

HEALTH EDUCATION CURRICULUM K-5



FOR TEACHER TRAINING PURPOSES ONLY



Human Growth and Development Programs

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INTRODUCTION

On May 9, 1979, The School Board of Dade County approved the Recommendations of the Dade County Sex Education Committee and Authorized the Superintendent to proceed with the implementation of a program in Human Growth and Development for grades 5, 6, 7, 8, and 10.

The state legislature, in the 1990 session passed the House Bill 1739, which became law on June 29, 1990. It states by the beginning of the 1991-92 school year, Comprehensive Health Education is mandated for grades K-12. "Instruction in reproductive health, interpersonal skills and parenting to reduce pregnancy and promote healthy behavior in Florida's children for all students in K-12....Curriculum will be developed to reduce destructive behavior in children, including early sexual involvement, substance abuse, suicide, activities which result in sexually transmitted diseases...and early teenage pregnancy.

In grades kindergarten through four many of the instructional objectives of Health and Safety are covered in this curriculum. Included in these are an understanding of the body, human growth and development, self-esteem, decision making skills, personal health and hygiene, disease prevention and prevention of child abuse.

There is recognition that the basic responsibility for sex education belongs to the home, while the church, school, and other community agencies have supplementary roles in strengthening the efforts of parents. Although the school can contribute to and reinforce wholesome attitudes while presenting factual information, it is the parents who can best give these facts their special spiritual and emotional quality. Classroom instruction in this area should support the family as the basic unit of society and provide the individual learner with a foundation for future decision-making.

Note: Teachers should capitalize on every opportunity to reinforce the concept that abstinence is the only acceptable sexual behavior for unmarried, school age youth and is the only certain way to prevent pregnancy and sexually transmitted disease. That should be emphasized as the position of this school system.

HEALTH EDUCATION CURRICULUM KINDERGARTEN



FOR TEACHER TRAINING PURPOSES ONLY



HUMAN GROWTH AND DEVELOPMENT

Kindergarten Lesson Plans and Objectives

Lesson 1-Hygiene

<p><u>CBC Infused with the Sunshine State Standards</u></p> <p>HE.B.1.1.1-Understanding the importance of hand washing</p>
<p><u>Goals and Objectives</u></p> <ol style="list-style-type: none">1. Washing hands removes dirt and germs that causes diseases2. Understand the importance of keeping hands clean3. Take responsibility for keeping hands clean
<p>K-Activity 1</p> <p>Write “germs” on the board, use the word as a cluster to gather prior information from students. Ask the students why it is important to wash away germs. Explain that germs can not be seen. They are very small. They could be on our hands. Putting unclean hands into our mouths allow germs to get into our bodies which may make us sick.</p> <p>K-Activity 2</p> <p>Have student create a collage using pictures of items needed to keep our bodies clean.</p> <p>K-Activity 3</p> <p>Prepare a shoebox of assorted objects that may or may not be related to staying healthy such as a towel, toothbrush, comb, soap, washcloth, block, toy car, crayon, gum, scissors, and candy. Pair students in two and let each group take turns selecting and sorting them as being health related or not.</p> <p>K-Activity 4</p> <p>Gather various types of fruits lemons, oranges, mangoes and strawberries. Let each student touch and squeeze each piece of fruit (note that some students maybe allergic to some fruits). Next place about five sheets of paper on the table in a row, and let the student touch each sheet of paper. Explain that this is how germs are passed or spread. Let each fruit represent a different type of bacteria. You can substitute the fruit with finger paint. Discuss the idea that coughing or sneezing into your hands is like rubbing the fruits or paint. It leaves something behind. So it is important to use a tissue when your cough or sneeze, or wash your hands immediately</p> <p>K-Activity 5</p> <p>Create a game: “Cleanliness Spin”</p> <ol style="list-style-type: none">a. Make a large circle on poster board; divide the circle into 6 sections.b. In each section paste pictures depicting different cleanliness habits: (Clean fingernails; combed hair; clean clothes, handkerchief, of tissue; clean hands; clean desk; etc)c. Attach a spinner make of card board with a brad.

Playing the Cleanliness Spin about one time per week.

- a. Each week select a different student to be “Dr. Clean”
- b. Dr. Clean has the following or similar duties: Dr. Clean spins the spinner. When the spinner lands on a cleanliness habit, the Doctor inspects his/her class mates for evidence of that Habit. (i.e., if the spinner stops on “clean fingernails,” the Dr. examines the fingernails of each member of the class. Each student who passes inspection gets a star on a “cleanliness chart.”

Additional Activities

1. Demonstrate how to wash hands, face and neck using Handout 1 “**How to Wash**”. pg.11
2. Students can sing, “This Is the Way We Wash Our Hands”.
3. Students can cut pictures showing times either before or after that they need to wash their hands (i.e.; playing with pets, or preparing or eating food).
4. Using the Handout 2. pg.12 “The Hand washing Chart”, allow students use chart to keep track of hand washing at home.
5. Use Handout 3. pg.13 “Keep From Spreading Your Germs To Others”, for additional practice/assessment.

How to Wash

Your child has learned about the proper way to wash hands. Your child, as well as other family members, can review the six steps on this page for proper hand washing. By following these six steps, the risk of illness caused by germs from the hands can be reduced. Ask your child to review the information on this page with you.

STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



K-Handout 2

HOME LEARNING HANDWASHING CHART

Ask your parents to place a check in the
Correct box each time you wash your hands.

	Before Breakfast	Before Lunch	Before Dinner	Always After Bathroom	Other Times
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

K-Handout 3

Name_____

Date_____

Keep from spreading your germs to others

Draw a picture showing how germs can be spread to others.

Lesson 2-Desirable Health Habits

CBC Infused with the Sunshine State Standards

HE.A.1.1.9-Identify nutritionally desirable foods.

HE.B.1.1.1-Explain the importance of proper rest and exercise.

HE.C.2.1.1-Distinguish between healthy and unhealthy foods.

Goals and Objectives

1. Identify and practice desirable habits: exercise, rest, cleanliness, and a nutritional meal.
2. Understand why rest is important in keeping us healthy
3. Name and Identify healthy foods.

K-Activity 1

“Now that we are up it’s time for Breakfast”. Ask “What are some healthy foods that we can have for Breakfast?” Make a list. Encourage students to name foods such as peanut butter on toast, waffles, cereals, both hot and cold, fruits such as apples, bananas and berries and milk. Remember, Breakfast is the most important meal of the day.

K-Activity 2

Have students draw or cut out pictures of foods to eat for a healthy breakfast, lunch, or dinner.

K-Activity 3

Have students demonstrate what it is like getting ready for school, to eat breakfast and to play when they have had enough sleep and when they haven’t had enough sleep?

Additional Activities

1. Have students pretend that they are at home in bed and they just woke up; in the morning. Ask them what they do when they wake up and how they feel. (e.g. responses: yawn, stretch, standup, rested hungry)
2. Use a clock to demonstrate eleven hours of sleep. If they had to wake up at seven they should be in bed by eight.
3. Cut out pictures of animals and children resting
4. Have students make paper place mats they can take home and use for breakfast, lunch, or dinner.
5. Use Handouts 4, 5 and 6 “Being Healthy”, on pgs. 15-17 for assessment/practice.

Content/Discussion Information

1. Remind students that many things we can have for a meal we can prepare ourselves.
2. Say, “Today we have learned why it’s important to get a good night’s sleep and some healthy breakfast ideas we can make ourselves.
3. Discuss the benefits of sleep, (keeps a person healthy and gives person energy). Remind the students that children need about eleven hours of sleep each night to feel restricted.

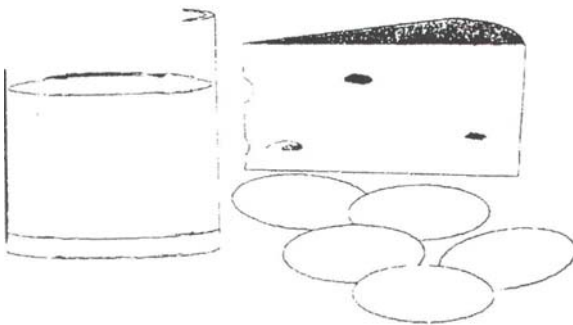
K-Handout 4

Being Healthy

Circle the foods or drinks that are healthy choices.

NAME _____

DATE _____



K-Handout 5

Name _____

Being Healthy

Circle the foods, drinks or activities that are healthy choices.



K-Handout 6

Name_____

Date_____

Draw a picture of yourself with a healthy snack.

Lesson 3-Five Senses

CBC Infused with the Sunshine State Standards

HE.B.2.1.3-The students will describe and classify various objects using each of the five senses.

Goals and Objectives

1. Students will describe and identify objects by using one sense.

K-Activity 1

Use a simple drawing to identify the five senses. On the board or a large piece of chart paper, draw a stick figure without eyes, ears, mouth, nose, or hands. Ask children to think about the important features that the person is missing. Prompt them to suggest that the figure needs eyes. Follow the same procedure and add ears, nose, mouth, and hands. Explain that seeing, hearing, smelling, tasting, touching, and feeling are the five senses. Tell children that people use their senses to learn about the world.

K-Activity 2

Have students create a book. Give each child six sheets of paper. Help children write the title “My Five Senses” on the first page. On the next page, have children write “see.” Encourage them to illustrate the page by drawing a picture of something they like to see. Follow the same procedure, guiding children to create pages for hear, smell, taste, and feel. Assist students with writing as necessary. Have children gather in groups to share their books. Encourage children to flip to each page and say, for example, “I like to see clouds”, “I like to hear rain”, “I like to smell flowers”, “I like to taste bananas”, “I like to feel sand”.

K-Activity 3

Create five discovery boxes (a closed decorated box with a hole large enough for a hand to fit in).

- a. **Touch Box:** Place hard, soft, and different sized objects, shaped and textured sponges, and fabric and classroom toys in the box. Children can put their hands in the discover box and describe how an object feels. After guessing what it is children may take it out.
- b. **Sight Box:** Place objects of various colors, shapes, sizes etc. In the discovery box. Students should select an object from the box, place it on top and describe it according to what they see.
- c. **Smell Box:** Place objects such as perfume on a tissue, garlic clove, cinnamon stick, peppermint candy in the box. With their eyes closed, students can select an object, smell it and guess what it is.
- d. **Taste Box:** Place foods that are sweet, sour, salty, etc such as raw vegetables, fruits, breads and pretzels in the box. Have students close their eyes, and select an object. Children should then describe the taste and guess what it is.
- e. **Hearing Box:** Place objects such as a baby rattle, cellophane paper, squeak toys, and whistle in the box. Have children put their hands in the box and cause the object to make a noise. The children can describe the sound and guess what it is.

Additional Activities

1. Guide students on a nature walk around school grounds, encourage them to pay close attention to the things they see, smell, hear etc...
2. Have students listen to a song. Let them identify the various sounds they hear, (e.g. a beating of a drum, or the sound of a horn playing).

Content/Discussion Information

Discuss why we need our senses and how we have use of our senses. Explain that some people do not have the use of one or more senses for a variety of reasons. Sometimes we lose one of our senses, such as when the lights go out. Since the senses work together they can even compensate for each other when one sense is lost.

Lesson 4-Body Awareness

CBC Infused with the Sunshine State Standards

HE.A.1.1.1-Using correct terminology, the student will identify body parts on an outline of the body.

Goals and Objectives

1. The student will develop an awareness that they are in charge of their bodies.

K-Activity 1

Draw a human body outline on the board. Have the students name as many body parts as they can think of. As they name them label the parts and discuss the function of each, (e.g. hands, eyes, legs, fingers, nose etc.). Sometimes people make up names such as fingers “pinkies” or toes “tootsies”. These are pretty silly names. It is important to know the real names for all body parts.

K-Activity 2

Using the attached Handout 7 pg. 20, “Body Parts”, have students drawn themselves, also have students include various body parts (i.e. eyes, ears, nose).

Additional Activities

1. Ask the students: “Who is their boss at school?” (Usual answer would be teacher). Ask, “Who is their boss at home?” Usually would answer Mom or Dad). Ask the student, “Who is the boss of your body?” (Usually answer themselves or mom or they do not know). Stress “Everybody is the boss of their body”. “You are in charge of your body.”
2. Ask. “Can someone show me where their body starts and where it ends?” Let all students’ show that their bodies start at the top of their heads and end right down at their toes.
3. Ask the students, “Who knows first when your stomach hurts? Who knows first when you are scared? Who knows first when you are sad or mad? “You know a lot about your bodies”. You are in charge of your body”.

Content/Discussion Information

Tell the students, “ Today we are going to talk about something that we know more about than anyone else, our bodies”.

Have a brief discussion about body parts that are covered, (e.g. “you have just named a number of body parts and we have discussed their function. There are some body parts we did not mention. These are called private parts. Who can tell me where the private parts are located? These are parts of our body covered by our underwear or bathing suit”).

Discuss with students that at times people make up silly names for private parts. When you were a baby your parents may have called these parts by many different names. Just like our other body parts. It is important to know the real name of all our body parts. Boys have a penis and girls have a vagina. This is our special part that makes us either a male or female. Everyone has a belly button called a navel, breasts, and buttocks. You don’t share your private parts with other people. Can you think of any time, when you might share your private parts?”

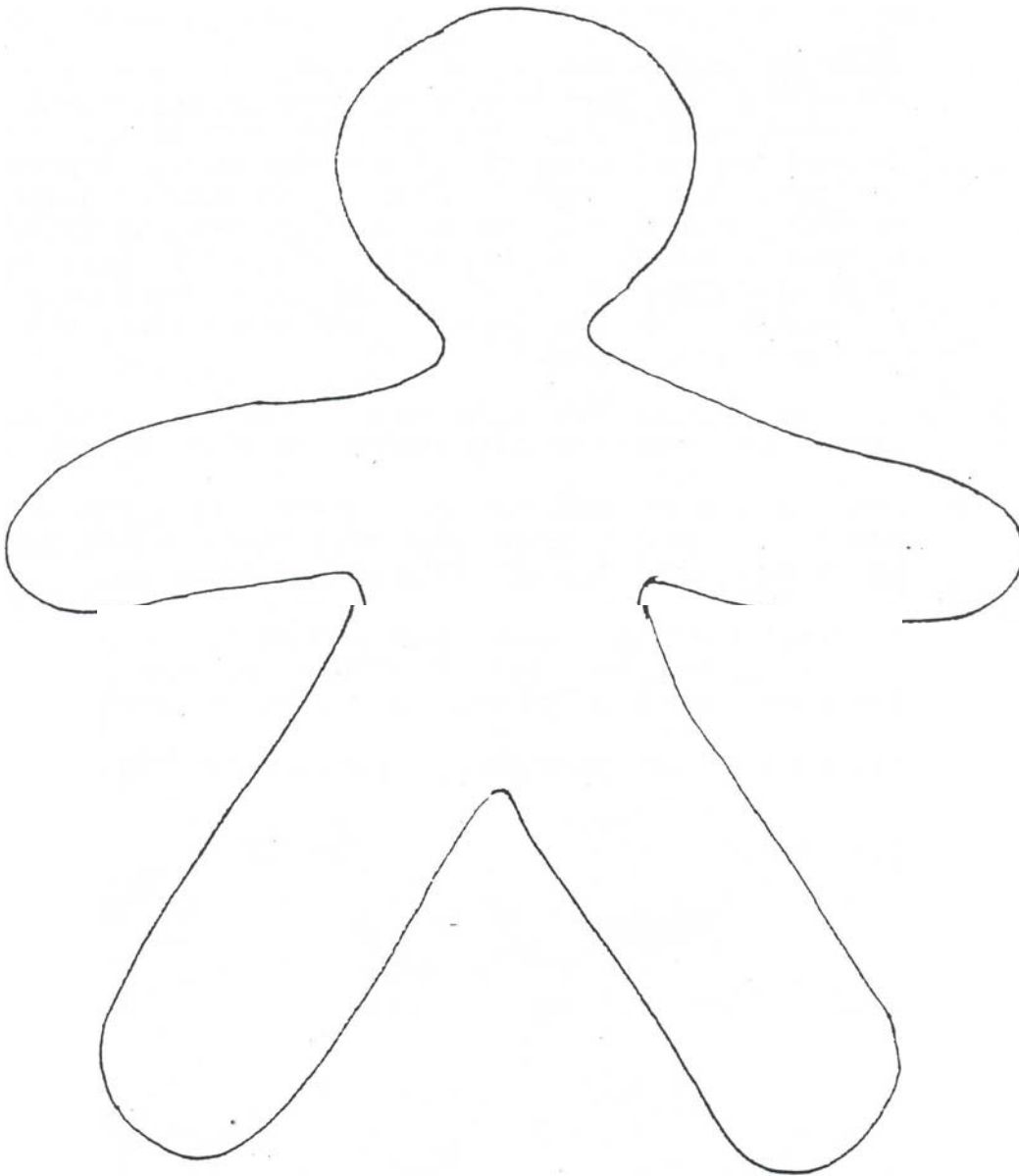
K-Handout 7

Name _____

BODY PARTS

Directions:

How many body parts can you draw?



Lesson 5-Personal Safety

CBC Infused with the Sunshine State Standards

HE.B.1.1.6-Understanding good/bad touch (i.e. sexual abuse).

Goals and Objectives

1. Students will gain knowledge about their body.
2. Understand the difference between appropriate and inappropriate kinds of touch.
3. Be aware of the kinds of decisions they can make about their bodies.

K-Activity 1

Begin a discussion on the five senses. Discuss things you like to eat and smell, sounds you like to hear, and things you like to see. Say “We still have one more sense we did not mention and that’s the sense of touch.” Ask the students to name some things they like to touch. (Animals, soft toys etc.) Tell students to touch their hands, head or shoulders. Discuss that this is o.k. touch.

K-Activity 2

Ask “Have you ever touched a cactus”? It hurts. It is a touch we don’t like. Sometimes there are touches we don’t like. They give us an uncomfortable feeling inside. Explain that sometimes children get touched by people they know and care about but it does not make them feel good. Sometimes they get hugged, tickled or touched in a way that doesn’t feel fun anymore. Sometimes we want it to stop. We can and should say, “Stop, I don’t like it”. You should always Say No.

2). Get Away 3). Tell someone-emphasize these points.

K-Activity 3

Create an outline of the student’s human body. Hang the outline on the wall. Discuss body parts pictures. Then have student take turns attaching “Body Parts”, using the body part cards on pg. 22-23 in the proper places on the outline. As students attach the cards, have them name the body parts (e.g. nose, mouth, etc.).

Additional Activities

1. Play “Simon Says”, using body parts identification. “Simon says touch your nose”, etc. The winner takes the student outline home to keep.
2. video



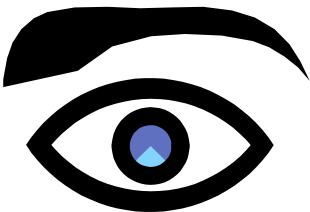


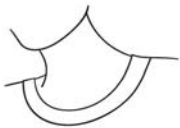
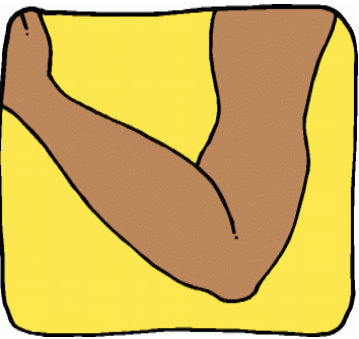

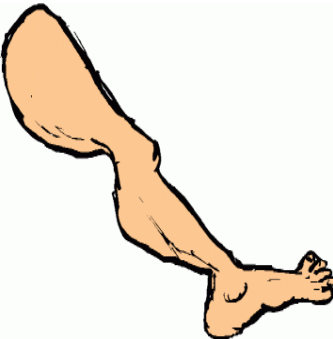
Content/Discussion Information

Remind students what they learned on the previous lesson. “We are the boss of our own body”. “We are in charge of our body.”






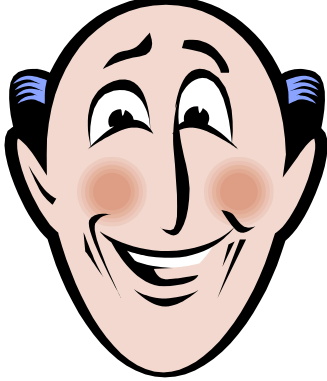
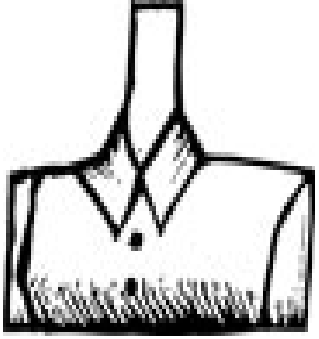
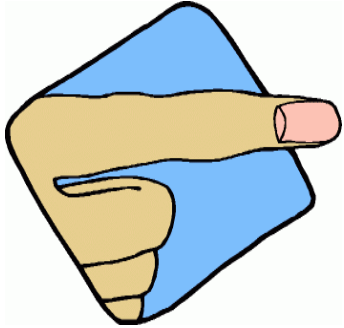

Every person should talk to someone that he/she trust about the things that happen in their lives; the, the bad and even those things which they are not sure. People can’t see each other’s feelings, so the best way one can get help and be understood is to communicate.

Always end the lesson on a positive note. Remind students that there are a lot of good touches. Students can raise their hands and mention a touch we like.

K-Handout 8
BODY PART CARDS

<p>HAND</p>  A detailed illustration of a human hand, palm facing forward, with fingers slightly spread. The skin is a light tan color.	<p>EYE</p>  A stylized illustration of a human eye with a large blue iris and a black pupil. The eyelids are pink, and there are black eyelashes.	<p>EYEBROW</p>  A stylized illustration of a human eyebrow, showing a thick, black, arched line.
<p>NOSE</p>  A stylized illustration of a human nose, showing the bridge and nostrils in a light pink color.	<p>EAR</p>  A stylized illustration of a human ear, showing the outer ear (pinna) and the ear canal.	<p>NECK</p>  A simple line drawing of a human neck, showing the outline of the throat and the base of the skull.
<p>ARM</p>  A stylized illustration of a human arm, bent at the elbow, with the hand resting on the forearm. The skin is a light tan color.	<p>ELBOW</p>  A stylized illustration of a human arm, bent at the elbow, with a red arrow pointing to the elbow joint.	<p>LEG</p>  A stylized illustration of a human leg, bent at the knee, with the foot pointing downwards.

