

**Columbus City Schools
Elementary
Health Education
Kindergarten-2nd Grades
Sample Lessons**



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Quarter 1: Unit 1- Mental and Emotional Health - Lesson 1

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions to health.

Lesson Objective:

- After completion of this lesson students will be able to communicate and identify behaviors that affect their personal health.
- After completion of this lesson students will be able to communicate multiple ways to be healthy.

Materials/Resources:

Health and Wellness Readers- Grade 1: Health and You **Grade 2:** Your Feelings

Chart paper

Markers

Vocabulary (key words): good health, responsible, mind, body, risk, care

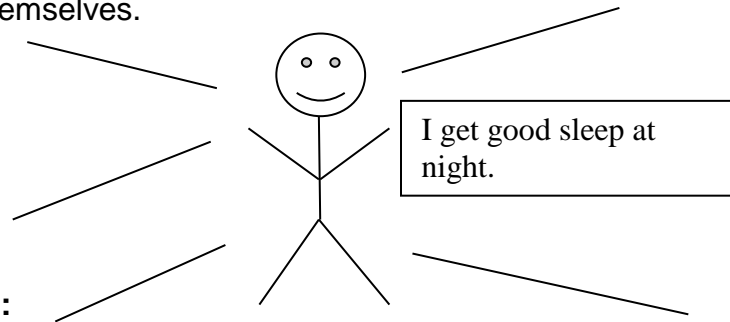
Lesson Introduction (Engagement): Write “good health” in the center of a piece of chart paper or on the board. Encourage students to think, pair, share what they think it means. To help younger students understand the good health concept, you could display pictures portraying good health and pictures portraying not so good health. Display the pictures and have students share their thoughts about good health.

Explicit Teaching: Today we will learn what it means to have good health, have healthy habits and make good decisions about our health habits.

Introduce vocabulary words with kid-friendly definitions and picture examples if available.

Modeled/Guided Practice: Read aloud the parts of the Health and Wellness Reader (Gr. 1 & 2) that relate to the content and the objective of this lesson. Stop at various points to provide time for discussion and comprehension of content about good health.

Independent Practice/Apply: Have students draw a Health Me Picture with descriptors of why they are healthy. You can also use pictures cut out of old magazines for students to explain good health about themselves.



Writing Connection:

Students could use inventive spelling to write their own statements or dictate their statements to the teacher depending on the level of your students. You could also generate a list of statements to choose from and students could copy them on to their healthy me picture.

Oral/visual: Students share their finished Healthy Me pictures

Research:

Assessment: Completion of the healthy me pictures

Quarter 1: Unit 1 - Mental and Emotional Health – Lesson 2

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions to health.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

Lesson Objective:

- After completion of this lesson students will identify and communicate orally the 6 questions to ask before you make a decision.
- After completion of this lesson students will be able to communicate was to say No to wrong decisions and persuasive situations.
- After completion of this lesson students will identify “good character” traits and understand what it means to be a “personal winner.”

Materials/Resources:

Health and Wellness Readers- Grade 1: Health and You **Grade 2:** Your Feelings

Chart paper

Markers

Vocabulary (key words): good character, traits, decisions, NO!, safe, responsible, trustworthy

Lesson Introduction (Engagement): Write this statement on the board or chart paper: “You are a winner when you make responsible decisions!” Read it out loud to your students. Have the students echo read the statement after you a second time. Ask students to talk with a partner and discuss what they think this statement means. Ask students to share their thoughts with the whole group.

Explicit Teaching: “Today we are talking about good character, making responsible decisions and being a personal winner. We will also discuss how all of this ties together in making you a healthy person.”

Introduce vocabulary words with kid-friendly definitions and picture examples if available. Read aloud the section in the Health and Wellness related to the content of the lesson.

Modeled/Guided Practice: Write these 6 questions on sentence strips and place in pocket chart or write on chart paper. (1.) Is it healthy to...? (2.) It is safe to...? (3.) Do I follow rules

and laws if I...? (4.) Do I show respect for other if I...? (5.) Do I follow family rules if I...? (6.) Do I show good character if I...?

A “yes” answer means your decision is a wise and healthy one for you. This makes you a personal winner.

After discussion of these questions move the discussion to how to say No in unhealthy situations. Explain they must stick to their No decision and not be persuaded to do something will be unhealthy to themselves or others. They need to ask themselves those 6 questions. Role play with students saying no in the following steps: (1.) Look directly at the person and say No; (2.) Tell them why you are saying no; (3.) Repeat No if you need to again; (4.) Do not change your mind and move away from the unhealthy situation if you can.

Independent Practice/Apply: Role play with students various teacher directed scenarios for saying No, using the 6 questions and the 4 steps of saying No. Explain to your students that saying no and making wise decisions is all part of practicing good health and having a good character.

Writing Connection: Students could write about a time that they had to say No to a friend or make a difficult decision.

Oral/visual:

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Research:

Assessment: Observe students and how they role play in the scenarios. Monitor or prompt those students who need a little more support to be successful with the role playing activity.

Quarter 1: Unit 1- Mental and Emotional Health – Lesson 3

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions to health.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

Lesson Objective:

- After completion of this lesson students will identify different kinds of feelings.
- After completion of this lesson students will communicate 2 ways to appropriately deal with angry or unhappy feelings.

Materials/Resources:

Health and Wellness Readers- Grade 1: Health and You **Grade 2:** Your Feelings

Chart paper

Markers

Vocabulary (key words): feelings, self-esteem

Lesson Introduction (Engagement): Give students a scenario that represents anger or being afraid. This would be great if you could act out your feelings and role play while students observe not knowing that you are acting out a situation in order to engage them in the content of the lesson.

