</b>
1. Catching a Cold .....	153
2. Immunizations and Health Checkups .....	156
3. Medicines and Drugs.....	158
4. Beware! Poison! .....	160
5. Safety Review—Substance Abuse/Poison .....	162
6. Clean Air For Me .....	164
7. Culminating Lesson .....	166
<b>Teacher Visual.....</b>	<b>167, 169, 171</b>

# I'm Glad

German folk tune

Carol Greene

I'm glad you're you; I'm glad I'm me; I'm glad! I'm  
I've got my name; you've got your name; I'm glad! I'm  
I'm not like you; you're not like me; I'm glad! I'm

1

glad! God made us each so spe - cial - ly. I'm  
glad! But still such God good loves us both the same. I'm  
glad! But such good friends we both can be. I'm

5

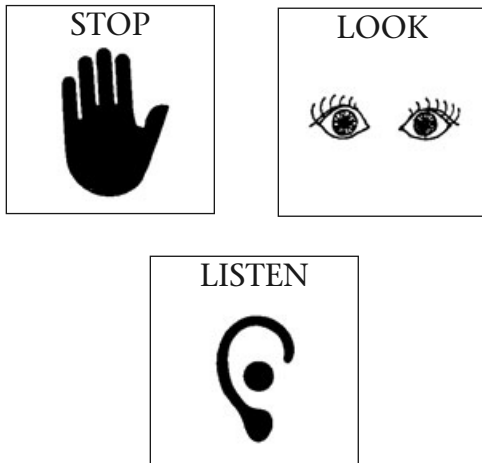
glad! I'm glad! I'm glad!  
glad! I'm glad! I'm glad!  
glad! I'm glad! I'm glad!

3

## LESSON 2: STOP, LOOK, AND LISTEN!

### Preparation/Materials

- Make three signs: on one write *STOP* and draw a hand raised in the stop sign, on the second write *LOOK* and draw a pair of eyes, on the third write *LISTEN* and draw a large ear.



### Objectives

- Students will recognize the importance of listening to others.
- Students will identify a good listening procedure.
- Students will practice the listening procedure.

### Background

"Listening is a skill that can be learned and an art that can be mastered .... We owe it to ourselves to make it our best language art!" This quotation from a popular book on teaching listening to children turns the purpose of listening on its head. Listening is not something we owe to ourselves. Listening to others is one way of loving them. Active listening means that we are receptive to others, that we value them and their ideas. This lesson and the next try to make students aware of what's involved in listening and why it's important, helping them practice and improve their listening skills. But keep the emphasis of these lessons straight, for although learning listening skills can make us more conscious of what's going on in the communication process, skills are no substitute for sincere interest and concern.

These two lessons teach a three-step listening procedure. Students are taught to stop what they're doing and pay attention, to look at the speaker, and then to actively listen to what's being said. Consider using this STOP, LOOK, and LISTEN procedure at various times throughout the day (particularly during this unit) to encourage good listening habits.

.....

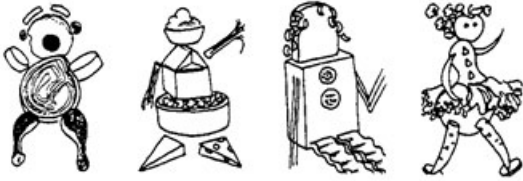
### Lesson

1. Ask each child to think of a favorite song or story or game. Then at your signal, have them all at the same time say what their favorite is.
2. Ask several students to identify the favorites of other class members. Since all have been talking and not listening, most likely they won't know. Lead students to understand that's why they can't identify others' favorites. Talk about why it's important to listen to others. Tell them that in this lesson they will practice being good listeners.
3. Hold up the STOP, LOOK, and LISTEN signs and teach the class the words. Explain that in order to be good listeners, we have to stop moving and talking, pay attention to the speaker, and listen to what he or she is saying.

## LESSON 6: INTRODUCING FOOD GROUPS

### Preparation/Materials

- Make 4 large “food friends” posters, one for each food group. Use magazine pictures, labels of cans, and/or parts of real objects (yogurt or cottage cheese containers, covers of cereal, raisin, or frozen food boxes; nuts, vegetable greens) to construct the figures.