BODY PART CARDS

<p>FOOT</p> 	<p>KNEE</p> 	<p>CHIN</p> 
<p>HAIR</p> 	<p>MOUTH</p> 	<p>HEAD</p> 
<p>SHOULDERS</p> 	<p>FINGER</p> 	<p>TOES</p> 

Lesson 6-Stranger Awareness

CBC Infused with the Sunshine State Standards

HE.B.1.1.6-Identify a stranger as someone you don't know, Recognize the importance of saying "no" and refusing gifts or favors from strangers, Demonstrate dangers that can be associated with strangers (e.g., gifts, favors, rides).

HE.C.1.1.1-Discuss the importance of recognizing inappropriate behavior exhibited by strangers.

Goals and Objectives

1. Students will recognize the importance of refusing gifts and/or favors from strangers.
2. Define, "Stranger".
3. Demonstrate what to do when approached by a stranger.

K-Activity 1

Discuss strangers. Explain that a **stranger** is someone the student does not know. Most strangers are nice. However, some strangers may harm boys and girls. Explain that strangers may not look any different from other people and that most strangers do no harm children. However, each student needs to follow rules to keep safe around all people. Create safety rules to follow in the community. If you want to mix in a few unsafe rules, turn the safe rule around. For example, you might say "I take candy if a stranger offers it to me." Following are suggested rules:

- I will not give my name and address to a stranger if I answer the telephone.
- I will not talk to strangers.
- I will not ever go near a car driven by a stranger.
- I will not go anywhere without my parents permission.
- I will tell an adult if some tries to touch me in an unsafe way.
- I will tell an adult if a stranger tries to give me candy.
- I will not take any pill or anything from a stranger.
- I will stay with my parents when I am at the mall.
- I will know where the "Safe Home" is in my neighborhood.

K-Activity 2

Cut one of the large sides from a carton. Then draw an outline of a car in the shape of a convertible, a cut around the outline. You will need this shape because you will place a chair behind it so it appears that you are driving. You also will be able to reach out from the side of the car. Select a student to stand ten feet away from the car. Tell this student to pretend she/he is walking down the street and to do what you say. Pretend you have a photograph of a puppy and say to the student, "Excuse me. I lost my puppy and I have a picture of her. Could you come over here so I can show you her picture? She is lost and I want to know if you saw her". As the student approaches the car, reach out and grab him/her by the arm. Then tell the class that if you were a stranger who wanted to harm this person, you easily could have grabbed him/her into the car.

K-Activity 3

Have students tell what they would do if they were walking down the street and were approached by a stranger in a car, (i.e. they would run in the opposite direction, etc.) Tell students to close their eyes and to try to remember certain faces and to try to remember certain facts such as the numbers on your license plate and three things about such items as the color of your dress or shirt, your hair color, if you were wearing glasses, etc. Then ask students what they remember without looking up to see you or the car. Create an overlay of the teaching master "**What Do You Remember?**" on pg. 26 Handout 9. Do not tell students what you have in mind. Show the overlay and after ten seconds, turn off the overhead projector, then ask students to tell you what they remembered about the picture. Assess how many facts about the person or the car students should remember. Students should remember the sex of the driver (male), his characteristics (mustache), his clothing (hat with the letter) and the car (two door sedan).

K-Activity 4

Cut pictures from magazines that show people in the family, school and community who protect health and safety. You may cut out a picture of a parent and a baby. You may cut out a picture of a guard at a school crossing guiding children across the street as they walk to school. Cut out several pictures that show different people helping boys and girls. Show the pictures you have cut out to the class. When you show each picture, have a volunteer imagine and tell a story about the picture. The story should include how the picture illustrates a responsible adult who is protecting you (i.e. crossing guard, police officer, etc.) Have students name a responsible adult in their community who helps protect them and keep them safe.

Additional Activities.

1. Read the poem” *Some Are and Others Aren’t*”, using handout 10 on pg. 27, aloud to the students. Read it aloud slowly a second time. Discuss the following questions. Suggested answers are given after the question: What do we learn from the poem? There are some people who are strangers and other people who are not. It is important to be careful around strangers. Who are some of the strangers in the poem? A man on the street, a woman in the car, someone at the store, someone at the park or anyone the student does not know. Who are some of the people in the poem who are not strangers? (A father, a mother, an aunt, an uncle, family, friends.)
2. Show students how to fold a sheet of paper into four equal parts. Students are to draw pictures of two people whom they trust and two people who they would consider strangers. The drawings should show that students will cooperate with people concerned about their health and safety and will protect themselves from potentially harmful people. Have the students share their pictures with others in the class and discuss why someone in the picture may be considered a trusted adult or considered a stranger. Students should take their pictures home and share with their parents.
3. Video Media

Content/Discussion Information

Explain how important it is to cooperate with adults who help children stay safe. Even if children do not understand why these grownups have certain rules, they need to obey those rules if they are to be safe. Obeying rules is an important way for students to keep themselves safe.

K-Handout 9

What Do You Remember?



K-Handout 10

Some Are and Others Aren't

By Patricia M. Dashiell

A man on the street is a stranger; a father is not.

A woman in a car is a stranger; a mother is not.

Someone at the store is a stranger; an aunt is not.

Someone at the park is a stranger; an uncle is not.

Anyone you don't know is a stranger;

Family and friends are not.

Play with your friends,

Visit your relatives,

Hug your family,

But keep safe around a stranger.

Lesson 7-Self Esteem

CBC Infused with the Sunshine State Standards

HE.B.2.1.2-Discuss how each person is special

HE.A.1.2.3-Participate in activities that will help improve self-esteem

Goals and Objectives

1. Students will recognize the uniqueness of the individual and develop a wholesome self-concept
2. Students will understand they are unique, and nobody else is exactly like them.
3. Understand they are very valuable and important.

K-Activity 1

Begin activity by showing the students a book. A library book with many illustrations would be appropriate. Explain that the book has many different parts. Show students the cover of the book, title, and the author. Make sure that you show students other parts of the book and explain the purpose of each of these parts. For example show them the table of contents, headings, or names of chapters etc., Read the book, or part of the book so they can see how all the parts of the book fit together. While you read the book, show each page so that students see the illustrations with the narrative. Students can share thoughts about the story in the book. You can explain why the book may have been given its particular title. Explain to the students that they are going to have the opportunity to begin to develop their own book. Distribute the Handout on. pg. 30.

“Special Me Book”, and tell students that the title, The Most Wonderful Person In The World, is about them. Using crayons, they can color the title in any way they wish. Explain to students that this is a cover for a book that contains information on the inside about them. Therefore, each student will write his/her name on the bottom of the book on the line provided. If students have difficulty writing their names, outline their names in pencil and have students write over your outline using crayons of different colors. Have students bring photos of themselves to class. If the students do not bring photos they can draw themselves in the handout. After the students have made their book covers, they may share what they would write inside their books. This can be done by having students show their covers to the class. As they show their covers, they can tell their classmates why they feel special.

K-Activity 2

Have students make “I AM SPECIAL” buttons, Handout on, pg. 31. After students have made their buttons, allow them to sit in a circle and discuss how they are special.

Additional Activities.

Video media

Content/Discussion Information

Discuss that every person is unique. Every part of a person makes him/her special, including what he/she thinks and feels. All of the things that we are good at and not so good at makes us who we are: Special and valuable. There is nothing in the world more valuable than a person, and no person big or small is more valuable than any other. Valuable things deserve to be protected. All of us are valuable.

Discuss the following questions: What is the most special, the most important, the most valuable thing in the world? (You are). What are some of the things that make you special? (Everything about you) What is the best way to let someone know how you feel? (By telling them)

Content/Discussion Information (Continued)

What kinds of things can you tell someone about? (We could tell them about things that happen in our life; the good, the bad and even those things about which we are not sure.)

People who care about you want to know how you feel. Who are some of the people who care about you? (Mom, Dad, teacher, aunt, etc.)

K-Handout 11



Special Me Book

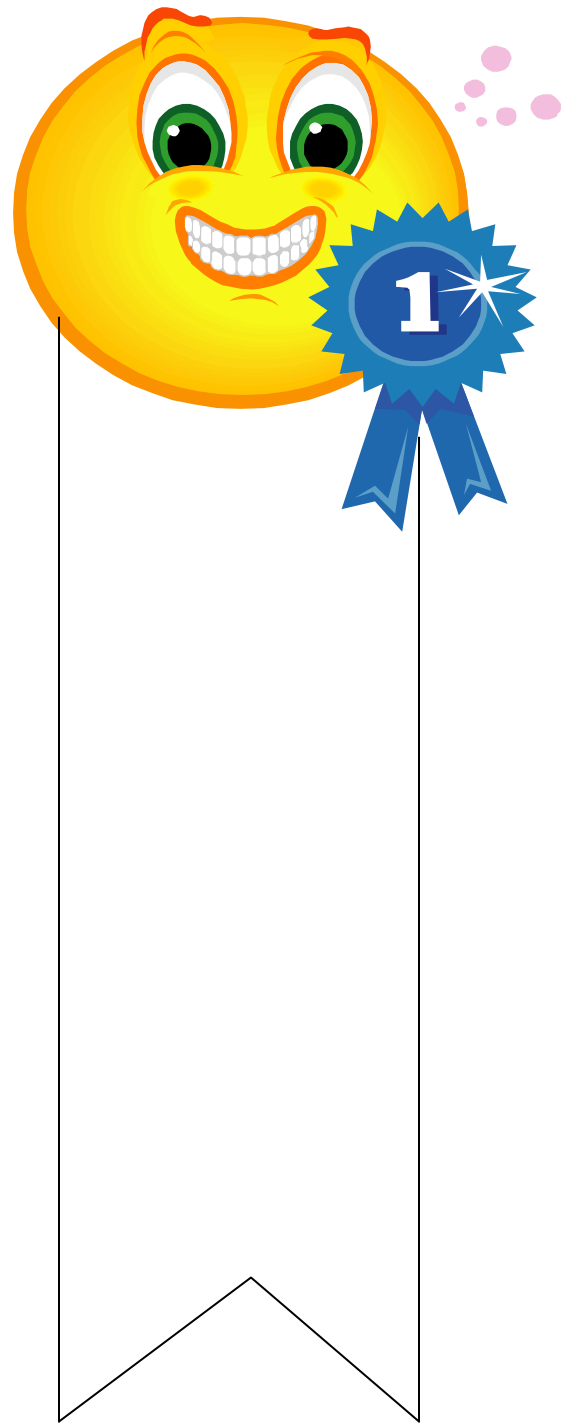
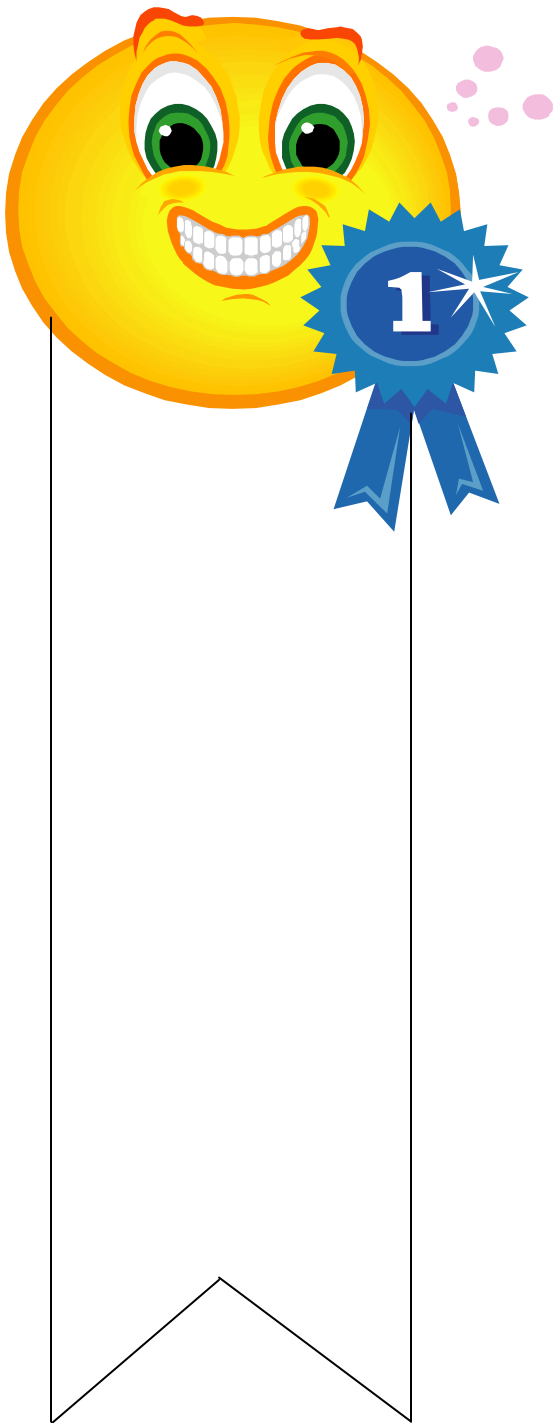
THE MOST WONDERFUL PERSON IN THE WORLD

Place Photo Here

By _____

K-Handout 12

“I AM SPECIAL” button



Lesson 8-Family Roles

CBC Infused with the Sunshine State Standards

HE.A.1.1.3-Describe the roles of each member of the family.

HE.B.3.1.2-Understand the importance of the student's contribution to the family unit.

Goals and Objectives

1. Student will recognize that families are different in size and structure and have different needs.
2. Student will recognize that each person has his/her own contributions to make to the family.

K-Activity 1

Have students bring in a picture of something their family has done, (e.g. you may have a picture of a family that is celebrating a holiday). Another family may be having a meal together that consists of different ethnic foods. Other pictures may show events such as family reunions or birthday parties. Regardless of the type of pictures students bring into class, it is important for students to tell the class something about the beliefs of families shown in the pictures. Students will begin to see that families come from different cultures and that these cultures depict lifestyles that may differ in some ways. After each student has shared his/her picture, pin these pictures to a bulletin board. Use these pictures to discuss how families differ. Among the characteristics you can have students discuss are:

- The number of family members,
- The dress of the family members,
- The rituals practiced,
- The ways they have fun together,
- The different ages of the family members,
- The practices followed for celebrations,
- The physical similarities among members.

K-Activity 2

Explain that there are many different ways family members help each other. Tell each student that there are many ways family members help each other. Tell each student that there are many ways they can cooperate with others in their family. To **cooperate** is to be helpful and to listen to others. Have students give examples of how they cooperate with their family members. Perhaps they may clean their room. They may help set the table at dinner time. Distribute the handout on. pg. 34 **"I Cooperate With My Family."** Explain that it is important that family members cooperate with one another. Have students draw a picture of how they cooperate with family members. They can color their pictures. Then have students show their pictures and tell how they cooperate with other family members. As an assessment you can have students share similarities of different families because it can provide examples of healthful family members help each other regardless of culture. Ask students about ways they might improve relationships and communications within their families.

Additional Activities.

1. Discuss families, guide children to realize families differ in size, structure and needs. (e.g. home, food, and clothing). Make a family mobile. Have students draw a picture of where they live on one side of the paper and the family members that live with them on the other. Let students share their pictures with the class. Cover hanger with construction or bulletin board paper. Materials needed are: coat hanger/1per student, construction/bulletin board paper, crayons. Prepare ahead of time.
2. Discuss contributions each family member gives to the family. Help students identify their contributions to the family. List their contributions on the blackboard or chart paper. Make a copy of the handout on. pg. 35. **"My Home Responsibilities"** chart to send home with each student.

Videos/media

Content/Discussion Information

Discuss with students that there are many different kinds of families. There are large families and small families. There are blended families and single parent families. There are also different cultures and practices that families practice. There are also different cultures and practices that families follow.

Regardless of the kind of family to which a student belongs, that family has the right to be respected and the responsibility to provide respect to others. Tell students they are going to learn about families other than their own. By learning about other families, they can become more sensitive to others' beliefs and practices.

K-Handout 13

"I COOPERATE WITH MY FAMILY"

Name_____

**Draw how you cooperate with your family.
Color your picture.**


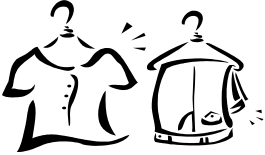


K-Handout 14

Dear Family,

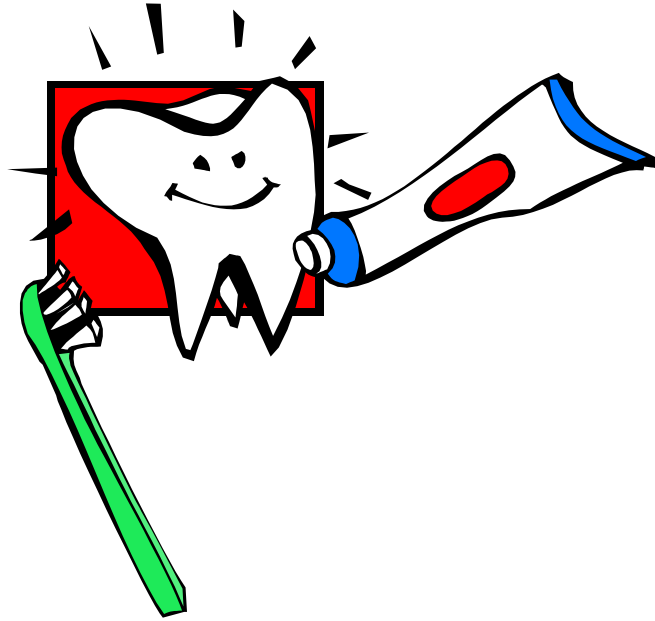
We have been discussing responsibilities and how we help our family.

Discuss how your child can help the family by doing things for him/her, self.

Below is a chart to help your child keep track of his/her responsibilities. There are blank boxes so that you may add additional responsibilities where appropriate.

RESPONSIBILITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
					
					
					
					

HEALTH EDUCATION CURRICULUM GRADE 1



FOR TEACHER TRAINING PURPOSES ONLY



Lesson 1-Hygiene

CBC Infused with the Sunshine State Standards

HE.B.2.1.3-Identify methods for keeping germs from spreading (e.g., washing hands, covering your mouth when coughing, washing fruits and vegetables before eating).

HE.B.1.1.6- Describe practices that is helpful and harmful to teeth.

HE.B.1.1.1 -The student will demonstrate ways to prevent transmission of germs.

Goals and Objectives

1. Students will understand the importance of washing hands removes dirt and germs that cause diseases.
2. Understand the importance of keeping hands clean.
3. Take responsibility for keeping hands clean.

Grade 1-Activity 1

Ask for a student to volunteer to have his or her hands washed. Place petroleum jelly on a student's hand. Have student rub jelly around both hands. Explain to the class that everyone produces oils on certain body parts such as the forehead and head. Next, place sand on the student's hand. Explain to the class that the sand represents germs. Have the student to wash his or her hands in a bowl of water but don't use soap, and not to dry them. Have students tell you and the class what happened. (The student will notice that for the most part, the sand remained on the hands.) Tell the class that the sand, or germs, has not been removed from the hands. Have students explain why this happened. (The student didn't use soap.) Students should be informed that the body has natural oils and that the oils can hold the germs to the body. When soap is not used, the oil on the body cannot be broken down so the germs stick to it. Now have student wash his or her hands in the same bowl, but use soap. Have students describe what happened. (The student will observe that the sand or germs will be removed. The soap broke the oil down so the germs could be removed). Emphasize the students that washing with water alone is not sufficient to remove germs. It is important for people to use soap every time they wash their hands. Explain that when people's hands remain covered with germs, they run the risk of becoming ill or causing someone else to become ill.

Grade 1 Activity 2

Demonstrate how germs are spread. You can demonstrate this by taking a pencil from a student, pretend to cough on the pencil. Tell the class that if you returned the pencil to the student, he or she might get sick from touching the pencil, and then touch his or her mouth or rub their fingers and hands. Distribute the Handout 1 pg. 39, "**The Germs Are Spreading**". There are for illustrations on the handout that shows how germs can spread from one person to the other. Have students look at the sheet and tell a story about how this has happened.

Grade 1 Activity 3

Hand to students the handout 2 pg..40, "**Don't Give Me a Germ**". Discuss each picture; have the students circle the picture that shows some spreading germs. Picture 1 shows a way to spread germs because two students are sharing a sandwich. Picture 2 shows a student sneezing into a handkerchief. This action show unsanitary and germs are being spread. Picture 3 shows a student sneezing into a telephone. The next picture, picture 4 show two students holding hands. One of the students is coughing. If that student is sick, germs could be spread if the cough was not covered.

Grade 1 Activity 4

Distribute the handout 3 pg. 41, "**Stop Those Germs**". Have students circle the picture that shows someone being careful not spreading germs. Discuss each picture before the student circles it. Explain that wiping the telephone might help to keep germs from spreading. Ask students to describe why the person in each picture is or not spreading germs.

Additional Activities

1. Students can make collages using pictures of items needed to keep our bodies clean.
2. Students can cut pictures of activities showing times, either before or after, that they need to wash their hands. (E.g. playing with pets, or preparing or eating food).
3. Finger paint and then practice hand washing technique.
4. Prepare a shoebox of assorted objects that may or may not be related to staying healthy, such as a towel, toothbrush, comb, soap, washcloth, block, toy car, crayon, gum, scissors, and candy. Let pairs of students take turns selecting and sorting them as being health related or not.
5. Sing "This Is The Way We Wash Our Hands".

Content/Discussion Information

-Ask students "What does good health mean?" Elicit responses, not being sick, feeling good, and having energy.

-Remind the students that there are many things they can do to keep themselves healthy.

-Write "germs" on the board. Ask the students why it is important to wash away germs. Explain that germs can not be seen. They are very small. They could be on our hands. Putting unclean hands into our mouths allow germs to get into our bodies which may make us sick.

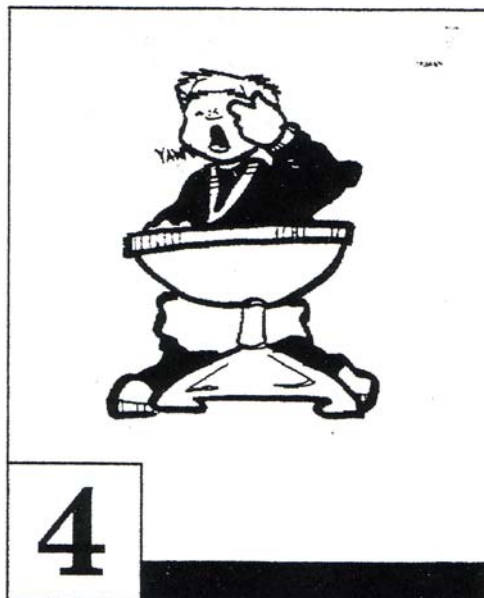
-Tell the students that the only way to remove germs is washing with water and soap. Our hands, body and hair might look clean but unless we wash we cannot be sure.