After role playing, have a brief discussion about how they thought you felt and what characteristics did you exhibit that proved your feelings. Ask them if you dealt with your feelings appropriately. Have a brief discussion about what could have been changed.

Explicit Teaching: Say: “Today we are talking about the different feelings we all experience, how to identify different feelings and how to deal appropriately with those feelings that may be unhealthy to ourselves or others.”

Introduce vocabulary words for this lesson. Read the “feelings” section in your grade level Health and Wellness Reader. Discuss content as you read stopping periodically to provide questioning and partner discussions among students.

Modeled/Guided Practice: Guide students in a discussion and come up with ways they can appropriately express or share their feelings at home and at school. Review with them that

sharing their feelings appropriately helps them make wise decisions and builds their character making them a personal winner.

Independent Practice/Apply: Place students in small discussion groups and have them talk about times when they felt certain feelings and how did they express their feelings to others.

Writing Connection:

Oral/visual:

Research:

Assessment:

Quarter 1: Unit 2 - Family and Social Health - Lesson 1

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to advocate for personal, family and community health

Learning Targets:

- Identify how the family influences personal health practices and behaviors.
- Make requests to promote personal health.

Lesson Objective:

- After completion of this lesson students will be able to communicate and identify different types of family groupings.
- After completion of this lesson students will be able to communicate ways to have a healthy family.

Materials/Resources:

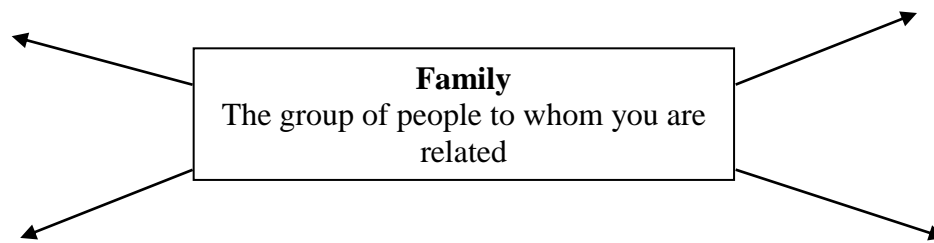
Health and Wellness Reader Grade 1: _____ Grade 2: _____

Drawing Paper

Pencils, Markers, Crayons

Vocabulary (key words): family, respect, conflict, decisions, cooperation, change

Lesson Introduction (Engagement): Write “family” on the chart or board in the middle of a concept web. Write the definition in the box as well. Ask students to think, pair, share or buddy buzz about the people in their families (who are they, where do they live, how do you get along, how do you work together, what kinds of things do they like to do together as a group etc). Read aloud the beginning section of your grade level Health and Wellness Reader. After reading ask students what family make-up are they a part of (live with mom, dad or both, grandma and grandpa. Move the discussion for the students to understand that even though we all have different types of family groups we are all part of a family even at school.



Explicit Teaching: Today we will discuss what it means to have a healthy group of family members to rely on, do things with and work as a team at home, at school and in your neighborhood. Refer to the concept web with family and the definition written in the middle. After discussing with students most of the content of today's lesson you will have student list characteristics of families around the web. You may want to find pictures of various family combinations as mentioned in the reading or that is pertinent to your group of students. Introduce the vocabulary terms with kid-friendly definitions and pictures if you have them available (clip art and magazines are good sources for picture aids). Discuss with students the section you previously read aloud to them, calling attention to important concepts in the text that they may not mention. Read aloud the next section stopping periodically and having students discuss content in partnerships or discuss how it relates to them and their family. Continue reading aloud the Health and Wellness reader discussing the sections and relating the information back to your students' families.

Modeled/Guided Practice: After reading aloud the sections on families and family interactions, refer back to the concept web. Have students think, pair and share characteristics of families and how families can help all of their members be healthy. Chart student responses.

Independent Practice/Apply: Students will need drawing paper, pencils, markers, and crayons. The students will draw a picture of their family and label the members of their family.

Writing Connection: Students will write one descriptive statement about their family on the bottom of their family picture. Statements could be My family likes to play games, my family cleans the house together, my family goes to the store together etc. Help your students to determine a statement for their family picture.

Oral/visual; Students could share their finished pictures and read their statement about what their families like to do together.

Research: (Math Connection) Graph the different kinds of family combinations in your classroom. How many students live with their grandparents, mom, dad, both etc.

Assessment:

Quarter 1: Unit 2 - Family and Social Health - Lesson 2

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to advocate for personal, family and community health

Learning Targets

- Identify how the family and friends influence personal health practices and behaviors.
- Encourage peers to make positive health choices.

Lesson Objective:

- After completion of this lesson students will be able to communicate the characteristics of being a good friend.
- After completion of this lesson students will be able to communicate ways to have a healthy friendship.

Materials/Resources:

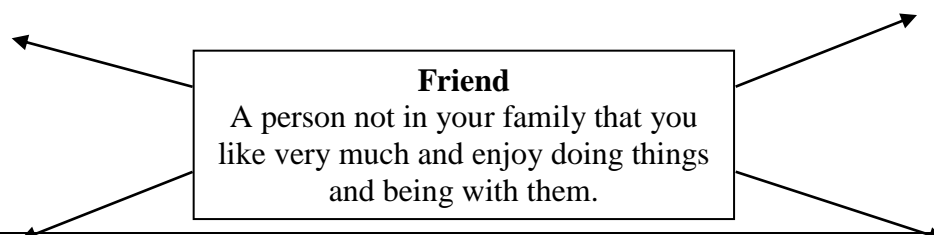
Health and Wellness Reader Grade 1: _____ Grade 2: _____

Drawing Paper

Pencils, Markers, Crayons

Vocabulary (key words): family, friends, cooperation, respect, getting along, decisions, conflict, cooperate

Lesson Introduction (Engagement): Write “friend” on the chart or board in the middle of a concept web. Write the definition in the box as well. Ask students to think, pair, share or buddy buzz about their friends (who are they, where do they live, how do you get along, how do you work together, what kinds of things do they like to do together as a group etc). Read aloud the beginning section of your grade level Health and Wellness Reader relating to friends. After reading ask students what are the characteristics of a good friend and how can they help you stay healthy.