- For student activity:  
magazines, old coloring books with food pictures  
construction paper, one large sheet per student  
four paper bags or boxes, each labeled with the name of a food group

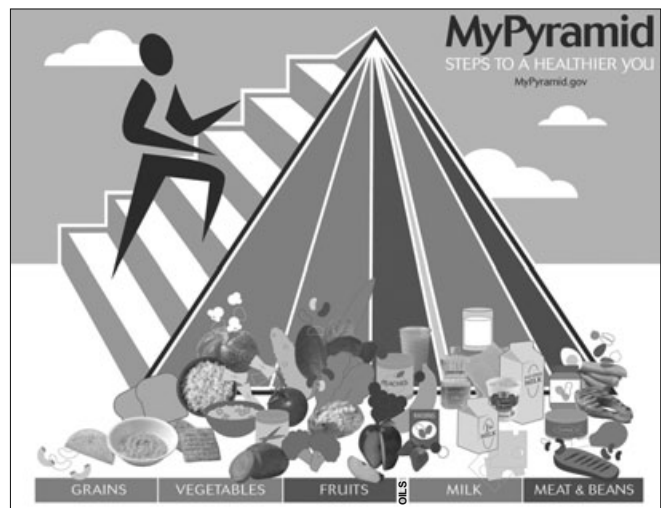
### Objectives

- Students will identify the four food groups and some foods belonging to each group.
- Students will be able to explain the specific contribution each food group makes to the body's health.

### Background

Years ago, after assessing the daily dietary needs of most people, the United States Department of Agriculture formulated a food pyramid which included the eating of all types of foods. The food pyramid was redesigned in 2005. Suggestions for healthy eating were slightly modified. These foods are considered beneficial to the growth and development of healthy bodies. The food pyramid is divided into five cate-

gories, plus oils: grains, vegetables, fruits, milk products, and meat & beans. Oils are not considered a food group, but are included on the pyramid because they are essential for good health. Saturated fats are to be included in the discretionary calorie allowance category. The food groups plus oils categories are organized according to proportions needed each day in order to provide the body with the right amount of nutrients.



At the grade 1 level students learn the importance of eating from all the basic food groups because each is necessary for good health. To reflect current nutritional knowledge stress the importance of grains, fruits, and vegetables. Teach students that although our bodies need food for fuel and the nutrients of all the food groups for health, we do not need excessive quantities of food. Eating too much, even of good foods, particularly of dairy products and meats, leads to other health problems. We need to eat wisely—and in moderate amounts.

## LESSON 1: CATCHING A COLD

### Preparation/Materials

- Health puppets
- Plan a puppet script.
- A squirt gun or mister and piece of black paper to demonstrate how germs spread
- Make a discussion poster listing ways to avoid getting a cold (lesson step 4 lists the ways). Use magazine pictures or draw simple illustrations.
- Optional: write the poem on chart paper and make an audio recording of it.

### Objectives

- Students will identify the symptoms of the common cold.
- Students will describe how cold germs spread.
- Students will understand and describe how they can prevent the spread of cold germs.
- Students will identify ways to protect themselves from illness.

### Background

Children at this age are prone to upper respiratory diseases such as colds, sinusitis, and influenza. They may be more susceptible because their body's immune response is not fully developed. Because they are vulnerable to these diseases, it is very important to teach and practice ways to avoid spreading germs to others. Bear in mind that the typical elementary school classroom is conducive for spreading communicable diseases. Children usually sit close together in rows or in circles, and if they sneeze or cough without covering their mouth and nose, they can easily infect classmates. This is called "droplet infection." So throughout the school year reinforce the concepts of this lesson through practical application, through washing hands and enforcing the "cover your mouth and nose when sneezing and coughing" rule.

### Lesson

1. Introduce the subject of illness by talking about an illness with which students are well acquainted—the common cold. Use the health puppets Sam and Terry to discuss the various symptoms of the common cold, the way cold germs are spread, and common feelings about having a cold. As an alternative option, pantomime having a cold and lead students to describe the symptoms.

Script suggestion: Sam has a cold and is feeling miserable, Terry is the sympathetic and patient listener. Sam sneezes on Terry repeatedly while describing his cold symptoms: running nose, watering eyes, sneezing, headache, and sore throat. Terry can ask the class questions such as "What do you think is the matter with Sam? Have you ever had a cold? Did you feel like Sam?"

Teach or have a puppet teach the meaning of the word *symptom*. (A signal from your body that something isn't right.) Give examples of symptoms of illness: (a fever, cough, or stomach pain). Then have Terry elicit from class a list of symptoms Sam has. Ask: "If you have symptoms of being ill, what should you do?" (Tell an adult about it.)