-Ask students why it is important to wash our hands frequently.

-Tell the students that germs move from our hands to things we touch. It could be other parts of our body, food or someone else.

-Explain that germs often get into our bodies through our nose and mouth and this is one way we can get sick.

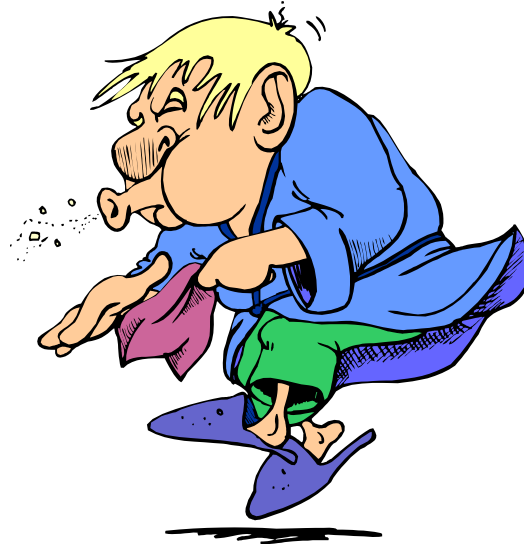
The Germs Are Spreading



Don't Give Me a Germ

Name _____

Circle the person spreading germs.



Stop Those Germs

Name _____

Circle the picture that shows someone being careful not to spread germs.



Lesson 2-Growth

CBC Infused with the Sunshine State Standards

HE.A.1.1.1-Describe how the body changes and grows (including height and weight).

Goals and Objectives

1. Student will identify and recognize differences in physical growth of humans
2. Students will record and compare individual variations in height.
3. Students will be able to order themselves according to height.
4. Students will be able to recognize that variations in height and size are normal.

Grade 1-Activity 1

Working in pairs, have students cut a length of string as tall as their partner. (This is easiest if they lie on the floor). Students should then label their strings with tape and markers. Students can compare strings to see which two put together are shortest and which two are longest.

Grade 1-Activity 2

Tape all strings to the wall from shortest to longest and discuss the variations in height in the class.

Grade 1-Activity 3

Using the handout 4 pg. 43, allows students to line up, the characters: Chris, Maria, Daryl, and Alice, and have the students answer the following questions on the handout 3 pg. 44.

Additional Activities

1. Compare shoes. Arrange shoes in order of size.
2. Bring to class a variety of clothing and costumes in different sizes. Students can try clothing on over their clothes to see if it's too big or too small.
3. Set up a weighing center with a scale. Students can practice weighing themselves and themselves and writing it on a chart.
4. Compare baby pictures. Discuss how students are the same and how they are different from their baby pictures. Use as a whole language lesson writing comments made by the students on chart paper to be displayed with photos.
5. Compare other body parts such as feet, waist, fingers and legs.

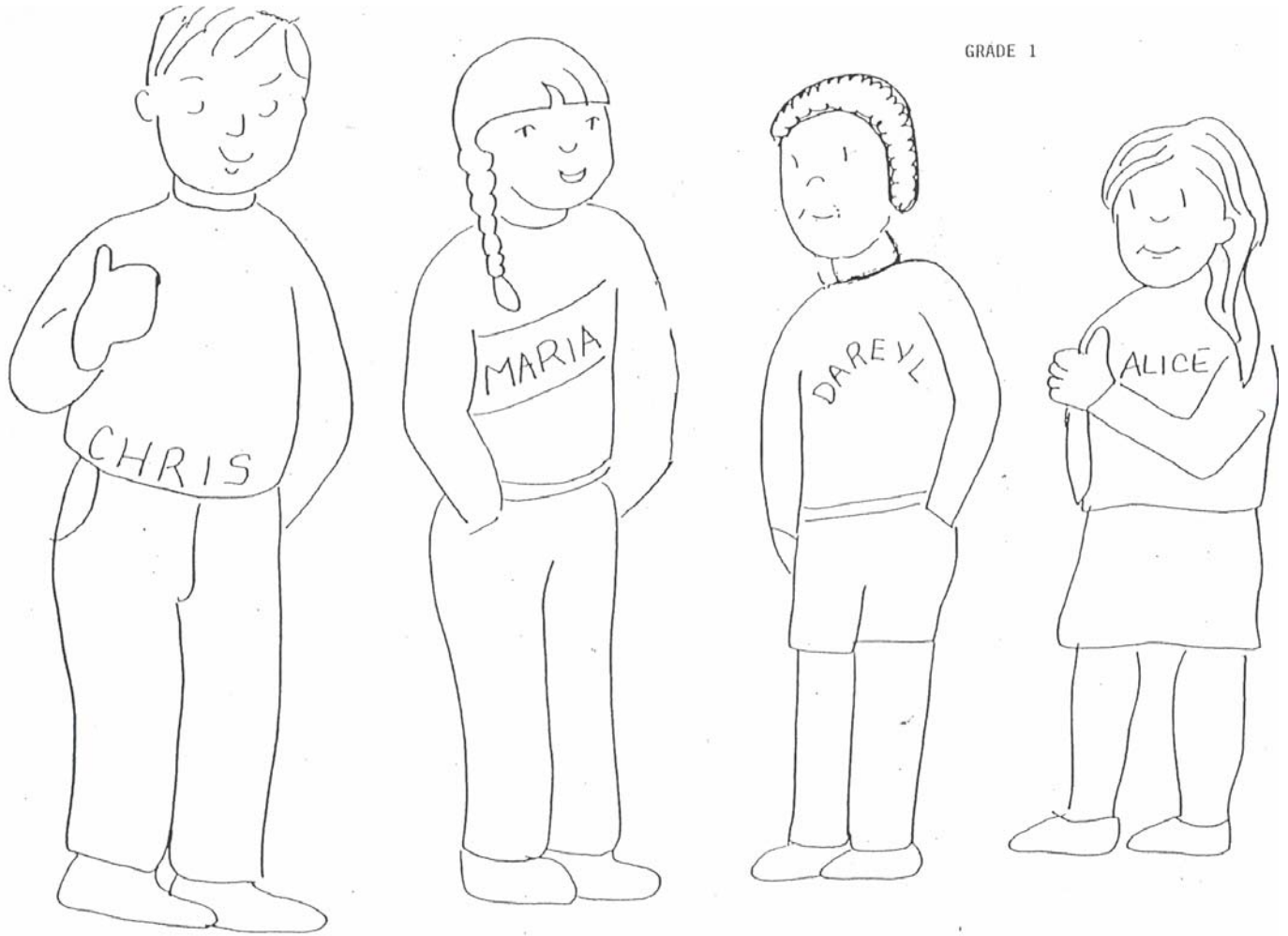
Content/Discussion Information

- Start the class off with "Today we are going to talk about the many ways we look different from one another. One of the ways we look different is in size. Are all of you the same size?"
- "Some of you are taller, some of you are shorter. When we measure ourselves to see how tall we are we are finding out our height.
- "All of you in class are about six years old, but are not all the same height. That's one of the ways you are each special".
- Ask students what happens when you grow. (We get taller, bigger). Ask students when we get older do our bodies keep getting taller? (No).
- Strings could be used to enhance the concepts of short, shorter, shortest, and tall, taller, and tallest.

Grade 1-Handout 4

Directions:

Cut out Chris, Maria, Dareyl, and Alice. Line them up from shortest to tallest.



Grade 1-Handout 5

Shortest to tallest WORKSHEET

Name _____

Date _____

Answer the following questions related to the cut outs of Chris, Dareyl, Maria, and Alice.

1. Who is shortest? _____

2. Who is the Tallest? _____

3. Is Maria Taller than Dareyl? _____

4. Is Chris taller than Bob? _____

5. Is Alice Shorter than Maria? _____

6. Is Dareyl Shorter than Alice? _____

7. Are Dareyl and Chris together taller than Maria?

Lesson 3-Five Senses

CBC Infused with the Sunshine State Standards

HE.B.2.1.3-Identify the five senses. Their functions and the importance of each.

Goals and Objectives

1. Identify major body parts primarily associated with each of the five senses.
2. Students will work together in groups to make collages representing the five senses.

Grade 1-Activity 1

Divide the students into five groups. Each group will make a poster size collage for display and discussion. Group 1-Touch collage- Students will collect objects that are hard, soft or of different sizes, shapes or textures. (Collect in room or on a walk outside). These items can then be used to make a collage.

Group 2-Sight Collage-Students can make a collage with pictures of eyes cut from magazines and/or drawn by students.

Group 3-Smell Collage-Students can make a collage of smells, using pictures from magazines or items having fragrance such as candy, cinnamon sticks, or cotton balls sprayed with perfume.

Group 4-Taste Collage-Students make collage using magazine pictures of tastes the children like and dislike.

Group 5-Hearing Collage-Students can make a collage of things children can hear using pictures cut from magazines and newspapers.

Upon completion, display and discuss each

Additional Activities

1. Go on a touch walk.
2. Take a stethoscope and listen to a tree, the ground and other things.
3. Play "I Spy"-One child says "I spy something and it's (describe it). Other children try to guess what it is.
4. Have a tasting party. Let the children look in a mirror to see their taste buds. Children can apply different foods (sugar, lemon juice, vinegar, nutmeg, bitter chocolate, etc) to the front, middle, sides and back of their tongues. Discuss how the food tastes and where in the mouth children taste it the most.

Content/Discussion Information

Discuss why we need our senses and how we have use of our senses. Explain that some people do not have the use of one or more senses for a variety of reasons. Sometimes we lose one of our senses, such as when the lights go out. Since the senses work together they can even compensate for each other when one sense is lost.

Lesson 4-Body Awareness

CBC Infused with the Sunshine State Standards

HE.B.1.1.1-Using correct terminology, the student will identify body parts on an outline of the body.

Goals and Objectives

1. Gain knowledge about their bodies.
2. Develop an awareness that they are in charge of their bodies.

Grade 1-Activity 1

Draw a human body outline on the board. Have the students name as many body parts as they can think of. As they name them label the parts and discuss the function of each. (Hands, eyes, legs, fingers, nose, etc.) After discussion have student draw themselves using handout 5 pg. 47 **“This is Me”** worksheet.

Grade 1-Activity 2

Explain that as a person grows, parts inside the body grow. Distribute copies of Handout 6 pg. 48, **“Body Parts”**. Define each body part. **Bones** are hard body parts. The **heart** is a body part that pumps blood. The **stomach** is a body that changes food. **Muscles** are body parts that help you move. The **brain** is a body part that tells you what to do. **Lungs** are body parts that help you get air.

Grade 1-Activity 3

Explain to students that at their age, boys are generally taller than girls. Explain that between the ages of five and ten, boys and girls grow about two inches per year. To visualize how long two inches are, take a ruler and show students the length of two inches. Distribute handout 7 pg. 49, **“I’m Growing Now”**. Tell students they will measure how tall they are, how long their leg is, how long their arm is, how many teeth they have, and how many baby teeth they have lost. Have students take the student worksheet home and ask a parent or guardian to help fill out the measurements.

Additional Activities

videos

Content/Discussion Information

There are some body parts we did not mention. Ask “Who can tell me where your private parts are located?” These are the parts covered by your underwear or bathing suit. When you were a baby wearing a diaper, sometimes people didn’t know if you were a girl or a boy. When you were first born the doctor told your Mom you have a beautiful boy/girl. Who can give me the name of the private part that all boys have? Who can give me the name of girl’s private parts? All boys have a penis and all girls have a vagina. Both boys and girls have breasts, buttocks, and anus.

Tell the students that today we are going to talk about something that we know more about than anyone else-our bodies. Ask “Can someone show me where their body starts and where it ends”. Let all students’ show that their bodies start at the top of their heads and end right down at their toes.

Ask the students: “Who is their boss at school?” (Usually answer teacher), “Who is their boss at home?” (Usually answer Mom or Dad). “Who is the boss of your body?” (Usually answer them selves or mom or they do not know). Stress “everybody is the boss of their body. You are in charge of your body”.

Ask the children: “Who knows first when their stomach hurt?” “Who knows first when you are sad or mad?” You know a lot about your bodies. You are in charge of your body.

Grade 1-Handout 6

THIS IS ME

Name _____

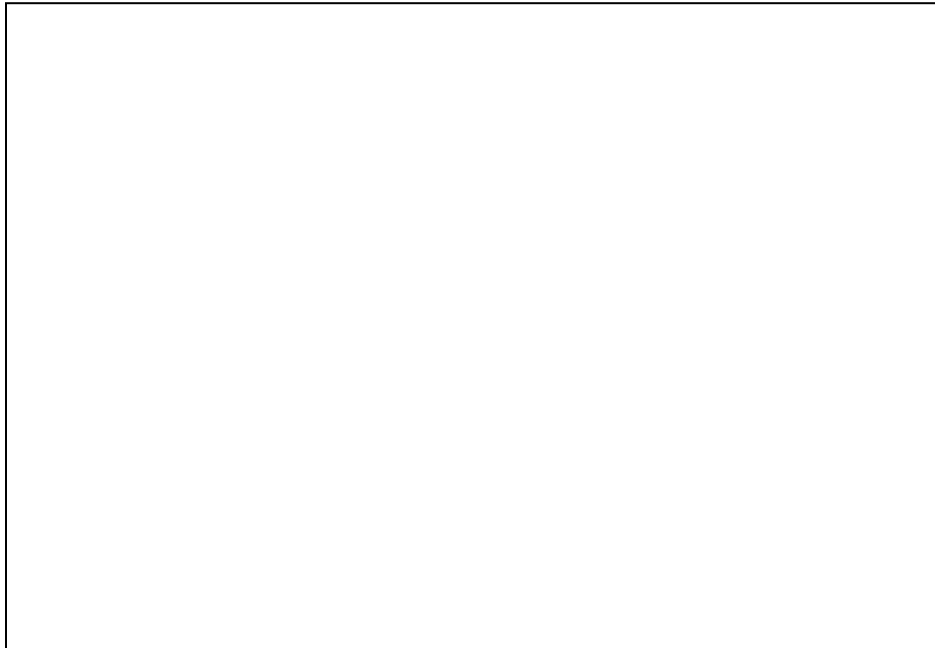
Draw a picture of yourself from head to toe.

Answer the questions.

My hair color is _____

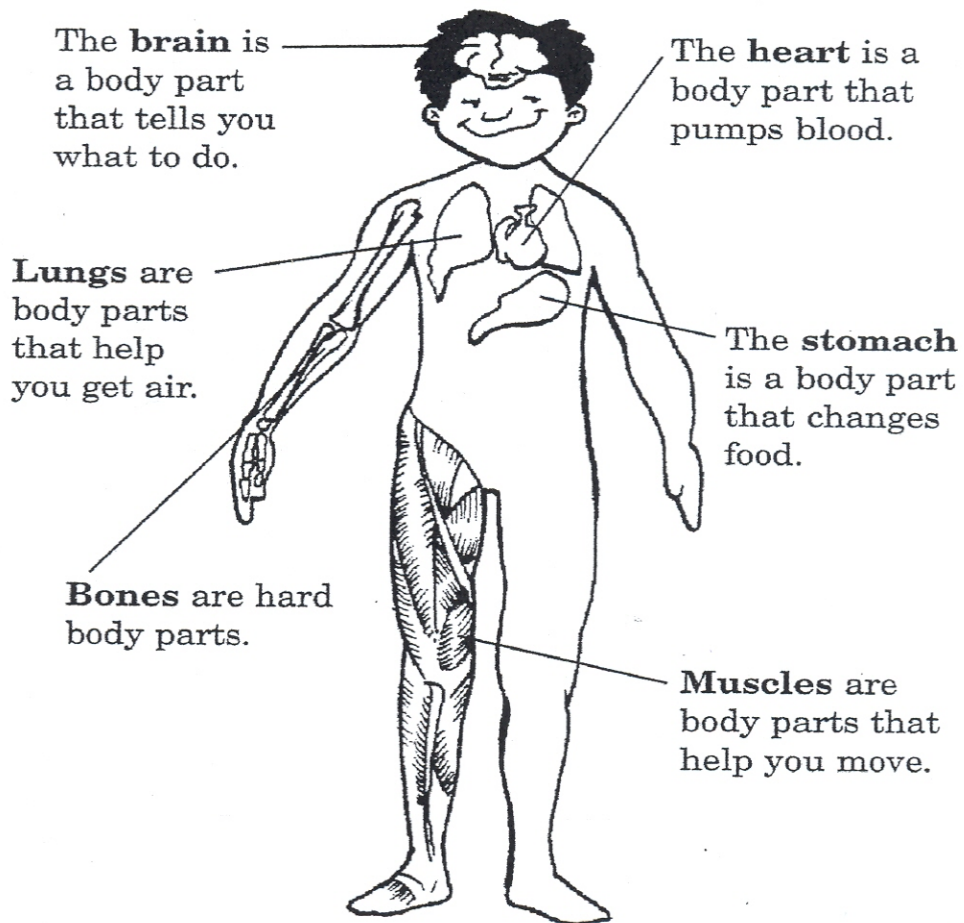
My eye color is _____

My hair is _____



Grade 1-Handout 7

Body Parts



Grade 1-Handout 8

I'm Growing Now

Name _____

Dear Parent or Guardian,

Your child has been learning about growth. Use a measuring tape to help your child measure how much he or she has grown. Use a mirror to help count teeth. Help your child complete each sentence.

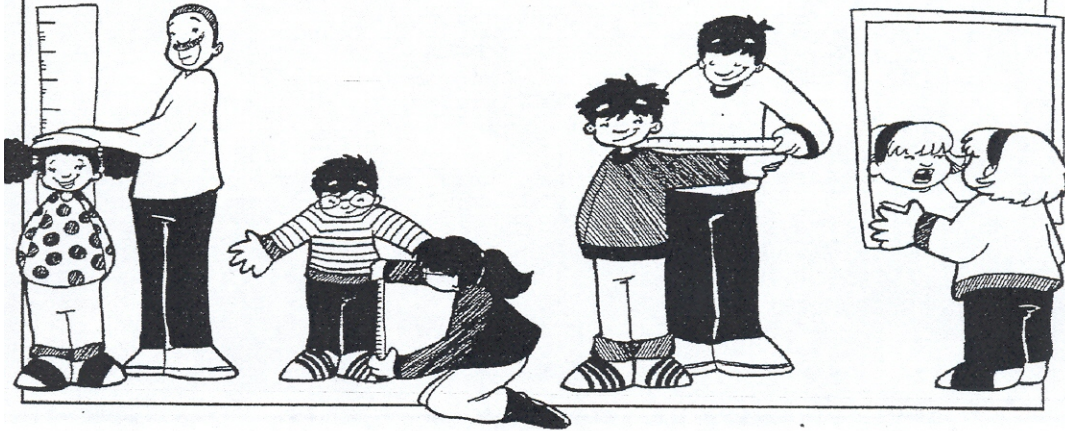
I am _____ tall.

My leg is _____ long.

My arm is _____ long.

I have _____ teeth.

I have lost _____ of my baby teeth.



Lesson 5/6-Personal Safety and Stranger Awareness

CBC Infused with the Sunshine State Standards

HE.C.1.1.1- Discuss the importance of recognizing inappropriate behavior exhibited by strangers.

HE.B.1.1.6-Define good/bad touching (i.e. sexual abuse).

Goals and Objectives

1. Students will gain knowledge about their bodies and personal safety.
2. Develop decision-making skills utilizing the concept of personal safety.
3. Practice the appropriate language and phrases to use in different situations.

Grade 1-Activity 1

Have students draw a car on a sheet of paper. Then have them draw an arrow showing the direction in which they would run if the driver from the car began to talk to them. (They would run in the opposite direction of the car). By running reduces the risk of violence or possible harm. Pretend you are a stranger. Tell students to close their eyes and to try and remember the facts, such as numbers on the license plate of the car you were driving and three things about your appearance. They might tell the color of the dress or shirt you were wearing. Then tell students to write these things on their papers without looking up to see you or the car. Review student answer to your questions for thoroughness and accuracy.

Grade 1-Activity 2

Distribute handout 8 pg. 52, “**Avoid that Stranger**”. Review the rules to follow if a stranger approaches students. Have students take the sheet home to share with a parent or guardian.

Grade 1-Activity 3

Explain that there are other rules to follow to stay safe from strangers. These rules are: 1). Do not talk to strangers; 2). Do not go anywhere with a stranger; 3).Do not take anything from a stranger; 4). Yell and run if a stranger bothers you; and 5). Tell your parent or guardian. Explain that there are other safety rules to know. Define unsafe touch. And students “Suppose someone touches your body. The person touches a private body part is covered by a swim suit.” Then tell them what they should do if this happens: 1). Yell as loud as you can; 2). Run away from the person; and 3). Tell a grownup you trust.

Grade 1-Activity 4

Distribute handout 9 pg. 53, “**Safety In The Community**”. Have students take the sheet home to a parent or guardian. Have students take the sheet home to a parent or guardian. Have students return the sheet the next day. If appropriate, discuss additional rules parents or guardians suggested.

Additional Activities

1. Send a parent letter activity home. Handout 10 pg. 54.
2. Make a list of support people chain. Each child can write on a construction paper strip someone they can talk to if they need help. Make loops and join together making a chain.
3. Support system bulletin board-students can bring pictures of a member of their support system. Handout 11 pg. 55.
4. Video:

Content/Discussion Information

Ask and discuss: What are some safety rules at school? What are some safety rules at school? What are some safety rules at home? What are some safety rules on the playground? What happens when we don't follow these rules? Handout 12 pg. 56.

Today I am going to tell you some stories and we are going to talk about what the right things to do would be. I am going to tell you a story about a boy (pick up a name of someone not in your class) who is

Content/Discussion Information (Continue)

seven years old. I want you to listen to the story and think about how ____ feels and what he should. ____ was on the playground one afternoon. A nice looking man came up to him and said hello. He told him that his cat just had kittens and he needs to find homes for them. If he didn't find homes for them soon he was going to have to take them to the pound. He said they are so cute and they were nearby in a box in his car. He told him that his cat just had kittens and he needs to find homes for them. If he didn't find homes for them soon he was going to have to take them to the pound. He said they are so cute and they were nearby in a box in his car. He asked ____ he would like to see them? Ask: How do you think ____ felt? He probably wanted to see the kittens, he probably wanted one and he didn't want them to go to the pound. What should ____ do? Remind students they should never go with strangers, they should say no, get away and tell someone. Say: Here's another story. Remember I am going to ask you how you think the person in the story feels and what that person should do. ____ has a favorite uncle she really likes a lot. Her uncle takes her places and buys her things. One day ____ went out for ice cream with her uncle. Before they got to the ice cream store ____'s uncle put his hand on her thigh. Then he put it between her legs (on her private parts). He tells her "If you don't tell anyone, I'll buy you the biggest ice cream cone in town". How do you think ____ felt? (Embarrassed, scared, confused). What could ____ do? (Get as many answers as possible, complimenting children on their participation. "I'm going to finish the story. This is what happened. ____ said: "Move your hand. Take me home right now". She said it in a big voice like she really meant it. ____'s uncle was surprised and took her right home. When she got home, ____ told her mom and dad. They said they were real glad she told them. She did the right thing by saying no and coming right home and telling them. They also told her they will make sure her uncle doesn't do that again. Ask: What if ____ didn't tell her parents? (It might happen again. ____'s uncle needs help). What if ____'s parents didn't understand? (tell someone else) What if ____ was so surprised that she didn't say "No". Would it be her fault because she didn't say no? Is it ever too late to tell?