Explicit Teaching: Today we will discuss what it means to be a good friend and help ourselves and our friends do healthy things each day. Introduce vocabulary for this lesson. Have students discuss what characteristics they look for in a friend. Chart their responses on the concept web. Read aloud the sections in the Health and Wellness reader related to today's discussion. Stopping periodically to ask students questions and promote buddy buzz discussion among students. Move the conversation to making decisions with friends, and have a conflict with your friend. What do you do? How do you make responsible decisions with your friends? How can you and your friend promote each other's good health?

Modeled/Guided Practice: After discussion, give students role playing scenarios to perform for the group. You may want to divide your class into smaller groups or partnerships. Give students scenarios to role play that may happen or have happened in everyday school-life with friends.

Independent Practice/Apply: Students will make a friendship book. They will need to cut out pictures or words from old magazines that show friendship. They can glue to pictures to construction paper in a collage. On each page they can draw a picture or write words about being a good friend and having a healthy relationship with their friend. Have students create two or three pages with a title page and then staple them together or bind them like a book.

Writing Connection: Students will write words or sentences on each page of their friendship book about being a healthy good friend.

Oral/visual; Students could share their finished books with the class. You could also post their finished books around the perimeter of the "friend" concept web created at the beginning of this lesson.

Research:

Assessment:

Quarter 1: Unit 2 - Family and Social Health – Lesson 3

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to advocate for personal, family and community health

Learning Targets:

- Identify how the family and friends influence personal health practices and behaviors.
- Encourage peers to make positive health choices.

Lesson Objective:

- After completion of this lesson students will be able to communicate healthful ways to resolve conflicts.
- After completion of this lesson students will be able communicate ways to show respect for others.

Materials/Resources:

Health and Wellness Reader Grade 1: _____ Grade 2: _____

Drawing Paper

Pencils, Markers, Crayons

Vocabulary (key words): peace, fight, decisions, conflict, cooperate

Lesson Introduction (Engagement): Write this statement on the board or chart paper, “ I will show respect for others.” Ask students what it means. Have students discuss with a partner and then be ready to share what their partner said in the discussion. You can also discuss whole group if your students are not familiar with partner discussion protocol. Chart student responses. Give students a scenario where someone is and is not showing respect for others and have students talk about what made it disrespectful or respectful.

Explicit Teaching: Today we will discuss what it means to keep peace, have peaceful and respectful interactions with our friends, family, teachers and other adults. Introduce vocabulary with pictures for visual connections if available. Discuss with students that we spend a lot of time together with friends and teachers at school and we have to know how to cooperative and get along peacefully. We also need to know how to solve our problems in a peaceful way when they occur.

Discuss the ways to show respect to others: **1. Speak in a kind way (do not yell or say mean things, do not call anyone bad names, do not make jokes about anyone).** **2. Show kind actions (use your manners, do not push, hit, take turns).** **3. Follow the rules and laws (do not be persuaded to break the rules, do not ask others to break rules).**

Talk with students about what to do when conflict arises with friends. Remind them a conflict is a disagreement. Everyone has conflicts from time to time and that is ok. But we must know the respectful and healthy way to work out a conflict without getting hurt or hurting someone else.

Modeled/Guided Practice: Ask students what they do when they have a conflict, disagreement or fight with another person. Discuss their responses whether appropriate or inappropriate. Lead students to come up with a five step process in resolving their conflicts peacefully and healthfully.

1. *Stay calm.*
2. *Listen to what the other person is saying.*
3. *Tell your side of the situation calmly.*
4. *Name different ways to work out a solution to the conflict or argument.*
5. *Make healthy and responsible choices in resolving the problem.)*

(These five steps were adapted from Meeks/Heit Totally Awesome Health Textbook for 2nd Grade)

Independent Practice/Apply: Students will make a peace chain. Cut strips of paper for the students. Each child gets 5 strips of paper. Students will write one step of solving conflict on each strip and glue the strips together in a chain. Students can hang chains from their desks or cubbies to remind them of the steps to follow when they have a conflict.

Writing Connection: Make a “PEACE” word splash. Write peace in the middle of the chart paper. Have students write words that mean peace to them (synonyms).

Oral/visual:

Research:

Assessment:

Quarter 1: Unit 10 - Injury Prevention & Safety; Car/Bus Safety – Lesson 1

Health Standard:

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- Recognize that there are multiple dimensions of health.
- Demonstrate listening skills to enhance health.
- Identify health related situations that might require thoughtful decision.

Lesson Objective:

- Students will identify car and bus safety rules and learn to apply safety procedures while traveling.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) seat belt, safety rules, accidents, crosswalk

Textbook Connections:

Grade Kg:

Grade 1 : Stay Safe

Grade 2 : Safety and you

Lesson Introduction (Engagement):

Identify and discuss different forms of transportation. Discuss how are they different and alike and what are the safety concerns for each. What does technology have to do with each form? Why do we need to learn about transportation safety and how can we prevent accidents?