Review these points:

Your body is yours and you can say who touches it.

It's O.K. to say no to someone who is older and bigger, even someone you love if they asked you to something that is wrong.

A child must learn to tell a grown-up how he feels, even if he isn't sure what he is feeling. Whenever children are hurt or something occurs that is scary, makes them feel uncomfortable, like the offer of a bribe, or they are asked to do something that isn't right, they must tell someone who will listen. If the first person they tell doesn't believe them or won't listen, they must continue until they find someone who will. Telling is not tattling. Tattling is talking about someone to get them in trouble. Telling is for protecting someone or something. It is okay for a child to tell about anything in order to keep himself safe. It's never too late to tell.

A secret is okay to keep and is a good secret when it feels happy or exciting. Good secrets are about good things—like surprise parties. They are usually told at a designated time. Something that is scary, sad or confusing and must never be told is probably a bad secret. Bad secrets are usually about things like stealing, removing clothes or maybe touching private parts, refer to handout 13 pg. 57. It's never fair for a person to ask a child to keep a bad secret. Any secret that worries, frightens or confuses a child must be told to an adult who will listen. Bad secrets must always be told.

IT IS NEVER A CHILD'S FAULT WHEN HE IS HURT BY A BIGGER OR OLDER PERSON.

Even if a child doesn't or can't stop the other person from hurting him he is not to blame. Bigger or older people are responsible for the protection of children, and never have the right to hurt them. Children are never to blame if they are hurt or touched by someone older or bigger.

End on a positive note: You are learning a lot about your body, and that it belongs to you. We also talked about safety and how to make good decisions. Do not be afraid to say no or stop to a trusted adult about how you are feeling if this kind of situation happens to you. Remember you are in charge of your body feelings.

Grade 1-Handout 9

Avoid That Stranger

Name_____

Write the correct answer.

Opposite Stranger Safe home Way Code

1. Someone taking you home from school should have a secret _____ word.
2. Run in the _____ direction from a car.
3. Do not go near a _____ in your neighborhood.
4. Know where there is a _____ in your neighborhood.
5. Always come home from school the same _____.

Grade 1-Handout 10



Safety in the Community

Dear Parent or Guardian,

Your child has been learning about safety at school and in the community. This letter contains information your child has learned. Much of this information focuses on being safe around strangers. Although your child was told that most strangers are nice people, there are still rules to follow at all times around strangers. Discuss these rules with your child. You might have more rules you wish to add.

1. If a stranger in a car approaches, your child should turn and run away in the opposite direction that the car is traveling.
2. Make a secret code word with your child. If a person is to pick up your child from school, the person should tell your child the secret code word. Then your child will know it is safe to go with this person.
3. Make sure your child knows where the "Safe Homes" are located. You can walk to school with your child and point out these homes. Your child will know where to go if he or she senses trouble.
4. Your child should tell a teacher, parent, or guardian if he or she is followed by a stranger. Your child should know that these adults will help keep him or her safe.
5. Your child should not take new ways to and from school. You should know the route your child takes. He or she should take the same way each time.



Safety in the Home

Dear Parent(s):

At school the children have been discussing the importance of making wise decisions in situations involving their own personal safety. Would you take a few minutes to talk with your child about how you would want him or her to respond to these situations and any other possible situations.

1. Does your child know what to do when he or she is home alone and the doorbell rings and the person at the door is a:
 - a. Neighbor?
 - b. Friend?
 - c. Stranger?
2. What would you have your child do if someone phones and requests personal information?
3. What should be done if your child answers that phone and is confronted with an obscene or frightening message?
4. Are emergency numbers readily available, and has use of such numbers been discussed?
5. Does your child know the procedure about locking doors?
6. Does your child know what to do or who to call if he or she gets scared while home alone?

Thank you,
Sincerely,

Received:

Parent Signature_____ Date_____

Grade 1-Handout 13

Child Support System

Children need to know who they can go to for help and assistance. Here are some support systems.

Home

Mother
Father
Step-parents
Step-grandparents
Older Brother
Older Sister
Grandmother
Grandfather
Aunt
Uncle

Community

Doctors
Nurses
Priest, Rabbi, Minister
Neighbor
Police Officer

School

Principal
Teacher
School Counselor
School Secretary
Other Staff Members

Grade 1-Handout 14

SAFETY TIPS FOR HOME AND SCHOOL

School

1. Walk with a friend, you will have more fun, someone to talk to, and people probably won't bother you when you have a friend with you.
2. When you're walking somewhere always take the safest way, crossing guards, traffic lights etc.
3. Don't take short cuts when you're walking.
4. If you see strangers around, be to tell your parents or teacher; they can talk with the person and see what he or she wants.
5. If you are followed by someone tell a teacher or you parents so they can call the police.
6. Don't ever tell anyone your name or address, except if it is someone you are asking for help like a police officer, or teacher.
7. Be sure to get permission ahead of time to go anywhere or to stop at a friend's house.
8. Never play in alleys or deserted buildings.
9. Do not play alone on playgrounds.
10. Do not play near or in restrooms.

Home

11. Do not open the door for any strangers or other persons who your parents have not approved. (Even if they ask to use the phone).
12. Keep doors locked when home alone. If someone calls for your mom or dad say they can't come to the door or phone now. Never give a stranger any information or say you are home alone.
13. If you get an obscene, nasty or frightening call hang up immediately. Tell your parents.
14. Tell a parent if you see anyone hanging around near your home. If a parent is not home, phone a neighbor. Try to remember what they are wearing or what the car looks like or its license number.

With people you know

15. Your body is your own. You can say who is allowed to touch it.
16. Nobody can touch your private parts and make it a secret.

Grade 1-Handout 15

My Special Parts

THESE SPECIAL PARTS OF YOUR BODY
ARE THE PARTS THAT GO UNDER YOUR
SWIMSUIT AND YOUR UNDERWEAR.



Lesson 7-Self Esteem

CBC Infused with the Sunshine State Standards

HE.B.2.1.2-Discuss how each person is special.

HE.A.1.2.3-Participate in activities that will help improve self-esteem.

Goals and Objectives

1. Recognize the uniqueness of an individual.
2. Understand reasons a person is special and important.
3. List traits and abilities that make you special.

Grade 1-Activity 1

Distribute an index card to each student. Tell each student to draw a picture of him or herself that includes as many unique features as possible. The picture is to be a drawing of the student without a head, but have students leave space so that they can add a head later. Have several students share their headless drawings with the class and indicate what is special about their drawings. Define special. To be **special** is to be very important. Have students press their thumbs on an ink pad to make a thumbprint where their heads should be on their pictures. Each student will now have a complete body. Students are to write their names on their cards. Post each card on the bulletin board. Explain to students that the “heads” on the cards might look alike from a distance. However, there is something unique about each of the “heads”. Ask students to indicate what they see. Some student’s will say that the head is different because each fingerprint is unique. Explain that no two people have the same fingerprints. Have students share other ways people differ from each other because of their physical features. Explain that people have other unique features with which they were born, a person has no control over these features and it is these unique features that help make each person special.

Grade 1-Activity 2

On the chalkboard write “I am special because ...” Have students describe characteristics that make them special. Give each student handout 14 pg. 60, “**I Am Special.**” Have students draw a self portrait in the mirror. They can draw a picture of just their face or of themselves from head to toe. Tell students to draw what makes them special.

Grade 1-Activity 3

Discuss the different kinds of features people have and how each of these features might differ, example some people have different color eyes. Tell students about hair. Have students identify different color hair. Discuss the kind of hair people have, such as long or short or curly or straight. Introduce other physical features, such as tall or short. Distribute handout 5 pg. 61, “**This Is Me**”. Have students draw a full picture of themselves. Then have them fill in the blanks. You can review the blanks and help them fill in the missing information.

Grade 1-Activity 4

Students can create posters or boxes showing things they like to do and are proud of. Share posters or boxes with class upon completion. Boxes can show cut out pictures of their interests such as favorite sports, foods, activities or television characters. Can be worked on all week.

Additional Activities

1. Students can make a mural of facial expressions (drawn or cut from magazines), and label the feeling shown in each.
2. Encourage each student to help others do something he or she is good at, such as jumping rope, playing ball, reading, or building with blocks.
3. Play music and tell or draw pictures of how the music makes them feel.
4. Make a list of words that you can say to make someone happy.
5. Plan a puppet play with a friend.

Content/Discussion Information

Ask volunteers to name things they are good at doing. Allow time for each student to name something he or she can do fairly well and tell about his or her feelings when doing the activity.

Content/Discussion Information (Continue)

Tell students that different people do different thing well. We have different abilities but we can all do something well. When we do things well we feel good.

Grade 1-Handout 16

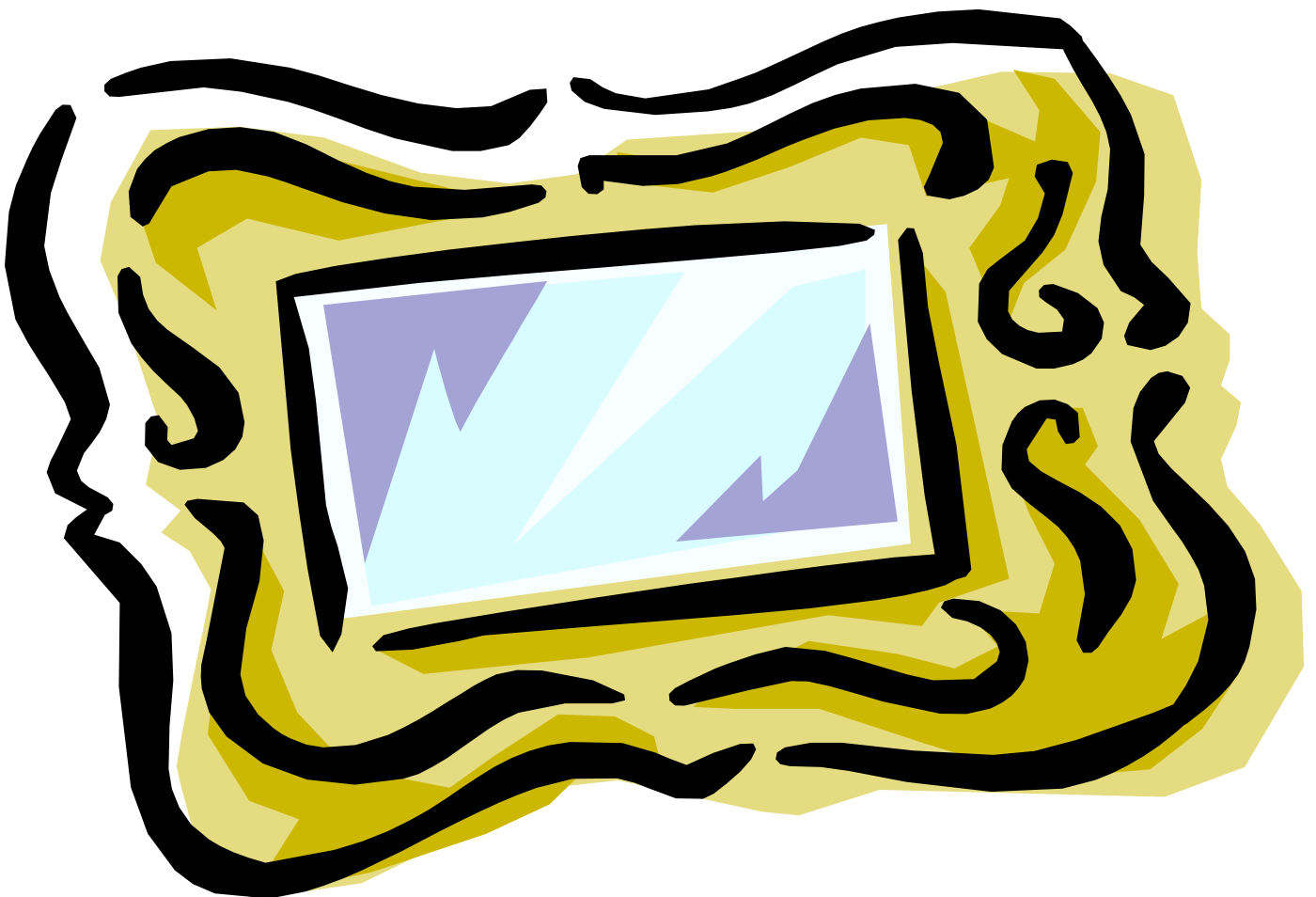
I Am Special

Name _____

Pretend this is a mirror.

Draw your face looking back at you.

Tell why you are special.





"This is me"

Directions:

Draw a Picture of yourself. Complete the following blanks.

1. The color of my hair is _____.
2. The color of my eyes are _____.
3. The color of my skin is _____.
4. I am very short or tall (Circle)
5. My hair is straight or curly (Circle)
6. My hair is short or long Circle).

A large empty rectangular box with a black border, intended for a child to draw a picture of themselves.

Lesson 8-Health Care Workers

CBC Infused with the Sunshine State Standards

HE.C.2.1.3-Identify health professionals and their job responsibilities.

Goals and Objectives

1. Student will tell how health helpers help him or her.
2. Student will give examples of health helper.
3. Students will demonstrate the ability to advocate for personal, family, and community health.

Grade 1-Activity 1

Distribute copies of Handout 17 pg. 63, “**Health Helpers**”; Discuss what each health helper does.

A doctor: treats you if you are ill or hurt, gives you medicine, give you a checkup.

A dentist: looks at X-rays of your teeth, fills cavities, and tells you if you need braces.

A dental hygienist: works with a doctor, cleans you teeth, takes X-rays of your teeth.

A nurse: works with a doctor, checks your height and weight, gives first aid if you are hurt.

Grade 1-Activity 2

Distribute student handout 17 pg. 64, “**Who Works in Health?**” Have students color the figures who are health helpers. Students should color the doctor, nurse, and teacher.

Grade 1-Activity 3

Name a health helper the class has discussed. Have each student take a turn saying one thing that health helper does. Give students construction paper, scissors, and markers or crayons. Have them make a badge of their own design that shows a health helper. Tell students not to write the names of the health helper. Have each student show his or her badge to the class. Have the rest of the class guess who the helper.

Additional Activities

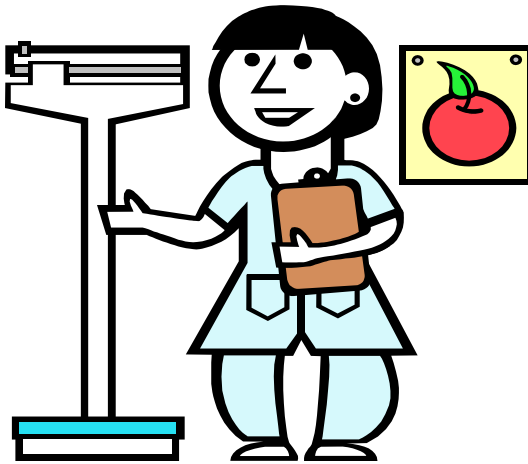
videos

Content/Discussion Information

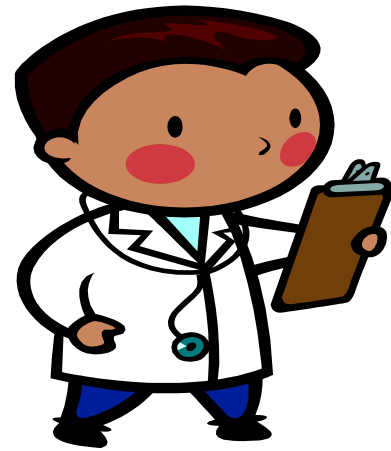
Begin the lesson by asking students some of the things they do to stay healthy. Student responses might include exercising, eating fruits and veggies, getting enough sleep, and getting along with others. If a student does not mention it, tell students that one way to stay healthy is to cooperate with health helpers. Define cooperate. To **cooperate** is to work together.

Ask students to name some of the ways they cooperate with health helpers. Responses might include getting a checkup, brushing teeth, taking medicine when given by a doctor or nurse, and doing health homework.

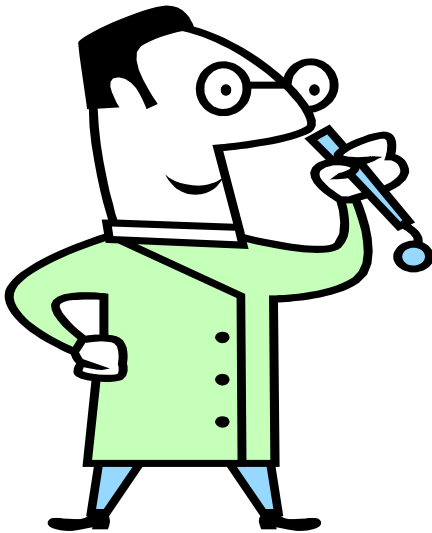
Health Helpers



Nurse



Doctor



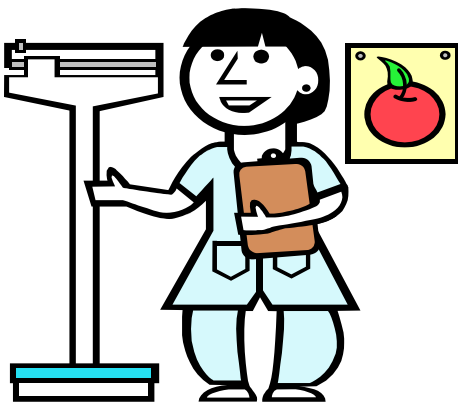
Dentist



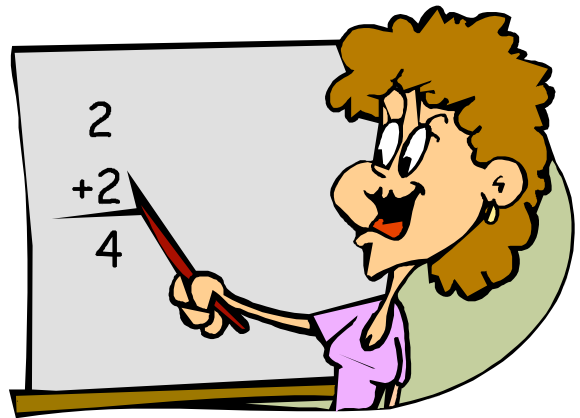
Dental Hygienist

Who Works in Health?

Name _____



Nurse



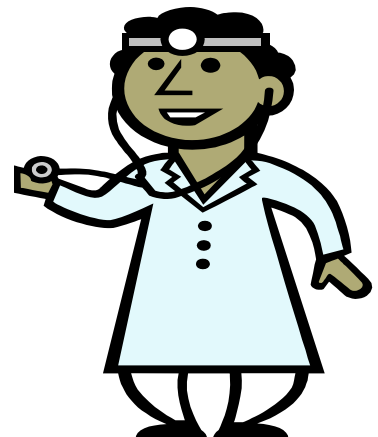
Teacher



Fire-Fighter

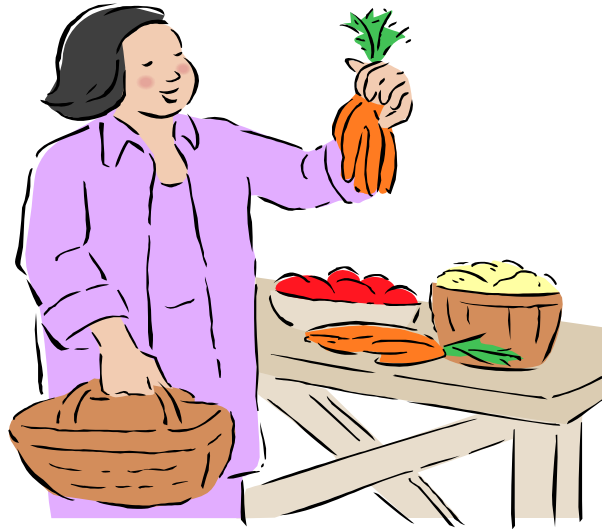


Basket-Ball



Doctor

HEALTH EDUCATION CURRICULUM GRADE 2



FOR TEACHER TRAINING PURPOSES ONLY



Lesson 1-Hygiene

CBC Infused with the Sunshine State Standards

HE.A.1.1.5-Describe the transmission of disease causing organisms.

HE.C.1.1.2-Explain the importance of brushing teeth.

Goals and Objectives

1. Describe transmission of disease causing organism.
2. Understand how keeping clean helps prevent the transmission of disease causing organisms.

Grade 2-Activity 1

Distribute Handout 1 Pg.68 **“What to Use”**. Discuss what each picture is on the handout. Have students circle, and then explain which item they would use to: Care for their hair (comb, and shampoo), Care for their teeth. (Toothbrush and toothpaste). Care for their fingernails and toenails. (File and clippers). Care for their skin. (Bathtub).

Grade 2-Activity 2

Empty small amounts of glitter on your right hand, spread it all over your hand, and then shake five other students' hand. Have those students to shake other students' hands in the class room until the last person in the class hand has been shaken. Students will notice that others have glitter on their hands. Explain that the glitter represents germs and that you were the first person to have the germs. Define germs. Germs are tiny living things that can make you sick. Explain that five persons later, your germs showed up. Emphasize that if a person is ill, that person has germs in and on his or her body. Through touch, their germs are spread to others. Suppose the people who had glitter on their hands (all five) rubbed their eyes or touched their mouths with the hand with germs on it. (Tell students not to rub their eyes if they have glitter on their hands.) The germs would get inside their bodies and caused them to become ill.

Grade 2-Activity 3

Write on the black board/chart the following **“Checklist for a Healthy Body”**.

1. I keep my skin clean by bathing regularly.
2. I keep my fingernails clean.
3. I take care of my hair by washing it regularly, brushing it, and combing it.
4. I wear clean clothes.
5. I stand straight.
6. I brush my teeth each day.
7. I exercise each day.
8. I eat healthful foods (from the four food groups) each day.

Underline each item as the list is read to the students; then the list will be read in unison several times.

Provide each student with paper, a pencil, and crayons. Ask the students to choose one of the items on the list, copy it as a title, and draw a picture to illustrate it. Display the students' pictures on bulletin board.

Refer to handout 2 pg. 69 **“Checklist for a healthy Body”**.

Grade 2-Activity 4

To illustrate how germs grow, perform the following experiment to grow fungi.

- a. Place moist piece of bread in a jar; leave the jar uncovered for two hours so that spores from the air can get on the bread. Then put a lid on the jar; place the jar in a dark place at room temperature.
- b. Check the bread in the jar in two or three days. If the conditions are right, mold will appear on the bread. Be sure that the students arrive at the understanding that germs grow in a similar way inside the body- with food, water, and warmth.

Additional Activities

1. Students can use the handouts 3 and 4 on pages 70 and 71, **“How can a germ get into you?”**, and **“Spreading germs”**.
2. Student can create a poster showing ways to keep from spreading germs.
3. Distribute handout **“Avoiding Other People’s Germs.”** Have students share with their parents or guardians

Additional Activities (continue)

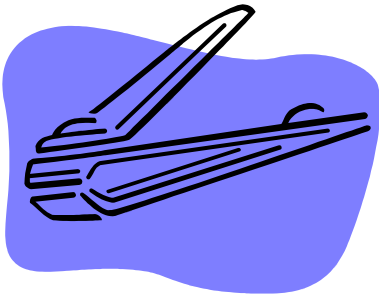
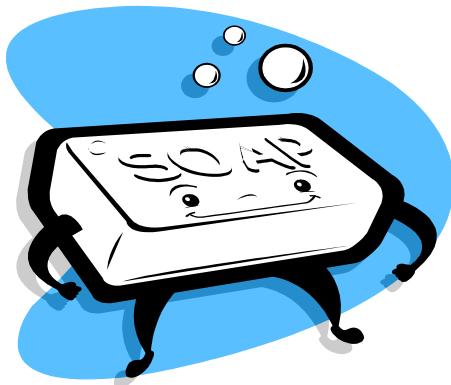
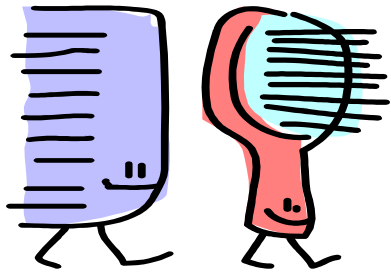
4. It contains tips for avoiding germs of others. Students can work with parents to add ways to avoid the germs of others.
5. Demonstrate correct use of tissue when sneezing or coughing.
6. Make individual weekly schedules for personal hygiene.
7. Begin a display of empty containers of soap, shampoo and toothpaste. Title the display, **“These Things Help Keep Germs Away”**.
8. Videos

Content/Discussion Information

- Discuss how students think keeping clean helps a person stay healthy.
- Write the word germ on the board. Tell the students that germs are tiny, living things that cannot be seen. Some germs in our bodies through our nose, mouth and eyes and through a cut.
- Germs are all around us. When we wash with soap and water most germs are washed away. Ask when should we wash our hand. (Elicit such responses as after playing with pets, after using the toilet, before handling food, before touching a baby, after handling garbage, after touching a cut or sore.)
- Ask students why fingers, pencils and other objects should be kept out of the mouth. Remind students that some objects have germs on them and if we put objects with germs in our mouth it might make us sick.
- Ask students what’s the best way to wash yourself. (Use clean, warm water and soap, wash the hair and all of the body and dry with a clean, dry towel.) Don’t forget fingernails.
- Discuss why sharing food, cups and hair brushes are not a good practice.

Grade 2-Handout 1

"What to Use"



Grade 2-Handout 2

Name _____

Date _____

Checklist for a healthy Body

1. I keep my skin clean by bathing regularly.
2. I take care of my hair by washing it regularly, brushing it, and combing it.
3. I keep my fingernails clean.
4. I brush my teeth each day.
5. I wear clean clothes.
6. I stand straight.
7. I exercise everyday.
8. I eat healthy foods, from the food groups of the food pyramid, each day.

Choose one of these items on the list.

Copy it and use it as a title.

Draw a picture about it.

Title: _____

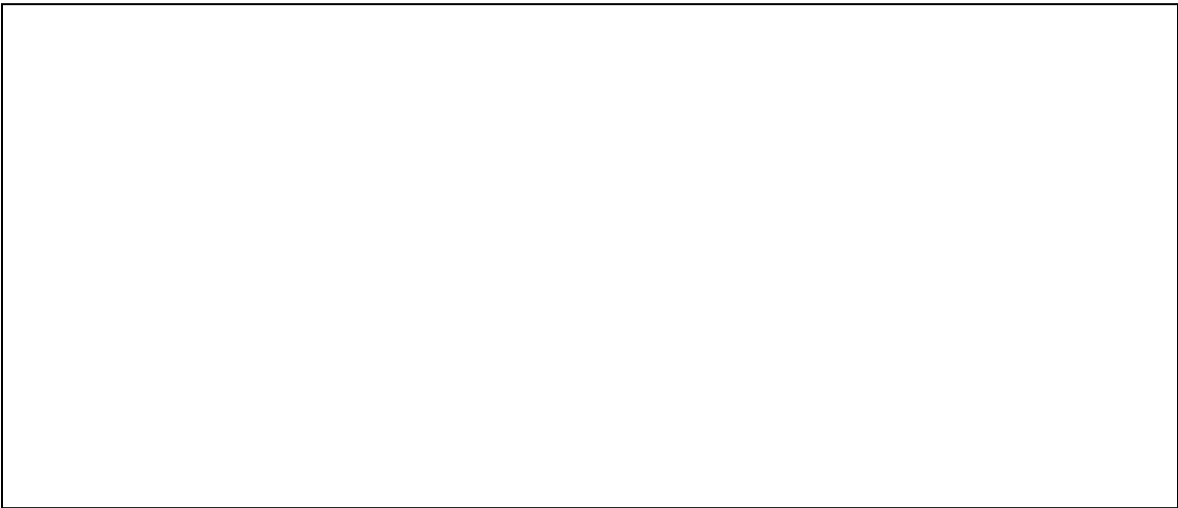
Grade 2-Handout 3

Name _____

Date _____

How Can a Germ Get Into You?

1. Draw a picture of germs getting into your body.



2. Write 2 sentences that tell how germs can get into a body.

Grade 2-Handout 4

"Avoiding Other People's Germs"

Dear Parent or Guardian,

Your child has been learning about ways germs are spread. This sheet contains a list of ways your child can avoid the germs of others. It list ways your child can keep from spreading germs. Help your child add to the list.

1. I will not go near other people who are ill.
2. I will wash my hands after I use the restroom.
3. I will wash my hands with soap and water after I sneeze or cough.
4. I will not drink from the same cup as someone else.
5. I will cover my mouth when I cough.
6. I will cover my mouth when I sneeze.
7. I will stay home from school when I have a cold.
8. I will wash my hands before handling food.
9. I will not handle objects that a person who has a cold has touched.
10. I will not touch a used tissue.
11. I will keep my fingers out of my eyes, nose, and mouth.
12. I will keep objects such as pencils out of my mouth.
13. _____
14. _____
15. _____

Lesson 2-Health Practices

CBC Infused with the Sunshine State Standards

HE.A.1.2.2-Recognize that proper exercise and diet are necessary for good health.

HE.A.1.1.9-Discuss the food groups, the food guide pyramid, and indicate the number of daily servings suggested for each.

Goals and Objectives

9. Recognize that good health practices give people physical energy which is needed to play or work.
10. Understand that eating nutritionally, getting good amounts of rest and exercise give people physical energy which is needed for work and play.

Grade 2-Activity 1

Ask for two volunteers to help students understand what energy is. Let one student jump rope or run in place for a minute. Have the other student sit in a chair during this time. Ask the students which one is using more energy.

Grade 2-Activity 2

Write the names of the following foods on index cards, using one card per food. Write the name of each food twice-once on one color index card and once on the other color card. The cards will correlate to the correct number of servings for foods in each of the areas on the pyramid. You will have eleven index cards for the Bread, Cereal, Rice, and Pasta Group. The eleven food items for this group include: brown rice, whole wheat bread, corn flakes, oatmeal, spaghetti, pita bread, lomein noodles, barley, cracked wheat, bagel, and tortilla. The five servings in the Vegetable Group include: carrots, spinach, broccoli, green beans, and peas. Group servings from the Fruit Group include: grapes, apples kiwi fruit, and banana. Three servings from the Milk, Yogurt, and Cheese Group include: skim milk, yogurt, and cheddar cheese. Three servings from the Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group include: beef, turkey, and cashew nuts, Fats, Oils, and Sweets include: chocolate candy, cookies, and potato chips. Place each set of index cards into a grocery bag. The two grocery bags will be in the front of the room. Divide the class into two teams. Team 1 and Team 2 will line up in single file. When you say, "Go", the race will begin. The first student in each team will run to the bag in front of his or her line. The student will pull a card from the bag, read it, and place it in the correct envelope. (If a student cannot read a word, you may help that student.) A student who pulls "banana" will place this card in the envelope that is attached to the fruit group. When the student completes this task, he or she will run back to the line and tag the next student in line. This continues until one team finishes. The envelopes are now checked to be sure the foods were placed in the correct food groups. The teams that finished first will get fifteen points and the team that finished second will get ten points. In addition, each food placed in the correct envelope will earn two points for that team. (You can determine the team who earns or loses points by checking the color of the index card). For each card placed incorrectly in the envelope, you will subtract two points from the team's total points. As you check each envelope, review the foods and the correct food groups. Remember to include information about Fats, Oils, and Sweets. Explain that these foods should be eaten in small amounts.

Grade 2-Activity 3

Distribute the handout 6 pg. 75, "The Food Guide Pyramid". Define Food Guide Pyramid. **The Food Guide Pyramid** is a guide that tells how many servings you need from each food Guide Pyramid is a guide that tells how many servings you need from each food group each day. There are two ways to use the Food Guide Pyramid:

1. Use the Food Guide Pyramid to plan meals with foods from each of the five food groups. The "Fats, Oils, and Sweets" tip of the pyramid is not a food group. Eat very few of these foods.
2. Use the "Food Guide Pyramid" Handouts 5 and 6 on pgs 73-74 to get the correct number of servings from each food group each day.

Grade 2-Activity 4

Distribute the Handout 7 pg. 76, "Food Fit", handout. Have each student draw pictures of different foods his or her family eats so that the food is drawn under the correct food group on the sheet. Have students share their pictures.

Grade 2-Activity 5

Distribute the Handout 8 pg. 77, “**Heart Fitness**”. Define heart fitness. **Heart fitness** is having a strong heart muscle so you do not tire easily. Have students describe the activities on the sheet. Explain that they need to do exercises for heart fitness three to five days a week. Discuss how to build heart fitness:

1. Stretch first.
2. Start slow.
3. Get your heart rate up.
4. Keep a steady pace for 15 to 20 minutes.
5. Slow down.

Additional Activities

1. Ask for two volunteers to help students understand what energy is. Let one student jump rope or run in place for a minute. Have the other student sit in a chair during this time. Ask the students which one is using more energy.
2. Provide students with magazines, scissors, paper, glue and markers. Students can cut and glue pictures of children working and playing. Slogans should be written suggesting food gives us energy for activity.
3. Provide students with Handout 7 to fill in the various food groups, food items that belong to the various food groups. Color the worksheet.

Content/Discussion Information

-Discuss what energy is. Stress that it is what the body gets from food that lets you play and work and it also keeps your body working. Our body needs food for energy, to grow, to keep working correctly, and to stay healthy.

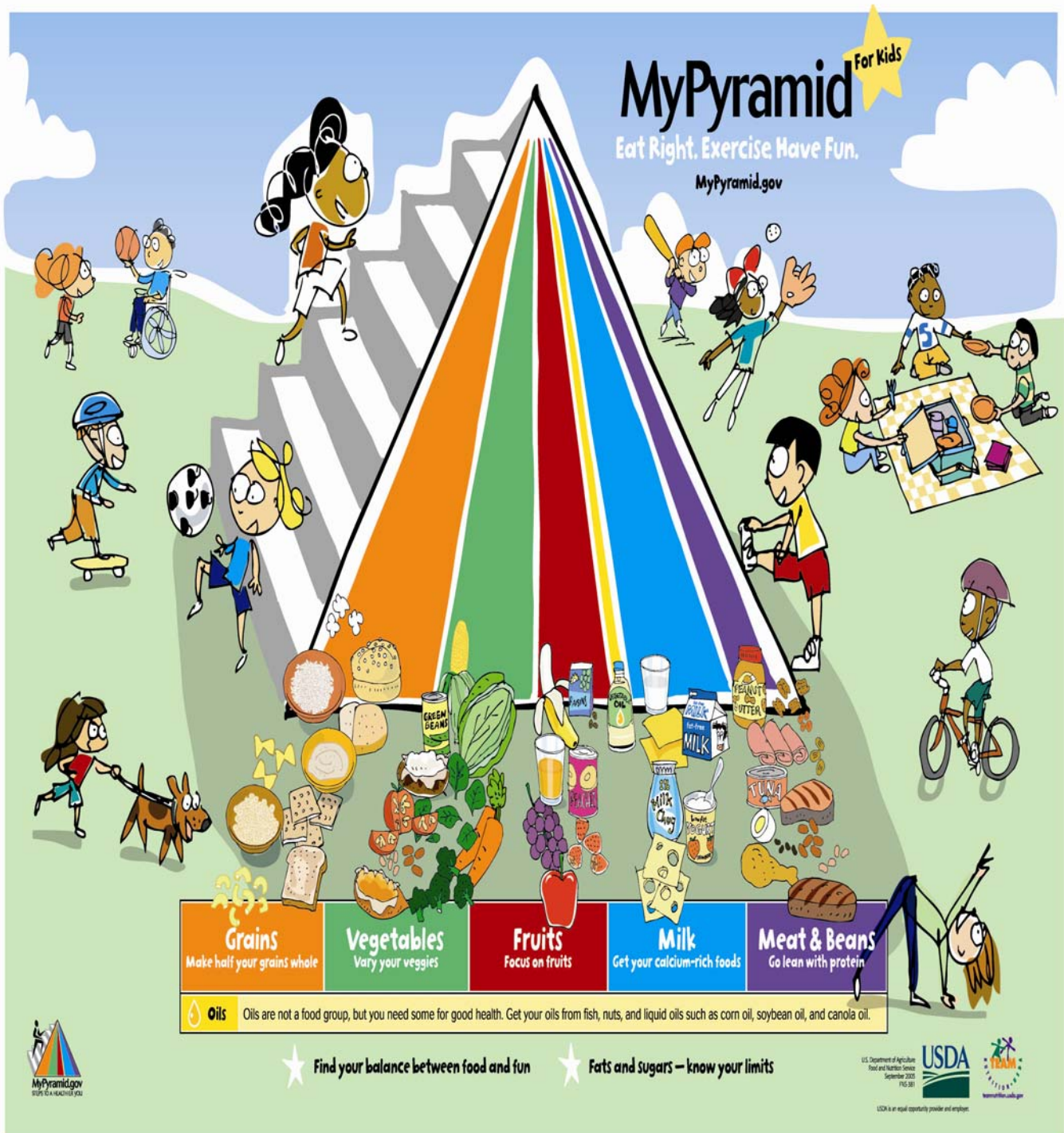
-Ask the students, “If we only ate pizza, would our bodies have energy and be healthy”? Remind the students that different foods work together to keep a person healthy. If we don’t eat properly, we would not have enough energy, our body might not grow properly and we would not be healthy.

-Discuss the different kinds of foods and recipes used in different cultures. Brainstorm different kinds of ethnic foods. (E.g. tacos, burritos, chop suey and egg rolls, spaghetti and lasagna, Irish stew, Polish sausage, sushi, and so on.


-Explain that getting plenty of rest and sleep helps you look sharp. Tell students they need sleep and rest for three reasons.

1. Sleep and rest help your body relax. Your heart beat slows down. You breathe slower. Your muscles do not work as hard.
2. Sleep and rest help you grow. Bones grow while you sleep and rest. Muscles grow while you sleep and rest.
3. Sleep and rest help you be alert. Sleep helps you be alert the next day. Getting rest during the day keeps you alert. Suppose you feel tired. Take a rest you will feel more alert afterwards.

Grade 2-Handout 5

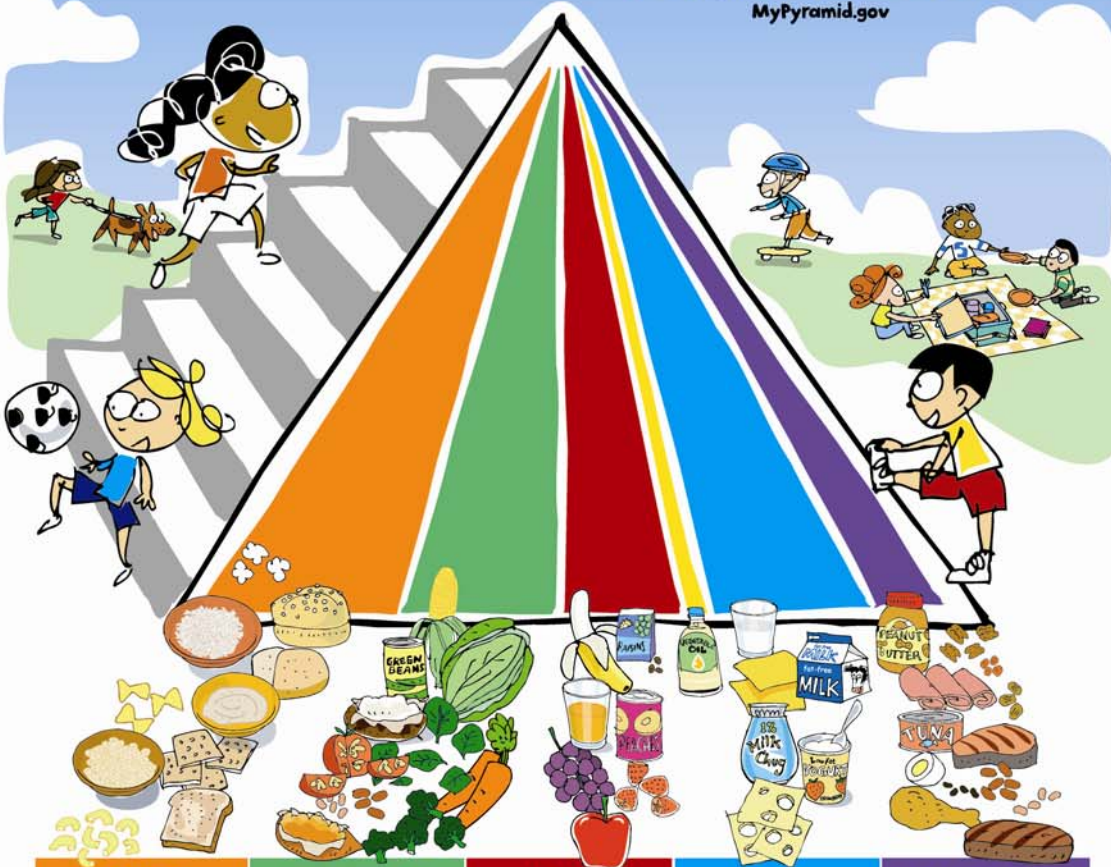


Grade 2-Handout 6



MyPyramid

Eat Right. Exercise Have Fun.
MyPyramid.gov




Grains	Vegetables	Fruits	Milk	Meat & Beans
Make half your grains whole Start smart with breakfast. Look for whole-grain cereals. Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").	Vary your veggies Color your plate with all kinds of great-tasting veggies. What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.	Focus on fruits Fruits are nature's treats – sweet and delicious. Go easy on juice and make sure it's 100%.	Get your calcium-rich foods Move to the milk group to get your calcium. Calcium builds strong bones. Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.	Go lean with protein Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried. It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.


Eat 6 oz. every day: at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day: for kids ages 2 to 8, it's 2 cups	Eat 5 oz. every day
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Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun <ul style="list-style-type: none"> Move more. Aim for at least 60 minutes everyday, or most days. Walk, dance, bike, rollerblade – it all counts. How great is that! 	Fats and sugars – know your limits <ul style="list-style-type: none"> Get your fat facts and sugar smarts from the Nutrition Facts label. Limit solid fats as well as foods that contain them. Choose food and beverages low in added sugars and other caloric sweeteners.
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MyPyramid.gov
usda.gov





U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-381

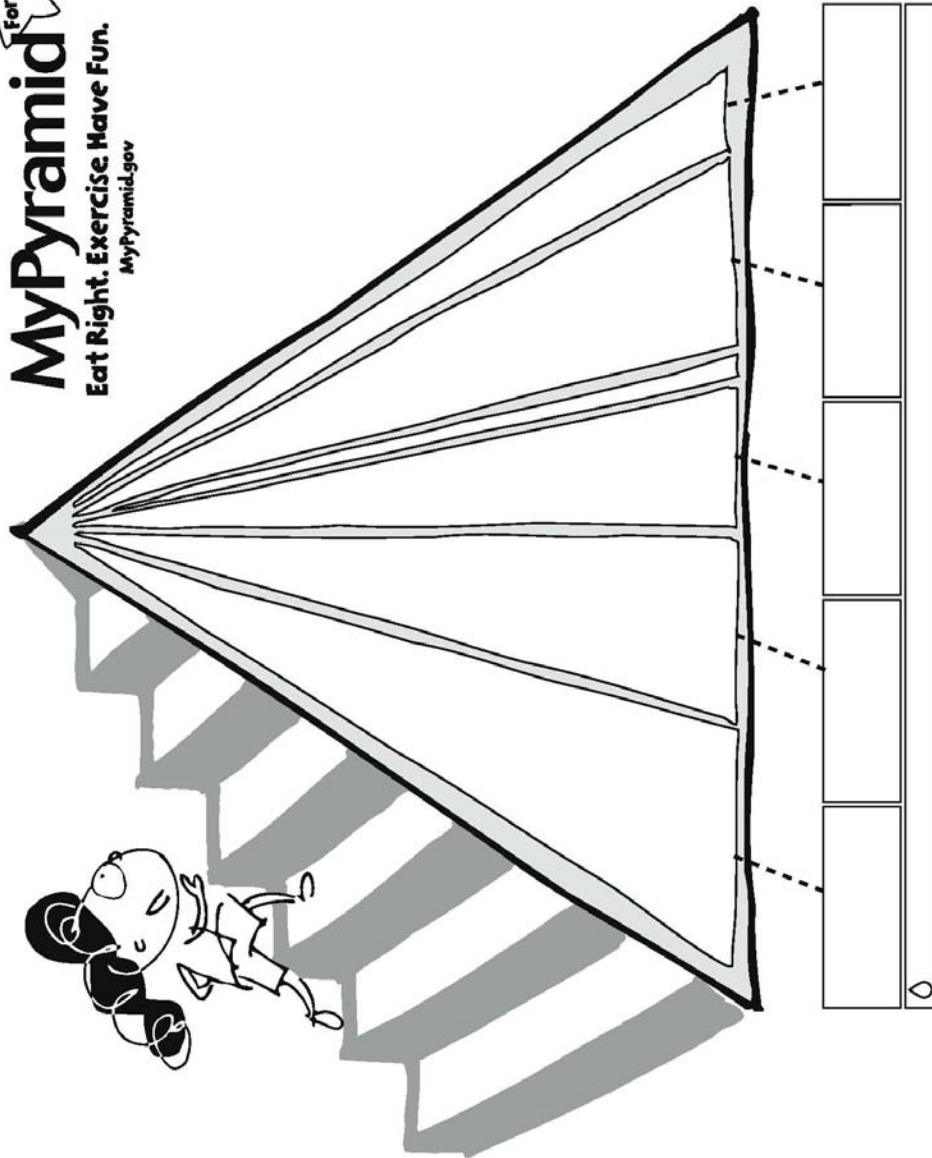
USDA is an equal opportunity provider and employer.



nutritionfacts.gov

Grade 2-Handout 7

MyPyramid
For Kids
Eat Right. Exercise Have Fun.
MyPyramid.gov



REPRODUCIBLE

TEAMNUTRITION.USDA.GOV

"Heart Fitness"



Lesson 3-Body Awareness/Personal Safety

CBC Infused with the Sunshine State Standards

HE.C.1.1.1- Discuss the importance of recognizing inappropriate behavior exhibited by strangers.