Explicit Teaching:

Discuss common safety rules that would apply to certain forms of transportation such as cars and buses. Talk about seat belts and what they do and why they are important. Why is it important to be quiet when riding in a car or bus?

Modeled/Guided Practice:

Make a "Safety in Motion" checklist for the various forms of transportation.

Make a chart of traffic signs and know the shapes and colors.

Independent Practice/Apply:

Make a list of safety violations the next time the family goes for a long drive or when the next time you ride the school bus.

Writing Connection:

Make up a rhyme using a safety rule.

Oral/visual;

Draw and label various common traffic signs.

Research:

Students can ask family members if they have ever been in an accident and what was the cause of the accident. Chart results for the class or use as a sign in.

Assessment:

Students should know vocabulary and the common safety rules.

Quarter 1: Unit 10 - Injury Prevention & Safety: Fire Safety – Lesson 2

Health Standard:

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.
- Identify health related situations that may require a thoughtful decision.
- Analyze when assistance is needed when making a health related decision.
- Predict the potential outcomes of each option when making health related decisions.

Lesson Objective:

- Students will identify healthy behaviors related to fire safety procedures.
- Students will demonstrate ways to respond when in an unwanted, threatening or dangerous situation.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) “Stop, Drop, and Roll”, fire hazards, safety rules, fire escape plan, accident, injury, matches, smoke detector, 911

Textbook Connections:

Grade Kg:

Grade 1 : Stay Safe

Grade 2 : Safety and You

Lesson Introduction (Engagement):

Identify fire hazards and safety concerns. Identify general fire safety rules for the home and at school. Discuss what kinds of preventions can be followed to ensure safety.

Explicit Teaching:

Read and demonstrate how to 'stop, drop and roll' and then have students practice the procedure. When are they likely to use this? Show students safety posters and discuss the rules. Discuss hazards such as lighters/matches (smoking), ovens/stoves/grills, electrical cords, heaters, etc. Talk about smoke detectors and their importance. Explain about 911 and when to call.

Modeled/Guided Practice:

Chart/list how many students have smoke detectors at home. How many do they have? How many students have home safety plans? A list of emergency numbers?

Kindergarten students can make a drawing of where their smoke detector is located in their house.

Independent Practice/Apply:

Practice 'stop, drop, and roll'

Plan an escape route for the home.
What is the escape plan for school?

Writing Connection:

Write out a family fire safety plan.

Draw an escape route for home or school.

Safety checklist for home and school.

Oral/visual; Demonstrate 'stop, drop, & roll', make a poster of safety rules, have a safety drawing contest.

Research:

Have students come up or research methods/ways of keeping the home safe from fires.

Examples might be fire proof clothing or curtains, keeping flammable chemicals in a safe place, fire extinguishers, etc.

Assessment:

Students should know vocabulary.

Evaluate 'stop, drop, and roll'

Evaluate posters and checklists

Quarter 2: Unit 4 - Nutrition: Food Pyramid – Lesson 1

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors in health behavior.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- Identify how the family influences personal health practices and behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.

Lesson Objective:

- Students will learn the healthy aspects of the different food groups and know why they are placed on the food pyramid in a certain order.
- Students will know how and why to use the food pyramid for information about nutrition and understand the related healthy practices.

Materials/Resources:

Health Wellness Reader: Discover My Plate

Web Site: Refer to the following USDA Website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson2.pdf

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) MyPlate, food group, serving, diet guidelines, grains, vegetables, fruits, milk/dairy, meat/bean, oils/fats.

Lesson Introduction (Engagement):

Refer to the following USDA Website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson2.pdf

Display the Food Group Friends Profile Cards and remind students of the Five Food Group Friends and how they each represent the variety of foods we should eat from each of the five food groups. Introduce MyPlate Nate and Kate by showing their profile card, and say, “Meet MyPlate Nate and Kate. They eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.”

Explicit Teaching:

Tell students that, when we eat food from all of the food groups, we help our bodies get what they need to play, grow, and be healthy. Explain that foods give us “fuel” to run around and play, just like a toy that uses batteries to run. Without batteries, the toy does not work. Without food, our bodies would not have the energy we need to read a book, dance around, or walk to the school bus. Eating the right amounts of foods from each food group helps us be our best at play, sports, and school.

Modeled/Guided Practice:

Chart the MyPlate and label the 5 food groups.

Chart/list dietary guidelines.

Chart /list rules for healthful eating. For example: stay away from fried foods, foods high in sugar or salt. Eat foods with no trans fat.

Independent Practice/Apply:

Keep track of the meals and foods that you eat in one day.

Match the foods to MyPlate. Did you have all the correct portions?

Writing Connection:

What did you have for your last meal? Write each food down and tell which food group that it comes from.

What happens if you eat too much of a certain food such as sugary foods or sweets.

Oral/visual; Draw and label a food pyramid. Draw pictures of the foods that should be in each place.

Make a food mobile. Hang pictures of food (from food groups) from a coat hanger using different lengths of string.

Research:

Describe your favorite meal. See if it has all the requirements of the dietary guidelines.

Does it have all the food groups represented?

Assessment:

Students should know the food groups and be able to identify where they belong on MyPlate.

Students should know the vocabulary.

Quarter 2: Unit 4 – Eat Your Colors – Lesson 2

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- Identify how the family influences personal health practices and behaviors.
- Describe how the media can influence health behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.

Lesson Objective:

Students will be able to...

- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).
- Identify food choices within the Fruit Group and Vegetable Group

Materials/Resources:

Health Wellness Readers:

Web Site: Refer to the USDA website for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson3.pdf

Chart paper

Markers

Poster board

Vocabulary (key words) serving size, food pyramid, diet guidelines, nutrition, nutrients, snacks, calories, protein, carbohydrates, fat, vitamins, minerals, fiber, cholesterol

Lesson Introduction (Engagement):

Display an enlarged food label or point out one and a food package and ask students if they know what it is. If they do recognize it, ask if they know what it is for and what is on it?

Explicit Teaching:

1. Begin the lesson by asking students to name different fruits. List their responses. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!

3. Name a variety of colors and ask students to name fruits and vegetables of that color. Display The Five Food Groups poster near the front of the room as a visual aid for this discussion.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.)

Modeled/Guided Practice:

Divide your class into two groups and assign one group as fruits and the other as vegetables. Ask each student to draw a food from his or her food group. Have each student share his or her drawing with the class. Ask these questions: • Have you tasted the food in your drawing before? • What does it taste like? • Where did you eat it? • What color is your food? After sharing, have students group themselves according to the color of their fruit or vegetable (i.e., red, orange, yellow, green, blue, purple, or white). Have students make a graph to show how many of them drew a fruit or vegetable of each color.

Independent Practice/Apply:

Super Senses Whole Group (15 minutes)

Explore fruits and vegetables through the senses! Bring in (or ask parent volunteers to provide) fruits and vegetables listed on p. 32 under Additional Supplies on the USDA Website:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson3.pdf . Provide each student with drinking water, a cup, plate, fork, and paper towel. Gather students in a circle on the rug. Do not let them see the food items you have brought.

- Smell: Ask students to close their eyes and not call out as you walk in front of them and allow them to smell the banana or pineapple slices (or another fragrant fruit) in a paper bag. See how many students are able to guess the correct fruit, once everyone has had the opportunity to smell it.
- Touch: Pass around an orange or a kiwi and ask students to describe how the outside feels. Place the food in a “mystery bag” with a drawstring top to allow children to reach in and feel the fruit without seeing it. (A box with a small opening would work, as well.)
- Hearing: Have students close their eyes again and listen closely as you take a bite of a carrot. Can they guess which food made that sound? Ask students to open their eyes and see the carrot. If you have additional samples, allow each child the chance to bite his or her own carrot.
- Sight: Pass around some blueberries in a clear container and a red bell pepper. Ask students to describe the colors and what the foods look like. If you have time, have students describe the colors of the banana (or pineapple), kiwi, and carrot, as well.
- Taste (see food allergy and food safety sidebars on p. 36): Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 36. Have everyone participating in the tasting wash his/her hands according to the directions in the sidebar (p. 36). Distribute paper plates, forks, and the food to sample. Invite students to taste the food and describe it using all of their senses. Ask students to share which fruits or vegetables they like to eat at snack time. Explain that any fruit or vegetable makes a great healthy snack and helps them do what they need to do each day — like play,

listen, dance, run, blink, and think!

Writing Connection:

Research:

Assessment:

Students should be familiar with the vocabulary.

Quarter 2: Unit 4 - Nutrition: Food Club Hand-Washing Experiments – Lesson 3

Health Standard :

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Targets:

- Identify how the family influences personal health practices and behaviors.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

Lesson Objective:

- Students will understand how germs in and around food can affect their health.

Materials/Resources:

Health Wellness Readers

Web site: Refer to USDA's web site for full lesson plan:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson1.pdf

Chart paper

Markers

Poster board

Vocabulary (key words) nutrition, nutrients, protein, vitamins, minerals, fat, carbohydrates, fiber, cholesterol, germs, good table manners, snack, sugar, fast food

Lesson Introduction (Engagement):

Explain that germs are tiny living things that are everywhere — on hands, doorknobs, backpacks, etc. We cannot see them, but they can make us sick. When we wash our hands, we get rid of the germs so they do not get into our bodies.

Explicit Teaching:

Remind students when it is important to wash hands: • Before and after handling food or eating • After using the bathroom • After coughing, sneezing, or blowing their nose • After playing with pets or visiting a petting zoo • After playing outside • Whenever they are dirty *f* Review proper hand-washing routines with students. They should wash their hands with warm, running water and soap for 20 seconds. Singing the ABCs while washing is a good way to ensure they are washing long enough. Remind students to scrub the palms, tops of their hands, under their

fingernails, and between their fingers. They should rinse hands well under running water. Students should dry their hands with a clean towel or a paper towel. *f* Show Wash Your Hands, Centers for Disease Control and Prevention's 30-second video: <http://www.cdc.gov/CDCTV/WashYourHands/index.html> .

Modeled/Guided Practice:

There are several fun experiments your class can do to “test” hand-washing methods and show how easily germs spread. Choose the option that works best for your class:

Option 1: Oil and Cinnamon Method Divide students into groups of four. Have students rub one tablespoon of vegetable oil on their hands (like they would apply lotion). Sprinkle ½ Tbsp ground cinnamon on each child's hands — this represents the germs we pick up on our hands during the day. Have group members wash their hands in four ways: • Student 1: Cold water only • Student 2: Cold water and soap for 10 seconds • Student 3: Warm water and soap for 10 seconds • Student 4: Warm water and soap for 20 seconds while singing the ABCs.

After everyone has washed in one of the four ways, have students look at each others' hands, then ask: What does it take to get all the germs off? (Remind students that cinnamon is not really a germ; we just used it for practice.) We cannot see germs. So we need to follow the hand-washing steps to make sure we get rid of germs.