HE.B.1.1.6-Define good/bad touching (i.e. sexual abuse).

Goals and Objectives

1. Students will gain knowledge about their bodies and personal safety.
2. Students will be able to develop decision making skills utilizing the concept of personal safety.
3. Students will practice the appropriate language and phrases to use in different situations.
4. Identify people who are part of their support system.

Grade 2-Activity 1

Tell students that there are other rules to follow to protect themselves from violence. Define unsafe touch. An unsafe touch is a touch that is not right. Someone might tickle you in a way you do not want to be tickled. Someone might touch a private body part. A private body part is a body part that your bathing suit covers. Discuss these rules to follow if you get an unsafe touch:

1. Tell the person to stop.
2. Yell as loud as you can.
3. Run away.
4. Tell your parents, guardian, or another trusted adult right away.

Refer to handout 9 pg. 80, **“Stay Safe from Strangers”**, as additional information for personal safety.

Grade 2-Activity 2

Pass out support tree worksheet. Have students label one branch “family”, one branch, “school”, and the last branch, “community”. Ask the student s to name people we can talk to if we have a touching problem or need help. Each person the students name should be written on a leaf on the appropriate branch. Note: This activity can be developed on a bulletin board. Students can write names on leaves and pin them to the tree themselves. Display trees. Refer to handout 11, “Support Tree”, on pg. 82.

Additional Activities

1. Discuss **Safety Tips for Children**. Refer to handout 10 pg. 80.
2. Review special parts that are private. Using the handout 12 on pg.83
3. Invite some school support persons and have them describe ways her or she can be of assistance to the student. Possible presenters are a counselor, principal, listener, etc.
4. Review Child Support Systems handout 13 on pg.84, where children can go for help and assistance.

Content/Discussion Information

Start the lesson off by saying: In kindergarten and first grade you learned that you are in charge of your body. Today I am going to tell you some what of stories and we are going to talk about what the people in the stories should do.

1. Tony started to walk home from soccer practice, and his best friend came up and put his arm around his shoulder. How would Tony feel and what should he do? How would you feel if you were Tony? What would you do? Discuss with students that this touch is an O.K. touch. It makes us feel good.
2. Ron’s parents had to go out and a babysitter stayed with him. The babysitter came into Ron’s room and told him they were gong to play a new game. The have to get undressed first to play. The babysitter started to touch Ron on his private parts. What should he do? What should he say? Should he tell someone?

Content/Discussion Information (Continue)

Discuss with the students that this touch made Ron feel very uncomfortable. He should say “No, I don’t want to, and “Don’t touch me, I don’t like it”. Students can practice saying these. Even if the babysitter promises not to do it again, Ron should tell his parents. Ron’s parents will be glad he told them. Nobody is suppose to do bad things to you. It is not O.K. Tell someone.

3. Barbara’s grandfather lives out of town. Every time he comes to visit, he makes her sit on his lap and she doesn’t like it. He doesn’t do anything wrong, he just hold her too tight, and she wants to play. What is the problem? What should Barbara do? Discuss with the students polite but assertive responses she could use. Remind students that they are in charge of their bodies. Nobody should touch them in a way that makes them feel uncomfortable.

Review these points:

Your body is yours and you can say who touches it. It’s O.K. to say no to someone who is older and bigger, even someone you love if they ask you to do something that is wrong. Say “Today we have been talking about what to do if someone gives you a “not okay” touch and you came up with some good answers. Remember most people give some good touches. Raise your hand if you want to tell us your favorite touch and who you get them from.

STAY SAFE FROM STRANGERS

1. Do not let anyone into your home. Keep the door locked.
2. Phone your parents or guardian if a stranger comes to the door.
3. Do not tell a caller that your parents or guardian are not home.
4. Tell your parents or guardian where you will play.
5. Do not play alone.
6. Do not talk to a stranger.
7. Run away if a stranger talks to you.

Grade 2-Handout 10

SAFETY TIPS FOR HOME AND SCHOOL

School

17. Walk with a friend, you will have more fun, someone to talk to, and people probably won't bother you when you have a friend with you.
18. When you're walking somewhere always take the safest way, crossing guards, traffic lights etc.
19. Don't take short cuts when you're walking.
20. If you see strangers around, be to tell your parents or teacher; they can talk with the person and see what he or she wants.
21. If you are followed by someone tell a teacher or your parents so they can call the police.
22. Don't ever tell anyone your name or address, except if it is someone you are asking for help like a police officer, or teacher.
23. Be sure to get permission ahead of time to go anywhere or to stop at a friend's house.
24. Never play in alleys or deserted buildings.
25. Do not play alone on playgrounds.
26. Do not play near or in restrooms.

Home

27. Do not open the door for any strangers or other persons who your parents have not approved. (Even if they ask to use the phone).
28. Keep doors locked when home alone. If someone calls for your mom or dad say they can't come to the door or phone now. Never give a stranger any information or say you are home alone.
29. If you get an obscene, nasty or frightening call hang up immediately. Tell your parents.
30. Tell a parent if you see anyone hanging around near your home. If a parent is not home, phone a neighbor. Try to remember what they are wearing or what the car looks like or its license number.

With people you know

31. Your body is your own. You can say who is allowed to touch it.
32. Nobody can touch your private parts and make it a secret.

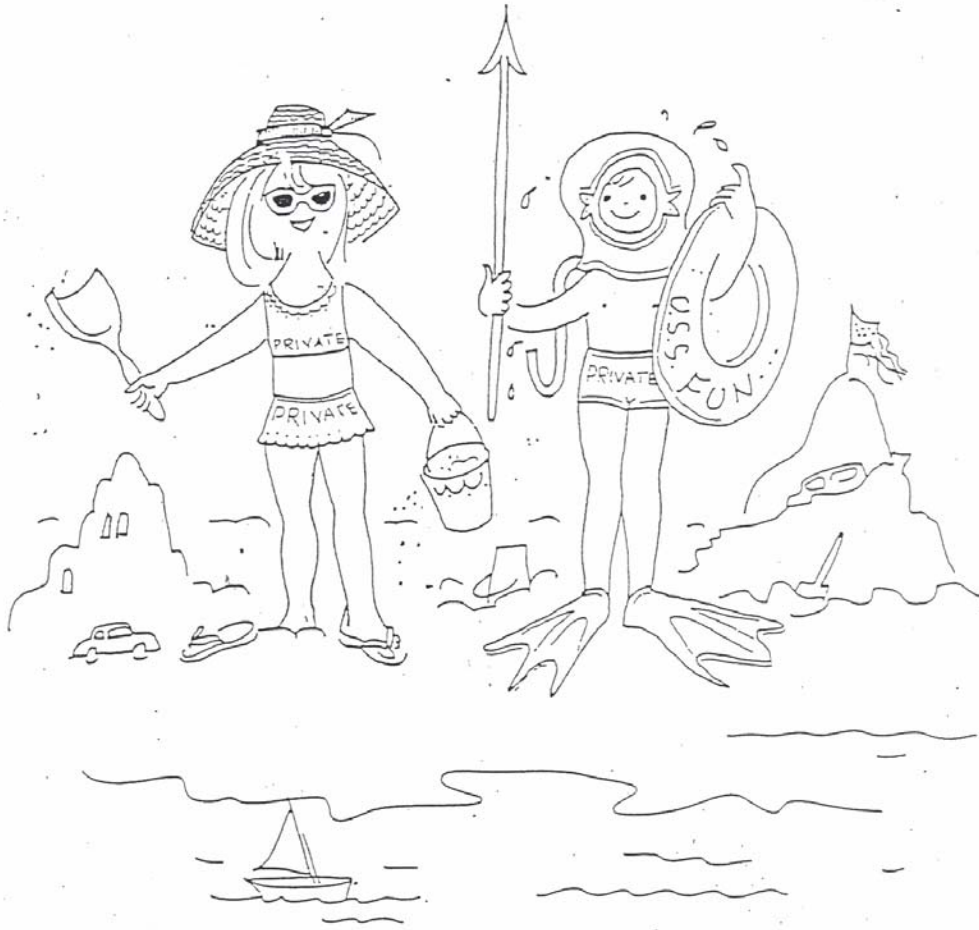
Grade 2-Handout 11

"Support Tree"



Grade 2-Handout 12

THESE SPECIAL PARTS OF YOUR BODY
ARE THE PARTS THAT GO UNDER YOUR
SWIMSUIT AND YOUR UNDERWEAR.



Grade 2-Handout 13

Child Support System

Children need to know who they can go to for help and assistance. Here are some support systems.

Home

Mother
Father
Step-parents
Step-grandparents
Older Brother
Older Sister
Grandmother
Grandfather
Aunt
Uncle

Community

Doctors
Nurses
Priest, Rabbi, Minister
Neighbor
Police Officer

School

Principal
Teacher
School Counselor
School Secretary
Other Staff Members

Lesson 4-Self Esteem

CBC Infused with the Sunshine State Standards

HE.A.1.2.3- Participate in activities that will help improve self-esteem

Goals and Objectives

1. Students will be able to give examples of actions that show good character.
2. Students will understand how each individual is special and unique in their own way.

Grade 2-Activity 1

Instruct students to make a collage entitled “Me”! They should collect and cut out pictures, words and symbols that are representative of themselves-things they like to do, things they own, things they would like to won, places they’ve been, people they admire, etc. They are to paste these pictures, words and symbols onto their sheets of construction paper (cutting the construction paper into a silhouette is an added touch and makes nice presents to take home). After the individual collages are completed, display them. Have each student explain to the class what the items on their “Me” collage represent. Remind the students that each collage is different and unique just as we are different and unique.

Grade 2-Activity 2

Distribute the handout 14 pg. 86, “**What Makes Me Shine?**” Discuss the activities on the handout. Read the instructions aloud. Have students circle the activities they like to do. Have students suggest some other kinds of activities they like to do. Have students suggest some other kinds of activities they like to do. Have students turn the handout over to an activity they like to do. A student who likes to play basketball might draw himself or herself playing basketball. Tell students they can draw many different pictures of things they like to do. However, they should not write their names on the picture. Collect the pictures and spread them on the floor. Have students sit on the floor in a circle around the pictures. Shine your flashlight on one so that you have a “shining star.” Based on the pictures, ask students to tell the name of the person in the class who they believe is the shining star and their reasons for selecting this person. Give students a number of opportunities to select different students.

Grade 2-Activity 3

Distribute the handout 16 pg. 87, “**Twinkle, Twinkle, I’m a Star.**” Tell students they are going to write their own poem to tell how they shine. Tell them to use their own words. The following is an example you can share with the class.

I am happy here at school.
I will not break any rule.
I do my homework everyday.
So that I have time left to play.

Tell students that poems do not always have to rhyme. Have students write their poems. Have them illustrate the poem in the star.

Additional Activities

1. Students can choose a partner after reading or playing together, they can share with the class what they like best about their partner. Make sure everyone gets a turn.

Content/Discussion Information

Tell students that different people do different thing well. We have different abilities but we can all do something well. When we do things well we feel good.

Grade 2-Handout 14

"What Makes Me Shine?"

What are some of the things you like to do?



RIDING



READING



DRAWING



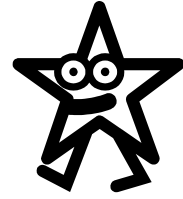
PLAYING

Write the words of the activities you like to do.

Draw some other activities that make you shine.

Grade 2-Handout 15

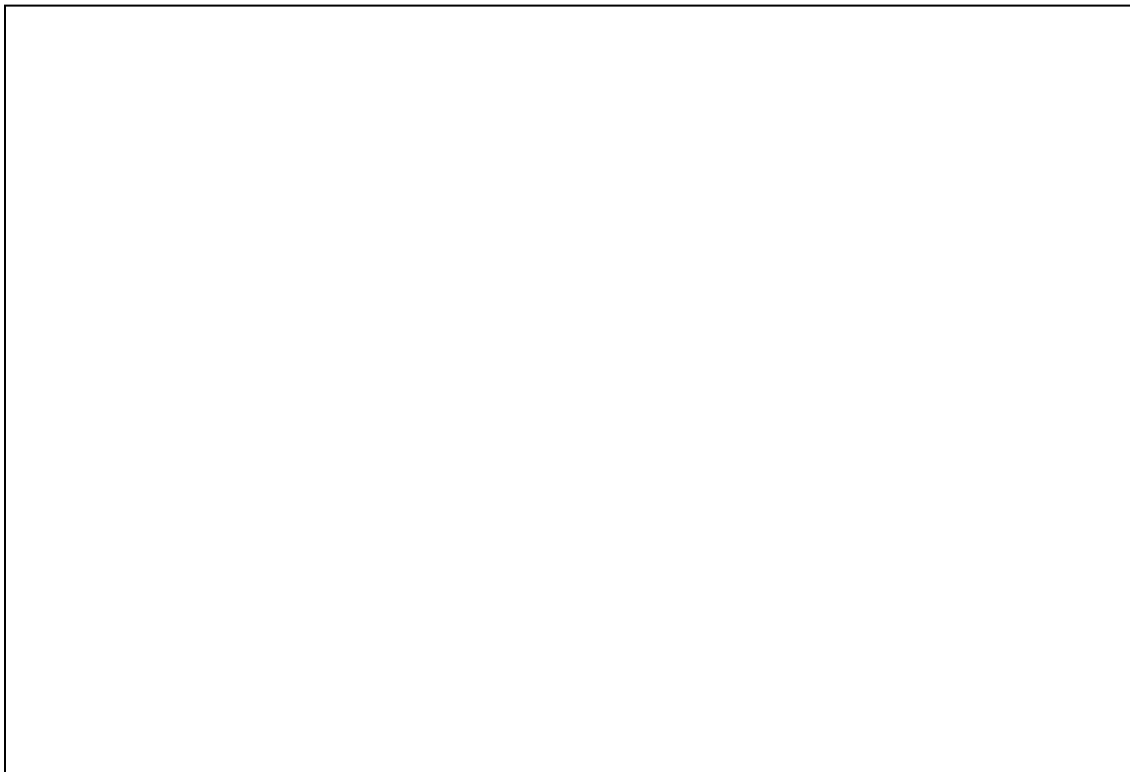
Twinkle, Twinkle, I'm a Star



NAME _____

Write your own poem. Draw a Picture or your poem.

Twinkle, Twinkle, I'm a Star



Lesson 5-Health Care Workers

CBC Infused with the Sunshine State Standards

HE.C.2.1.3-Identify health professionals and their job responsibilities.

Goals and Objectives

1. Students will understand what jobs are in health.
2. Students will understand steps in becoming a health helper.
3. Students will what a volunteer does.

Grade 2-Activity 1

Distribute the “**Health Helpers**” handout 16 pg. 89. Define health helper. A health helper is a person who helps you stay healthy. Review with the students the different kinds of health helpers in their community. Explain that there are many people that are health helpers. Ask students if they ever heard the words- pharmacist and paramedic. Write the words on the chalkboard. A pharmacist gets a prescription for medicine from the doctor and gets it ready for the patient to use. The pharmacist fills out the label on the prescription bottle so the patient knows how to take the medicine. A paramedic is a hospital helper who rides in an ambulance to an emergency to help people who are injured or very ill. Paramedics take care of people until they can get to a hospital. Tell students it is important to cooperate with health helpers. Define cooperate. To cooperate is to work together. Have students describe their experiences with any health professionals. Tell students that they will want to have regular medical checkups.

Grade 2-Activity 2

Distribute the Handout 17, pg. 90, “**Health Helpers’ Helpers.**” Read the names of each health helper on the handout aloud. Have students draw a line from the health helpers to the tools they use. Review the different kinds of health helpers.

Additional Activities

Video

Content/Discussion Information

Explain to students that there are other health helpers which are school nurses and police officers. A school nurse gives you first aid when you are hurt. A school nurse gives you first aid when you are hurt. A school nurse takes your temperature when you are ill. A police officer protects you from people who might harm you.

Explain that one way to find out what health helpers do to be a volunteer. Define volunteer. A volunteer is a person who helps someone without getting paid. Tell students their parents or guardian might volunteer. They might volunteer to collect money for the American Cancer Society. They might volunteer to serve food in a homeless shelter. Tell students to ask their parent or guardian for ways they can volunteer.

Health Helpers



Paramedic



Doctor



Dentist



Pharmacist

Grade 2-Handout 17

Health Helpers' Helpers

Name _____

Directions: Draw a line from each word to the picture.

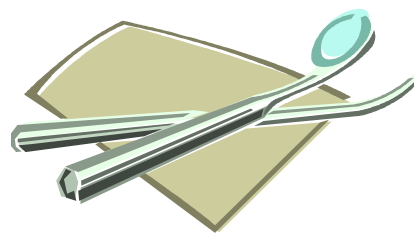
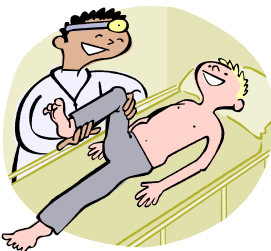
1. Paramedic



2. Pharmacist



3. Doctor



4. Dentist



HEALTH EDUCATION CURRICULUM

GRADE 3



FOR TEACHER TRAINING PURPOSES ONLY



Lesson 1-Personal Health/Hygiene

CBC Infused with the Sunshine State Standards

1. HE.B.1.1.1-The student will demonstrate ways to prevent transmission of germs.
2. HE.B.1.1.1-Identify methods for keeping germs from spreading.

Goals and Objectives

1. Students will tell how germs cause disease.
2. Students will name ways germs are spread.
3. Students will explain what body defenses do.

Grade 3-Activity 1

Before class, make two copies of the handout outline of a body. Place one over the other and use a red marker on the top sheet to test whether the ink soaks through. You want the ink to soak through. If the ink does not soak through, use a different marker. You are going to divide the class into four teams according to the handout germ relay. Copy each statement from the germ relay to index cards so that you have one card per student and an adequate number of cards for each team. Place the index cards face down in a pile on a table. Make four copies of the handout germ relay for the four teams that will play germ relay. Divide the class into four teams by arranging desks in four rows or having students count off by fours. Assign the following team names: The Germy Droplets, The Dirty Hands, The Strange Dogs, and the Pink Hamburgers. Give each group a copy of the handout Germ Relay. Give the following instructions and walk through an example:

- On my signal, the first student in each row takes the copy of the Handout and walks up to the table.
- The student looks through the cards to find a card that says one of the ways to keep germs from spreading that is written on the handout under the team name.
- The student picks up the card, returns to his or her seat, and passes the handout to the second student.
- The second student goes up to the table, then the third, and so on.

Begin the relay with the students. Note the order in which the teams finish. Have all students hold up their cards. The team that finishes first and has the greatest number of correct cards wins the relay. If a team finishes before another team but has fewer correct cards, the team that has the most correct cards wins.

Grade 3-Activity 2

Have students work in pairs to decide two things they might do to protect themselves from the sun if no sunscreen was available. Have pairs share their ideas with the class.

Grade 3-Activity 3

Have students create a pamphlet that contains information about grooming skin, hair, and nails and general information about how to use grooming products responsibly. Students can produce their pamphlets using a software program if possible.

Grade 3-Activity 4

Have students write and perform a skit of the following scenario. Your friend bites her nails when she is feeling anxious or stressed. You know this is not a good habit. What can you do to help her stop biting her nails? Student suggestions to stop could include talking about her anxiety to a friend, replacing the action with a positive health behavior, and using special nail polish with an unpalatable taste.

Additional Activities

1. Have students explain why it is important to keep your skin healthy.
2. Have students write explaining that being unprotected in the Sun results in sunburn. Applying sunscreen can protect you from sunburn.
3. Have students draw themselves doing two things to take care of their skin hair. Ask student to share their pictures with the class.
4. Handouts 3 and 4 on pgs.96 and 97

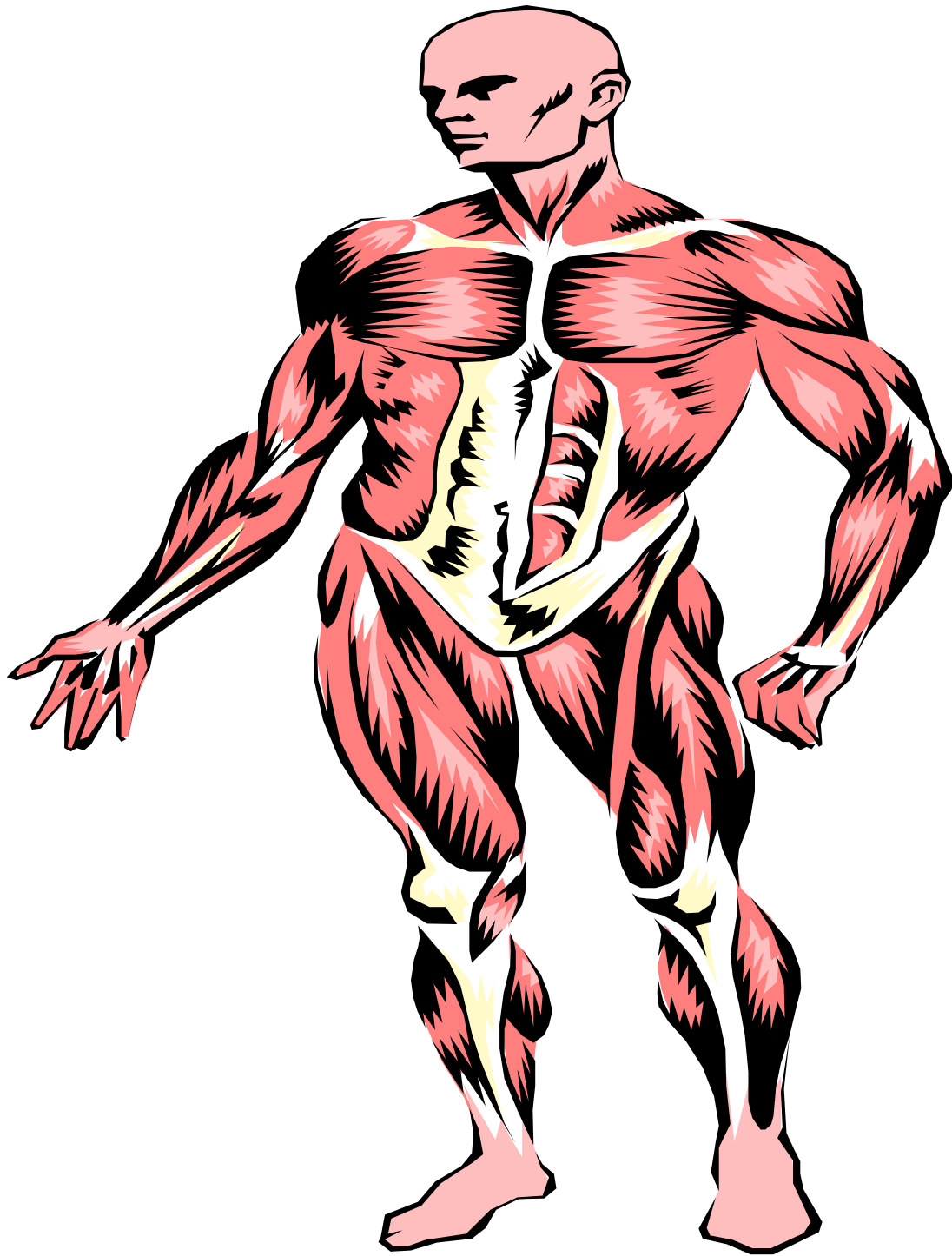
videos

Content/Discussion Information

Explain to students that they are going to learn how to keep germs from entering their bodies and how to keep from spreading germs. There are many different kinds of germs that can harm the body. Germs can cause disease. Define disease. Disease is an illness that keeps your body from working as it should. Two kinds of germs that can cause disease are bacteria and viruses. Define bacteria. **Bacteria** are one-celled germs. Some bacteria can make poisons that cause infections and illness. Define viruses. **Viruses** are germs that are much smaller than bacteria. Viruses cause disease by getting inside body cells. They make exact copies of themselves. This causes cells to burst open. The cells die.

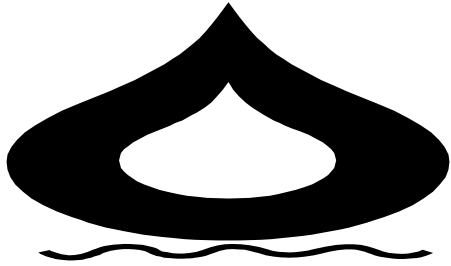
Explain to students that the skin prevents germs from entering the body, regulates body temperature, protects internal organs, provides us with our sense of touch, and helps protect us from the Sun's harmful rays. Discuss the idea that the body's defense against the Sun's harmful rays is to produce a pigment in skin cells. As the pigment is produced, the skin darkens. A sun tan is a sign of sun damage which can cause skin cancer later in life.

Grade 3-Handout 1



Grade 3-Handout 2

Team Cards



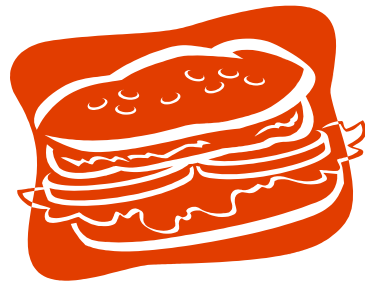
The Germy Droplets



DIRTY HANDS



THE STRANGE DOGS



**THE PINK
HAMBURGERS**

Grade 3-Handout 3

Positive grooming-Vocabulary Development

Directions: Write the letter of the correct answer on the line.

- ___ 1. Taking care of your body and appearance.
- ___ 2. Put it on the body to block the sun's rays.
- ___ 3. Something used to promote health.
- ___ 4. The organ that covers your body.

Directions: Answer the questions on the lines provided.

5. Write a short paragraph explaining ways to keep your skin healthy. Include the following vocabulary words in your paragraph: *skin, sunscreen, grooming, and health care product*.

6. Why is it important to get enough rest and sleep?

Grade 3-Handout 4

GOOD GROOMING

Directions: Complete the lesson outline by filling in the blanks.

YOUR SKIN

1. Your _____ is an organ that covers your body.
2. It prevents _____ from entering your body.
3. It Keeps _____ from harming the inside of your body.
4. Foods that have _____ help keep your skin healthy.
5. The sun's harmful rays can cause _____.
6. Using _____ blocks the sun's harmful rays from burning your skin.

GROOMING

7. Taking care of your body and appearance is _____.
8. A _____ is something that is used to promote health.
9. List ways to use grooming products responsibly.
 - a. _____.
 - b. _____ the label.
 - c. _____.
 - d. Tell a parent or guardian if you have any _____.
10. A _____ is an unwanted feeling or illness after using a substance.
11. Washing your hair with _____ removes dirt and oil.
12. Tiny insects that lay eggs in hair are _____.

Grade 3-Handout 3 **ANSWER SHEET**

Positive grooming-Vocabulary Development

Directions: Write the letter of the correct answer on the line.

- A 1. Taking care of your body and appearance.
- D 2. Put it on the body to block the sun's rays.
- B 3. Something used to promote health.
- C 4. The organ that covers your body.

Directions: Answer the questions on the lines provided.

5. Write a short paragraph explaining ways to keep your skin healthy. Include the following vocabulary words in your paragraph: *skin, sunscreen, grooming, and health care product*.

Possible answer: The skin is the organ that covers the body. It is important to keep skin healthy through grooming and using sunscreen. Grooming includes washing skin with soap and water everyday. Using sunscreen while in the sun protects skin from the sun's harmful rays. Soap and sunscreen are examples of health care products used to help keep skin healthy.

6. Why is it important to get enough rest and sleep?

Possible answer: Getting enough sleep and rest helps you stay alert in school. It gives you a pleasant appearance and keeps you from being tired. It also helps keep you from having accidents and getting sick. It is part of good grooming.

Grade 3-Handout 4 **ANSWER SHEET**

GOOD GROOMING

Directions: Complete the lesson outline by filling in the blanks.

YOUR SKIN

1. Your skin is an organ that covers your body.
2. It prevents germs from entering your body.
3. It Keeps sunlight from harming the inside of your body.
4. Foods that have vitamin A help keep your skin healthy.
5. The sun's harmful rays can cause skin cancer.
6. Using sunscreen blocks the sun's harmful rays from burning your skin.

GROOMING

7. Taking care of your body and appearance is grooming.
8. A health care product is something that is used to promote health.
9. List ways to use grooming products responsibly.
 - a. Ask your parents or guardian before using a new product.
 - b. Read the label.
 - c. Follow the directions on the label.
 - d. Tell a parent or guardian if you have any side effects.
10. A side effect is an unwanted feeling or illness after using a substance.
11. Washing your hair with shampoo removes dirt and oil.
12. Tiny insects that lay eggs in hair are head lice.

Lesson 2-Cells and Growth

CBC Infused with the Sunshine State Standards

1. HE.A.1.2.1-Will be able to define and identify the functions of each body system.
2. HE.A.1.2.3-Students will be able to define puberty and discuss how hormonal changes occur.
3. HE.A.1.2.1-Explain how each person's body grows at its own rate by means of cell division.

Goals and Objectives

1. Students will be able to explain what a cell is and describe the different characteristics of cells.
2. Students will be able to identify puberty as a natural process of body change.
3. Students will understand that all living things reproduce and reproduce their own kind. Students will also understand human reproduction, and match adult living things with their young.
4. Explain how the division of body cells causes the body to grow, understand that different people grow at different rates, and name ways to help their bodies grow properly.

Grade 3-Activity 1

Gather regular square building blocks. Show students how each block helps makes up a whole building, just like each cell helps to make up a whole person. Show students pictures of various kinds of cells. Which has pictures of various different kinds of cells; explain to the students that the kinds of cells in your body look different from one another. For example, the skin cells are not like the bone cells. They have different shapes and do different jobs, too. Let students draw a building made from blocks. Have students share how their building was constructed. Ask them how the building might be compared to the human body.

Grade 3-Activity 2

Distribute an orange segment to each student. Have the students to study the segment. (If they look closely, they should be able to identify the cells of the orange). Ask "How are the orange cells like the cells of your body?" Say, "The word cell means 'Small room'. Each of the body's cells is like small rooms that together with billions of others form the whole body. The body is constantly making new cells all the time. Inside the body, cells in body parts grow too. This is how we grow. If prepared slides of plant and animal cells are available, let students observe them. Have students draw what they see on paper. Give students opportunity to share.

Grade 3-Activity 3

Let students work in groups of four to make, "An Edible Cell". Have the children pour the prepared vanilla pudding into the pie pan. Roll peanut butter into a round shape (like a pancake) and place in center of pudding. Other materials can be used as alternates. Be creative. Children can eat creation at the end of the lesson: Alternate: Have students cut a white circle out and place a small black circle in the center. Draw an edge around the design and label parts. Refer to handout pg. 103.

Grade 3-Activity 4

Have students cut pictures words from magazines or newspapers that represent them, and paste them on a large sheet of construction paper. Tell them to choose their pictures and words carefully because you want the result to be all about them. If they have trouble getting started, have them think of things they like or dislike, places they would like to visit, foods they enjoy eating, words that describe them, etc. Display the collages on a bulletin board entitled "Collage Yourself".

Grade 3-Activity 5

Have students draw pictures showing how they looked and acted in second grade and how they look and act now. Have students draw flowcharts tracking the changes of a developing human being. Ask students to draw a person at each stage. Next to the picture of each person, give one example of how that person changed physically, mentally, and emotionally since the previous stage. Discuss the five states of the human life cycle with students refer to handout “The Life Cycle on page 104. Using the handout have students cover the page with notebook paper so that only the photograph are showing. Have students match each photograph with the correct stage. . Point out that adolescent is another name for *teenager*.

Grade 3-Activity 6

Create a graphic organizer, have each student use construction paper and markers to make a graphic organizer that includes the names of the body systems with their definitions and lines that connect reach related system.

Grade 3-Activity 7

Have students interview their parents. Have students ask their parents what their weight and body measurements were at birth. Have students make comparisons with their present heights and weights.

Grade 3-Activity 8

Discuss tadpoles and frogs. Emphasize that living things come from other living things. “We’ve all seen baby pictures of ourselves. Infants look very different from adults and children. They are living things and grow up; to be adults. Discuss the differences. Pass out handout? And ask students to match the adult with its offspring.

Grade 3-Activity 9

Discuss to students that puberty occurs during adolescence and is the period of time when the body becomes able to reproduce. Tell students that “reproduce” means the ability to have children. During puberty individuals who are the same age might look very different in size and shape. Ask students to think about adolescents they know. Ask students how to people look and act? Possible answers: They do not all look and act alike Often they seem to be trying to act like adults and are starting to look more like adults, but they are not quite there. Have students complete the Handout “**Growing and changing**” and Handout “Growing and changing study guide” on pages 107 and 109.

Grade 3-Activity 10

Discuss the following vocabulary with students:

Infant child adolescence adult elderly adult reproduction

Distribute handout? “Life Cycle”. As a group discuss each stage of the life cycle (infancy, childhood, adolescence, adult, and elderly adult). Carefully explain to students that:

- Life cycles end in death.
- Reproduction creates more living things. If living things did not reproduce, nothing would be alive, the cycle would end.
- In humans, most reproduction occurs in young adulthood, although some very young and some very old people have babies.
- Ask students to shade the area of the life cycle in which reproduction occurs.

Grade 3-Activity 11

Using the Major Body Systems Handout Discuss the body systems and its functions. Have students label the body systems using the Handouts13-16 on pages 111-120

Additional Information

Videos

Content/Discussion Information

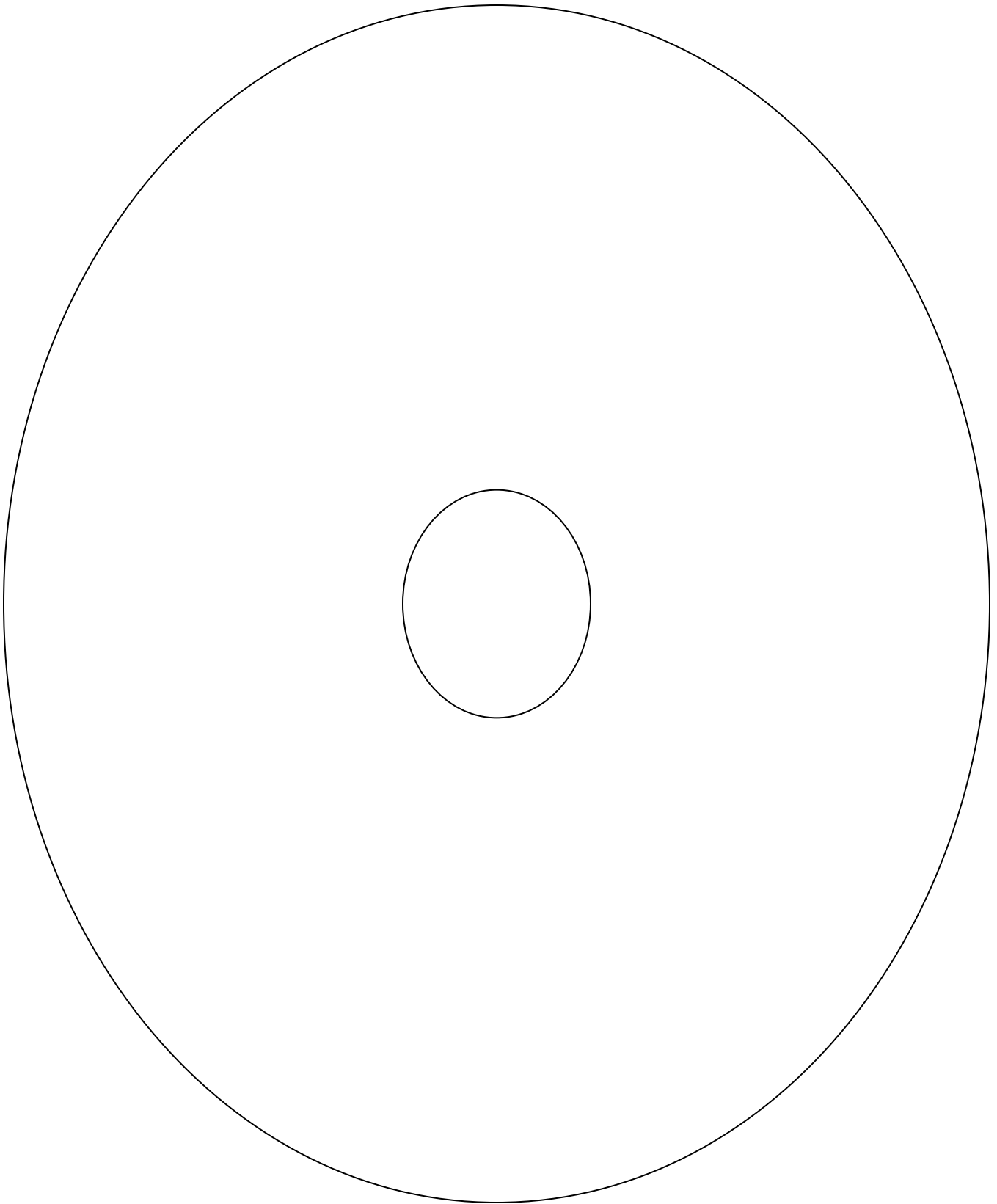
Discuss the following:

1. What is a cell?
2. How are cells important to the body?
3. What does the word cell mean?
4. What does this mean? "The body is made up of different kinds of cells?"

Explain to students that many changes start to occur in boys around ages 10-13 or so, and in girls around 9-13. This period of physical and emotional growth and the change occurring between childhood and adulthood is called puberty. P-U-B-E-R-T-Y. (Write the word on the board. Have class repeat the word.) It is a natural process of growth and you may have noticed some other friends and classmates growing faster than you. You may have seen girls grow faster than boys at certain age, but then the boys have their growth spurts and girls stop growing so much. Each of you will grow when your body tells it to."

Tell the class that some people in the class may feel there is a need to act silly about the things we will be discussing today. Ask students "Do you know why?" (When people do not understand completely about something, they feel uncomfortable about it. Since no one likes to feel uncomfortable they feel compelled to do something. So they giggle and do other things which disturb other people who would like to listen.) Now that all of you understand that this kind of behavior is not very grown-up, you are expected not to act in this manner. "What do you think it means to grow up?" Elicit the differences between a boy and a man and/or girl and woman. "Within the next few years you will grow and change in many ways. It is perfectly natural for you to be interested in and curious about this wonderful process of 'growing-up'- boys into young men, girls into young women."

Grade 3-Handout 5



Grade 3-Handout 6

The Life Cycle

Stages of the Life Cycle

Stage	Description
<i>Infancy</i> (IN•fuhn•see)	The stage from birth to age one. You grew quickly, learned to roll over, sit up, and reach for objects.
<i>Childhood</i>	The stage from age 1 to age 12. During childhood you learn to manage your emotions, to solve problems, and to get along with others.
<i>Adolescence</i> (ad•uh•LES•uhns)	The stage from age 12 to 18. You enter puberty and grow into an adult.
<i>Adulthood</i>	The longest stage of the life cycle. From age 18 to age 70. young adults may live on their own, go to college, find a job, get married, and have a family.
<i>Late adulthood</i>	The stage from age 70 and beyond. Older adults may retire from their jobs, keep working, or volunteer. They experience physical and mental changes as their bodies age.



Grade 3-Handout 7

OFFSPRING MATCH

Adult

1. Butterfly

2. Cow

3. Frog

4. Human

5. Dog

6. Cat

7. Tree

8. Hen

9. Goose

10. Kangaroo

Offspring

Calf

Tadpole

Joey

Caterpillars

Sapling

Kitten

Infant

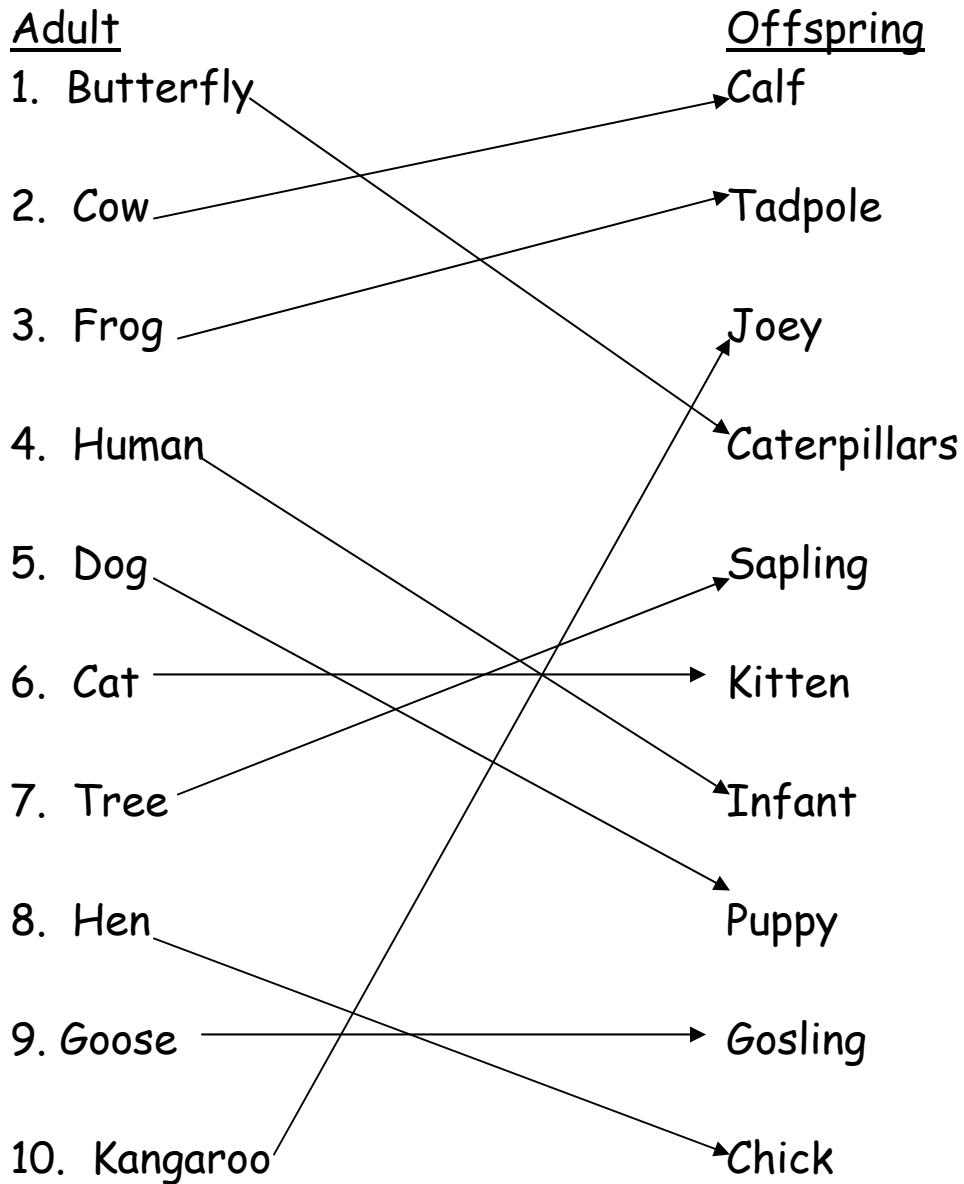
Puppy

Gosling

Chick

Grade 3-Handout 7 ANSWER SHEET

OFFSPRING MATCH



Grade 3-Handout 8

Growing and Changing Developing Vocabulary

Directions: Write the letter of the correct answer on the line.