Follow-up Activity: Have students color or shade in paper hand cutouts showing “dirty spots” that remained after each washing treatment.

Refer to page 21 on the following website for the 6 other options:

https://www.fns.usda.gov/sites/default/files/tn/dmp_tglesson1.pdf

Independent Practice/Apply:

For homework: Ask students to demonstrate to their parents or caregivers how to wash their hands while singing the ABCs.

Writing Connection:

Research:

Check out the Healthy Meals Resource System's collection of online Hand Washing Bulletin Board Resources at: <http://healthymeals.nal.usda.gov/handwashingbulletin> Post reminders for students about proper hand-washing techniques at your classroom sink and in school bathrooms.

Assessment:

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 1

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Describe ways to prevent communicable diseases.

Lesson Objective:

- After completion of this lesson students will be able to define a germ.
- After completion of this lesson students will be able to name 2 communicable diseases.
- After completion of this lesson students will be able to identify ways to prevent the spread of illness causing germs.

Materials/Resources:

Health and Wellness Readers: Grade 1: Staying Well Grade 2: Fighting Germs

Chart paper

Markers

Vocabulary (key words) Textbook Connections: disease, illness, chronic, communicable, behavior, healthy, germ, symptom, vaccine, check-up

Lesson Introduction (Engagement): Write vocabulary words on the board or chart paper. Read through them one time with no explanation of their meanings. Ask students to think about the words, then talk with a partner to generate an idea or make a prediction about what today's lesson will focus on. Ask students to share their partner's predictions and thoughts.

Explicit Teaching: Today we will be talking about staying well and healthy and how to fight off germs that make us sick. You may want to refer back to the partner sharing and comment on their predictions of today's lesson content. Read aloud pages 2-9 (grade 1) and pages 2-5 (grade 2). Stop periodically throughout the reading to ask questions about content, have student discussion or "buddy buzz." Provide students with some questioning prompts to check for understanding.

Modeled/Guided Practice: Place students in small cooperative groups (no more than 3-4 students in a group). Ask them to discuss in their groups ways they think we can protect ourselves from germs and getting sick at home and/or school. Give students about 5-7 minutes for discussion. Have each group share one way they discussed. Chart responses. Have each group share until all ways have been discussed. Then proceed to focus the discussion on how to properly cover your mouth and nose when you sneeze or cough (cough or sneeze into the bend of your elbow, then go wash your hands). You may want to model this

for students and then have them practice following the procedure.

Possible answers might include: 1. Wash your hands; 2. Cover your mouth and nose when you sneeze or cough; 3. Always use a tissue to wipe your nose; 4. Keep your fingers out from your eyes, mouth and nose; 5. Keep all objects (pencils, markers, erasers, toys) out of your mouth.

Independent Practice/Apply: See writing connection for independent.

Writing Connection:

Option #1: Each student will write a letter to their parents, another teacher, school nurse, or principal explaining how to protect themselves from germs or how to keep the house or school germ-free.

Option #2: Construct the option #1 activity but do it as a class interactive writing activity.

Oral/visual;

Research:

Assessment:

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 2

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.

Lesson Objective:

- After completion of this lesson students will identify a communicable and a chronic disease.

Materials/Resources:

Health and Wellness Readers: **Grade 1:** Staying Well **Grade 2:** Fighting Germs

Chart paper

Markers

Vocabulary (key words) Textbook Connections: disease, illness, chronic, communicable, behavior, healthy, germ, symptom, vaccine, check-up

Lesson Introduction (Engagement): Review material covered in the previous lesson (vocabulary, content, how germs make us sick, how to protect ourselves from germs).

Explicit Teaching: Talk with students about germs and how if we are not careful they can get inside our bodies and make us very sick. Ask students if they have been sick before. Have students talk with a partner about what kinds of illnesses they have had. Chart responses in a chart organizer. Discuss with students the difference between communicable (can be spread from person to person) and chronic.

Communicable Diseases	Chronic Diseases

Modeled/Guided Practice: Read pages 10-13 (grade 1) and pages 6-15 (grade 2). Discuss content, make any additions to chart as needed from the reading and student discussion.

Independent Practice/Apply: See writing connection for independent activity.

Writing Connection:

Students will work independently or in partnerships to construct “Germ Protection Recipes.”

See example below:

1 tbsp. of elbow

Slightly bend

1 cup of sneeze

Place nose in bend of elbow

Sneeze quickly

Add 1 tsp. of soap to hands

Wash hands for 1 minute

Repeat when necessary

Teachers can choose to do this whole group depending on level of understanding and grade of students.

Oral/visual: Share recipes when completed

Research:

Assessment:

Quarter 2: Unit 7 - Communicable and Chronic Diseases – Lesson 3

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Targets:

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.

Lesson Objective:

- After completion of this lesson students will be able to communicate habits that prevent the spread of germs.
- After completion of this lesson students will be able to communicate personal health behaviors to help prevent/avoid chronic diseases.

Materials/Resources:

Health and Wellness Readers: **Grade 1:** Staying Well **Grade 2:** Fighting Germs

Chart paper

Markers

Vocabulary (key words) Textbook Connections: disease, illness, chronic, communicable, behavior, healthy, germ, symptom, vaccine, check-up

Lesson Introduction (Engagement): Review material covered in the previous lessons (vocabulary, content, how germs make us sick, how to protect ourselves from germs).

You may want to review content from the health and wellness readers as well.

Quick Write: Explain one way to prevent the spread of germs. Have students share their responses.

Explicit Teaching: Add content or further the discussion on any student response from the quick write activity. Continue discussion with prompt, “How can our families and friends help keep us healthy?” Have students think and pair before sharing their thoughts. Some point to discuss:

1. Helping keep our house clean
2. Taking us to the doctor for check ups
3. Staying home when we are sick to avoid making others sick
4. Helping us keep ourselves clean (baths, showers, brush teeth)

Modeled/Guided Practice: Discussion prompt, “What should we do when we are not feeling

well?”

Points to discuss with students:

1. Tell an adult – why should we tell an adult?
2. Get enough sleep and rest – why does this help when we do not feel good?
3. Eat right – why can't I eat what I want when I am sick?
4. Take only medicine that is given to you by an adult or prescribed by a doctor. Follow the dosing directions
5. Stay away from your family and friends until you are feeling better – why should we do this?

Independent Practice/Apply: Germ Attack Posters

Arrange students in small cooperative work groups. Each group will construct (write, draw, color) a Germ Attack Poster. Each poster will contain a picture and a statement of one helpful hint to protect individuals from germs. Display the posters around school to remind everyone what to do.

Writing Connection:

Oral/visual: Display completed posters around the school building to remind others how to protect themselves from germs.

Research:

Assessment:

Quarter 3: Unit 6 - Alcohol and Other Drugs: Medicine – Lesson 1

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Learning Targets:

- Identify how the family influences personal health practices and behaviors.

Lesson Objective:

- Students will understand about medicine and drugs and the healthful practices and behaviors related to it.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Vocabulary (key words) drug, medicine, pharmacy, prescription, over-the-counter, aspirin, antiseptic, antibiotic, illegal drugs

Textbook Connections:

Grade Kg:

Grade 1 :

Grade 2 :

Lesson Introduction (Engagement):

Think of the last time that you were very sick. What did your parents do? Did they give you something to make you feel better? Did they take you to the doctor? Did the doctor give you anything to make you feel better?

Explicit Teaching:

Define and describe drugs and medicines. How do they help or harm you? Discuss with students different illnesses such as a sore throat, cuts and scrapes, upset stomach, fever, bad cough, asthma, diabetes, etc. What do you do to treat these illnesses and how are the ways that they are treated different? You put a band aid on a cut and maybe antiseptic cream. You

can gargle if you have a sore throat and take medicine for a bad cough and an aspirin or Tylenol for a fever. Most of these medicines can be bought over-the-counter. If you have an illness like asthma or diabetes you need to go to a pharmacy with a prescription from a doctor to take these medicines.

Modeled/Guided Practice:

Chart/list practical rules that should be followed about taking medicines. For example: Take or accept medicines from certain/trusted grownups; take medicine from a parent; take medicine from a doctor or nurse; take only your own medicine; keep medicines in a safe place; do not take old medicines.

Independent Practice/Apply:

Have students ask their parents if they have a medicine cabinet. Make a list of things they find in it. List which ones came from a pharmacy and which ones did not. Are there any dangerous drugs?

Writing Connection:

Write about a time that you were sick and what your parents or doctor did to make you feel better.

Oral/visual; Draw a poster/sign about saying NO to illegal drugs.

Research:

What was the last medicine that you took? Find out what was in it. Was there a label with ingredients on it?

Assessment:

Students should be familiar with the vocabulary and know the aspects of drugs and medicines.

Quarter 3: Unit 6 - Alcohol and Other Drugs: Alcohol – Lesson 2

Health Standard:

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Learning Targets:

- Identify how the family influences personal health and behaviors.
- Describe how the media can influence health behaviors.

Lesson Objective:

- Students will understand about alcohol and the healthful; practices and behaviors related to it.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Vocabulary (key words) alcohol, say No skills, DUI, drug, commercial

Textbook Connections:

Grade Kg:

Grade 1 :

Grade 2 :

Lesson Introduction (Engagement):

Do you know someone who drinks alcohol? Have you ever seen anyone who has had too much to drink? How did they behave?

Explicit Teaching:

Explain what alcohol is and how it can be classified as a drug. Describe the effects that alcohol has on the body; heart, brain, liver and other organs.

Discuss the different types or most common types of alcohol (beer/wine.) How do we know

about them? Discuss advertising, especially commercials on television. What are some of the commercials that they remember most and what was the drink or the product brand? Bring into the discussion sporting events such as the Super Bowl and why do beer companies advertise during these events? Are the commercials appealing?

What happens when someone has too much to drink? How has it affected their behavior? Is it a good idea for them to drive a car? Explain what "DUI" is and how someone can get arrested for "driving under the influence."

Modeled/Guided Practice:

Chart and discuss the "say NO skills."

1. Look at the person.
2. Say, "NO, I will not drink alcohol."
3. Tell the bad results of alcohol.
4. Say NO again if you need to.
5. Do not change your mind.

Independent Practice/Apply:

Next time you are around someone who is drinking an alcoholic beverage tell them why you think it is not a good idea.

Writing Connection:

Write a rhyme about alcohol or drinking that describes why it is a good idea not to do it. Oral/visual; Draw alcohol warning posters or signs. Example: "Do Not Drink And Drive"

Research:

Count how people you know that drink alcohol.

Count how many commercials you see on TV that advertises alcohol.

Assessment:

Students should know the affects of alcohol and be familiar with the vocabulary.

Quarter 3: Unit 6 - Alcohol and Other Drugs: Tobacco – Lesson 3

Health Standard:

- Students will analyze the influences of family, peers, culture, media, technology and other factors on health behaviors.

Learning Targets

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.

Lesson Objective:

- Students will understand about tobacco and the healthful practices and behaviors related to it.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Vocabulary (key words) tobacco, second hand smoke, smokeless tobacco, nicotine, emphysema, cancer, cigarettes, cigars, pipes, chewing tobacco, drug

Textbook Connections:

Grade Kg:

Grade 1 :

Grade 2 :

Lesson Introduction (Engagement):

Do you know anyone that smokes? Do you like to smell it? When you smell cigarette smoke does it go into your lungs? Do you know anyone who died from lung cancer? Did they smoke?

Explicit Teaching:

Discuss how smoking is harmful. Ask students if they know why smoking is bad for their bodies and what parts of their bodies smoking can hurt. Talk about the lungs and the other parts of the respiratory system. Let them know that smoking can also damage the heart.

Chewing tobacco is not a safe alternative. It can cause cancer in the mouth.

Smoking has other effects such as yellow teeth, stinky breath and clothes, premature aging, birth defects if pregnant, and can be the cause of fires.

Modeled/Guided Practice:

After the class discussion about smoking, chart and list all the bad things about smoking. Divide students into groups and have them play/act out one person trying to convince another to stop smoking.

Independent Practice/Apply:

Talk to your family members and friends. Tell them what you know about the harmful effects of smoking. If you know someone who smokes, try to convince them to quit.

Writing Connection:

Tell why you think it is a good idea to ban smoking in public places like restaurants. Oral/visual; Draw a stop smoking poster/sign.

Research:

Find out how many brands of cigarettes there are. Is it just in the United States? How about other brands sold in other countries?

Assessment:

Students should know the harmful effects of smoking and be familiar with the vocabulary.

Quarter 4: Unit 10 - Injury Prevention & Safety: Water Safety/Swimming – Lesson 1

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Targets:

- List ways to prevent common childhood injuries.
- Identify situations when a health related decision is needed.

Lesson Objective:

- Students will know how to prevent accidents around water by using safety precautions.
- Students will learn how to be safe when swimming.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) buddy, life guard, safety rules

Textbook Connections:

Grade Kg:

Grade 1 : Stay Safe

Grade 2 : Safety and You

Lesson Introduction (Engagement):

Begin the lesson by asking “How many of you can swim?” and “Did you take lessons?”

Explain the swimming can be fun and is a great way to get exercise in the summer and cool off.

Why is it important to know how to swim?

Explicit Teaching:

Discuss the various places where children can go swimming; home pool, community pool, lake, pond, beach, etc. What things are important to remember about swimming anywhere to keep

safe? Never swim alone. Always swim with a buddy. Some students may want to talk about aids such as floaties, goggles, ear/nose plugs, snorkels, etc. Who is a life guard and why is he/she important?

Modeled/Guided Practice:

Chart the safety rules for swimming. After discussing the rules, talk about the specific job of a life guard and why they have to have special training. If appropriate, discuss drowning and ask if anyone knows of someone who has drowned or came close to doing so. What happened? How does it affect your emotional health?

Independent Practice/Apply:

Have students get a partner and have them think of swimming safety rules and write them down.

Practice the safety rules the next time they go swimming.

Writing Connection: Oral/visual; Have students draw their favorite place to go swimming. Write a “danger” below the picture.

Research:

Find out how many of your friends have or are taking swimming lessons.

Assessment:

Students should know safety rules for swimming.

Quarter 4: Unit 10 - Injury Prevention & Safety: Weather – Lesson 2

Health Standard:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Targets:

- Demonstrate ways to respond in an unwanted, threatening or dangerous situation.
- Identify situations when a health related decision is needed.

Lesson Objective:

- Students will learn about dangerous weather conditions and the threats that they pose.
- Students will identify when to use safety precautions during dangerous weather.

Materials/Resources:

Health Wellness Pamphlets

Chart paper

Markers

Poster board

Internet access (when available)

Vocabulary (key words) tornado, earthquake, electrical storms, lightning, sunscreen, flood, frost bite.

Textbook Connections:

Grade Kg:

Grade 1 : Stay Safe

Grade 2 : Safety and You

Lesson Introduction (Engagement):

Begin the lesson by asking “Have you ever been in or seen a tornado?”

List the dangerous weather conditions that can be found in central Ohio: tornadoes, electrical storms, severe cold and heat, earthquakes (rare). Show pictures of each and the dangers.

Explicit Teaching:

Direct students to think about dangerous weather conditions. And how it can affect their health.

How can they be safe at home and at school? Discuss the safety precautions for each.

Modeled/Guided Practice:

Make a chart of each type of bad weather. As a class, list what makes each dangerous such as wind, rain, lightning, cold, heat, etc. List beside each the safety precautions which should be considered.

Independent Practice/Apply:

Practice a tornado drill at home and at school.

Writing Connection:

Oral/visual; Students can make drawings of each type of bad weather and/or what 'bad' things can happen with each.

Research:

Ask your friends if they ever have seen a tornado.
Has anyone in your family ever had frostbite?

Assessment:

Students should know vocabulary words.
Students should know safety procedures.

Helpful Health Websites

<https://www.fns.usda.gov/tn/discover-myplate-teachers-guide> : USDA Team Nutrition

www.unitedstreaming.com: great for any kind of planning, student viewing

<https://kids.usa.gov/teachers/lesson-plans/health-and-safety/index.shtml> Health teacher lesson plans on kids.gov

<https://www.cdc.gov/bam/index.html> BAM stands for Body And Mind. This site is from the Center for Disease Control and Prevention. Topics are diseases, nutrition, food, physical activity, safety, life and body. Kid friendly site.

https://doh.sd.gov/prevention/assets/ToolkitK-12_mediumres_Sec1.pdf Tobacco Prevention Activities