1. Cells that are alike and working together._____
2. The time when the body becomes able to reproduce._____
3. The stage of life from age 12 to age 18._____
4. The stage of life from birth to death._____
5. A group of organs working together to do a job._____
6. The smallest living part of the body._____

VOCABULARY		
A. Adolescence	B. Body system	C. Cell
D. Life cycle	E. Puberty	F. Tissue

Directions: Answer the questions on the lines provided.

7. What stage of the life cycle are you now in? How do you know?

_____.

8. Name one body system. Name one organ found in that body system.

_____.

9. What changes occur as you grow older?

_____.

10. How are cells part of an organ?

_____.

Grade 3-Handout 8 ANSWER SHEET

Growing and Changing Developing Vocabulary

Directions: Write the letter of the correct answer on the line.

1. Cells that are alike and working together. F
2. The time when the body becomes able to reproduce. E
3. The stage of life from age 12 to age 18. A
4. The stage of life from birth to death. D
5. A group of organs working together to do a job. B
6. The smallest living part of the body. C

VOCABULARY		
A. Adolescence	B. Body system	C. Cell
D. Life cycle	E. Puberty	F. Tissue

Directions: Answer the questions on the lines provided.

7. What stage of the life cycle are you now in? How do you know? Childhood; I'm 8 or 9 years old, which is between 1 and 12.
8. Name one body system. Name one organ found in that body system. Possible answers: any body system and corresponding organ listed in the chart provided.
9. What changes occur as you grow older? Physical, mental, emotional, family, and social changes.
10. How are cells part of an organ? Cells that are alike and work together form a tissue. Tissues work together to form an organ.

Grade 3-Handout 9

Growing and Changing Developing Study Guide

The Life Cycle

1. The stages of life from _____ to death make up the life cycle.
2. Human beings go through five stages, including _____, from birth to age 1; _____, from age 1 to 12; adolescence, from age 12 to age 18; _____, from 18 to 65; and late _____, from age 65 and beyond.

Your Growing, Changing Body

3. Growth takes place at different _____.
Sometimes growth happens all o a sudden, or in _____.

How Your Body Grows

4. A cell is the _____ living part of the body.
5. Cells work together to form a _____.
6. A body system is a group of _____ working together to do a job.
7. List two ways to care for your body systems.
 - a. _____
 - b. _____

Grade 3-Handout 9 ANSWER SHEET

Growing and Changing Developing Study Guide

The Life Cycle

1. The stages of life from birth to death make up the life cycle.
2. Human beings go through five stages, including infancy, from birth to age 1; childhood, from age 1 to 12; adolescence, from age 12 to age 18; adulthood, from 18 to 65; and late adulthood, from age 65 and beyond.

Your Growing, Changing Body

3. Growth takes place at different rates.
Sometimes growth happens all o a sudden, or in spurts.

How Your Body Grows

4. A cell is the smallest living part of the body.
5. Cells work together to form a tissue.
6. A body system is a group of organs working together to do a job.
7. List two ways to care for your body systems.
 - c. Eat healthful foods.
 - d. Get plenty of physical activity.

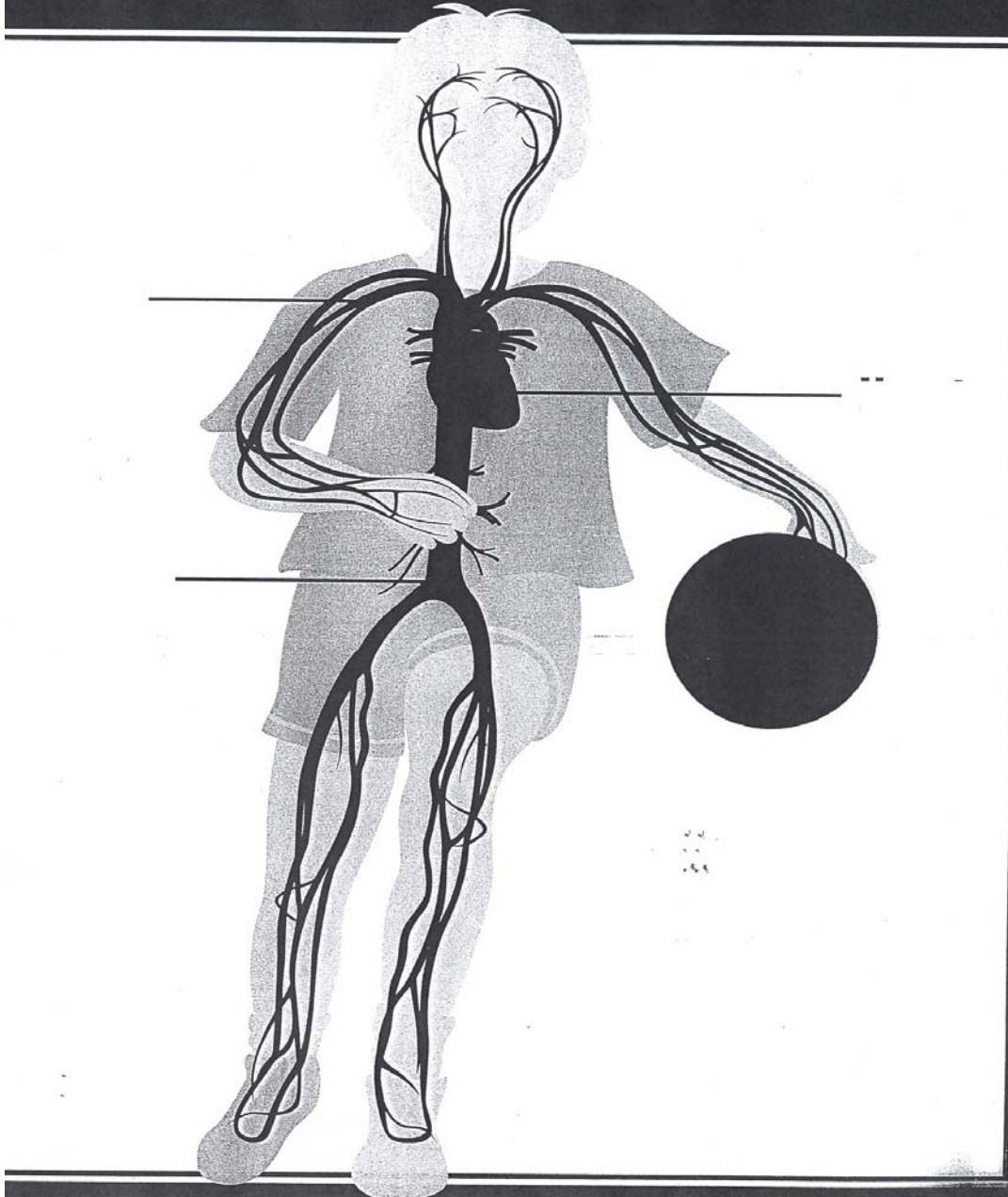
Grade 3-Handout 10



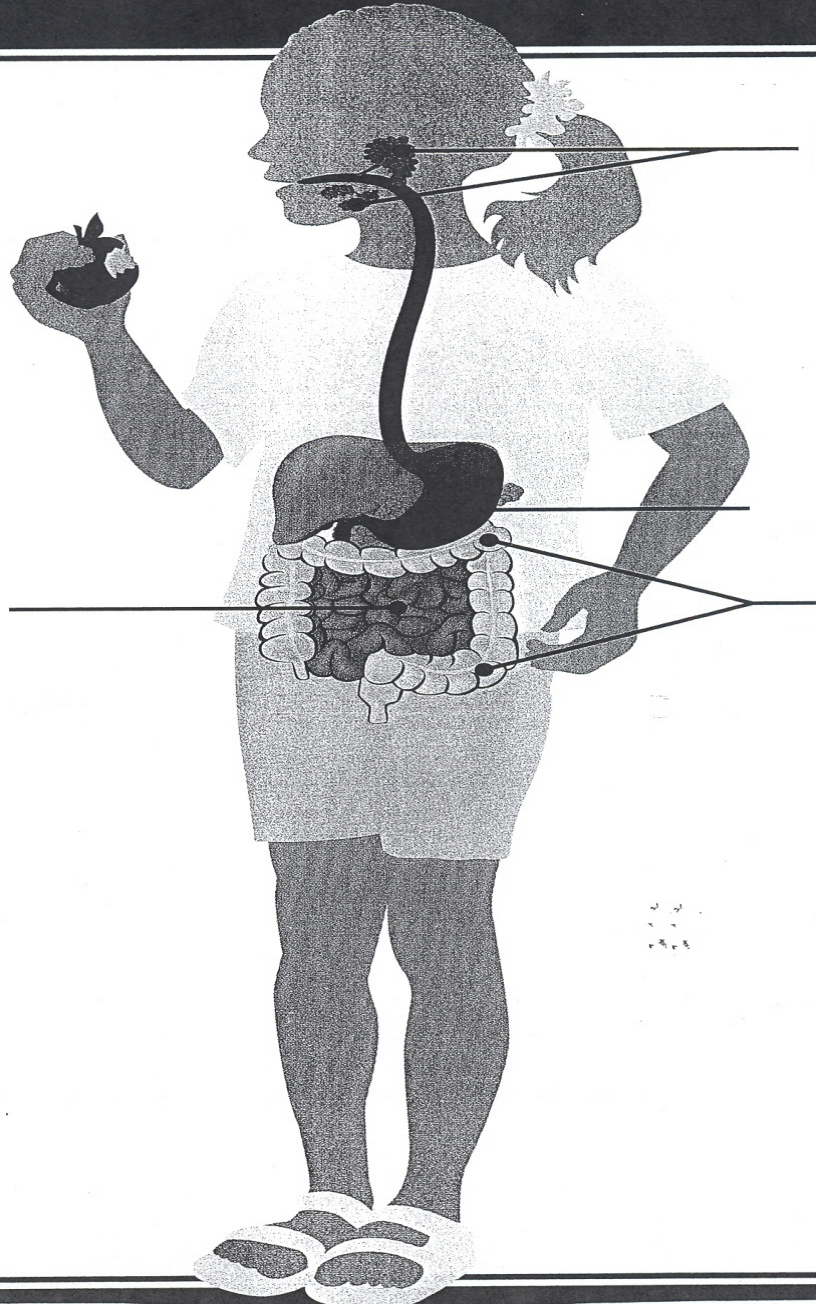
Major Body Systems	
Body System and Function	Made up of
Skeletal -Gives body support and shape; helps the body move	Bones, including the skull, ribs, vertebrae, and femurs
Muscular -Helps the body move; works together with bones	Muscles, including arm, thigh, and calf muscles
Circulatory -Moves blood through the body	Heart, arteries, veins
Respiratory -Helps the body use the air you breathe	Nose, throat, windpipe, lungs
Digestive -Helps the body use food to make energy	Salivary glands, stomach, small intestine, large intestine
Nervous -Controls all body actions	Brain, spinal cord, nerves, sense organs (eyes, ears, nose, mouth, skin)

Grade 3-Handout 13 Assessment

My Circulatory System

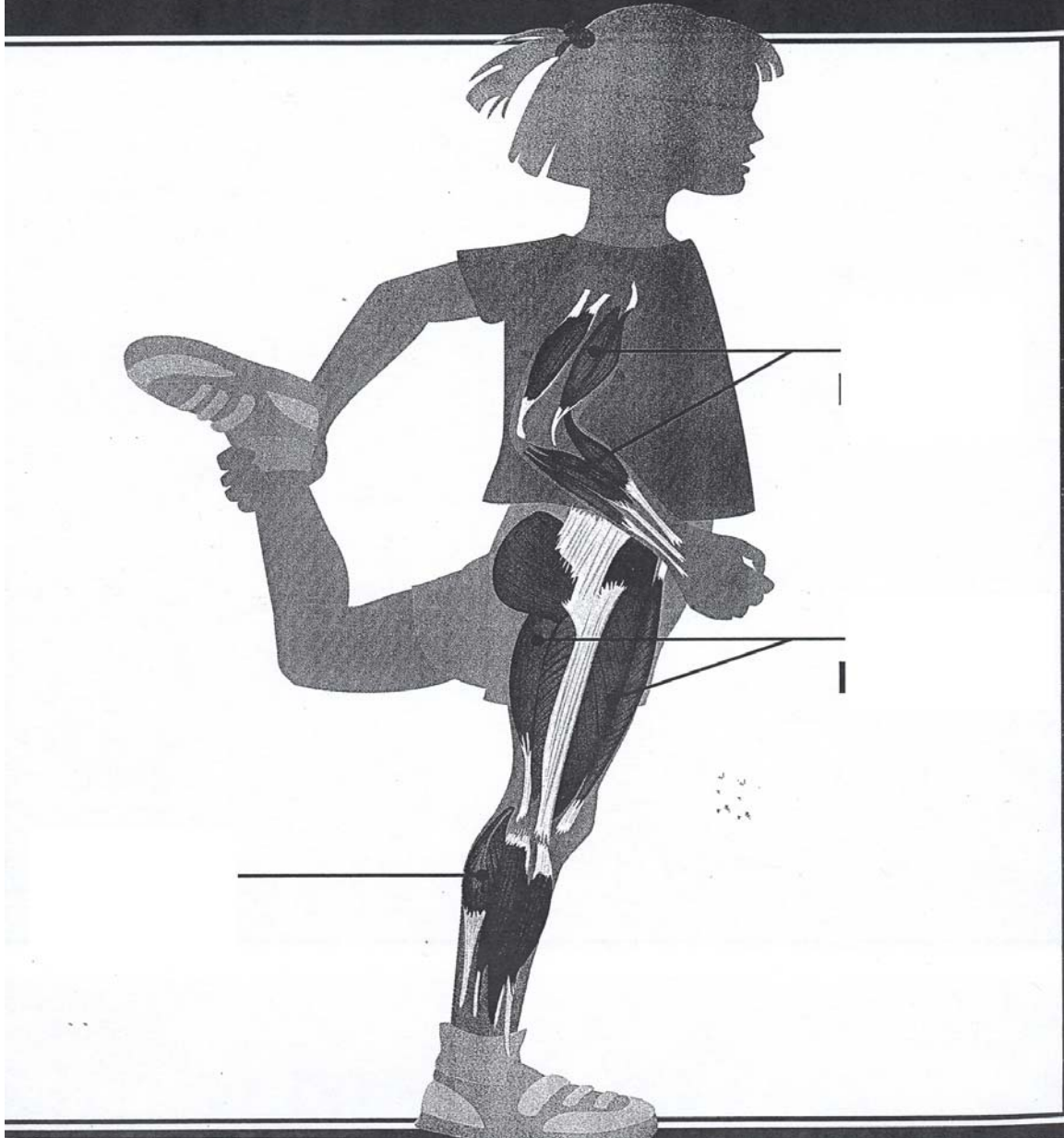


My Digestive System



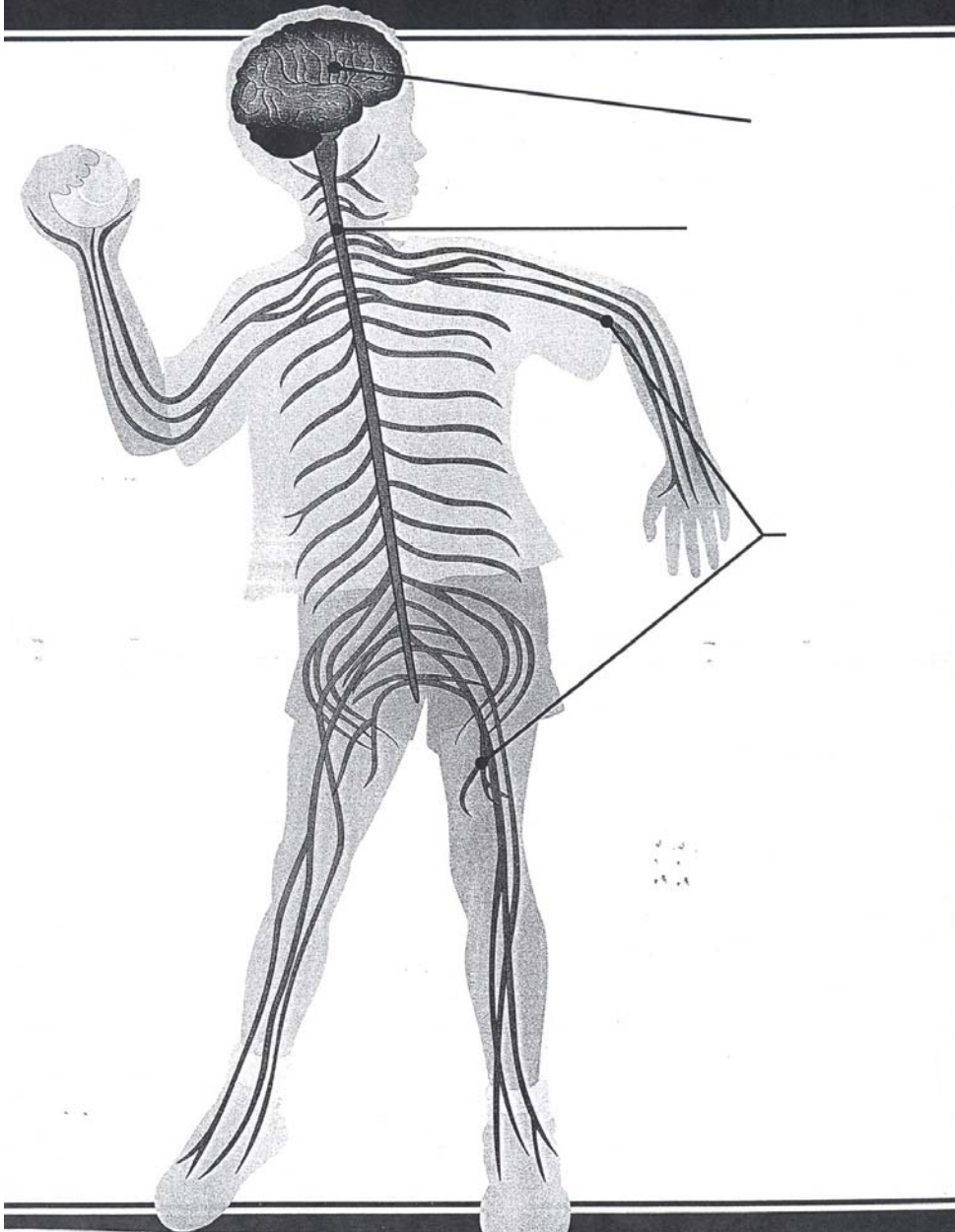
Grade 3-Handout 15 Assessment

My Muscular System

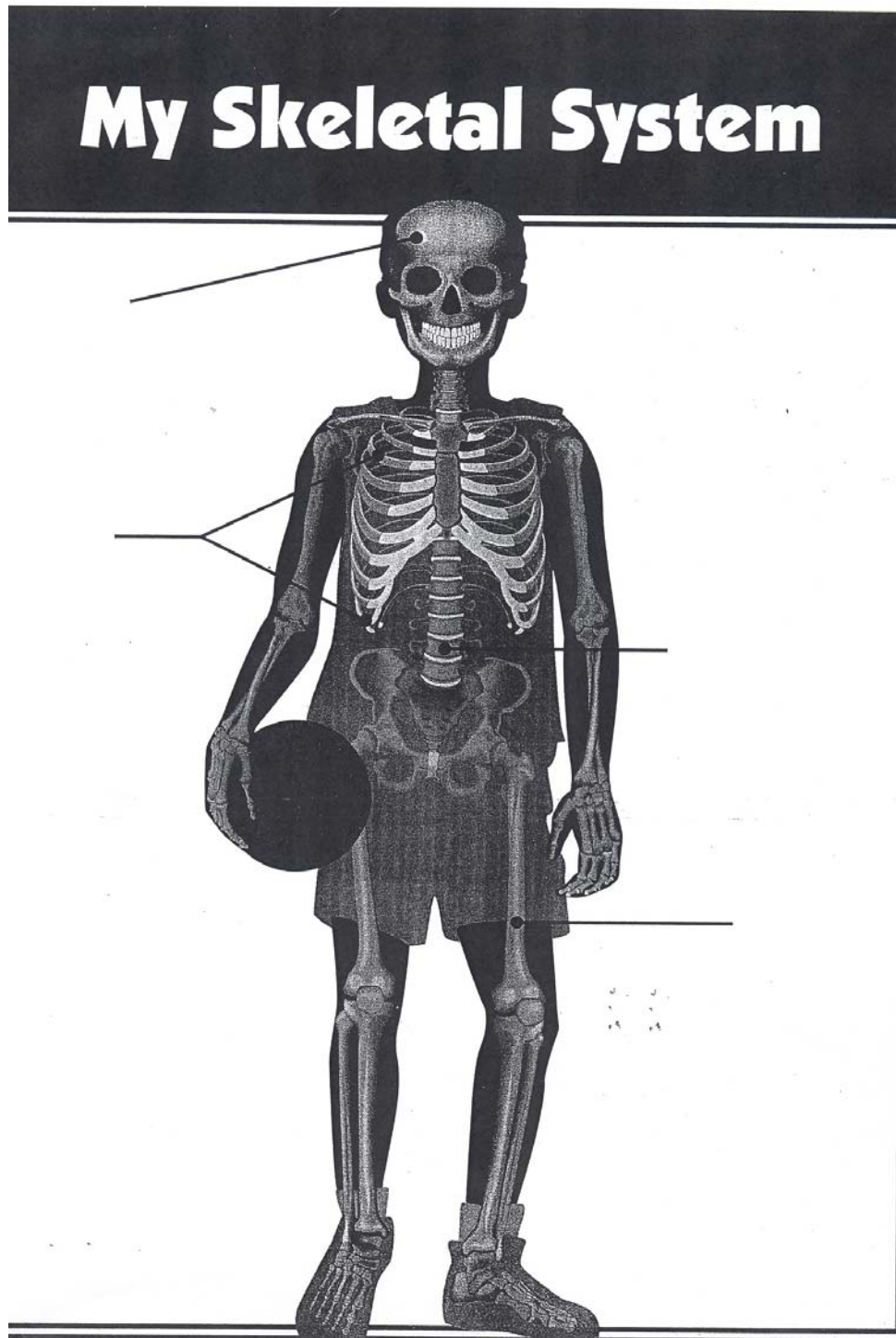


Grade 3-Handout 16 Assessment

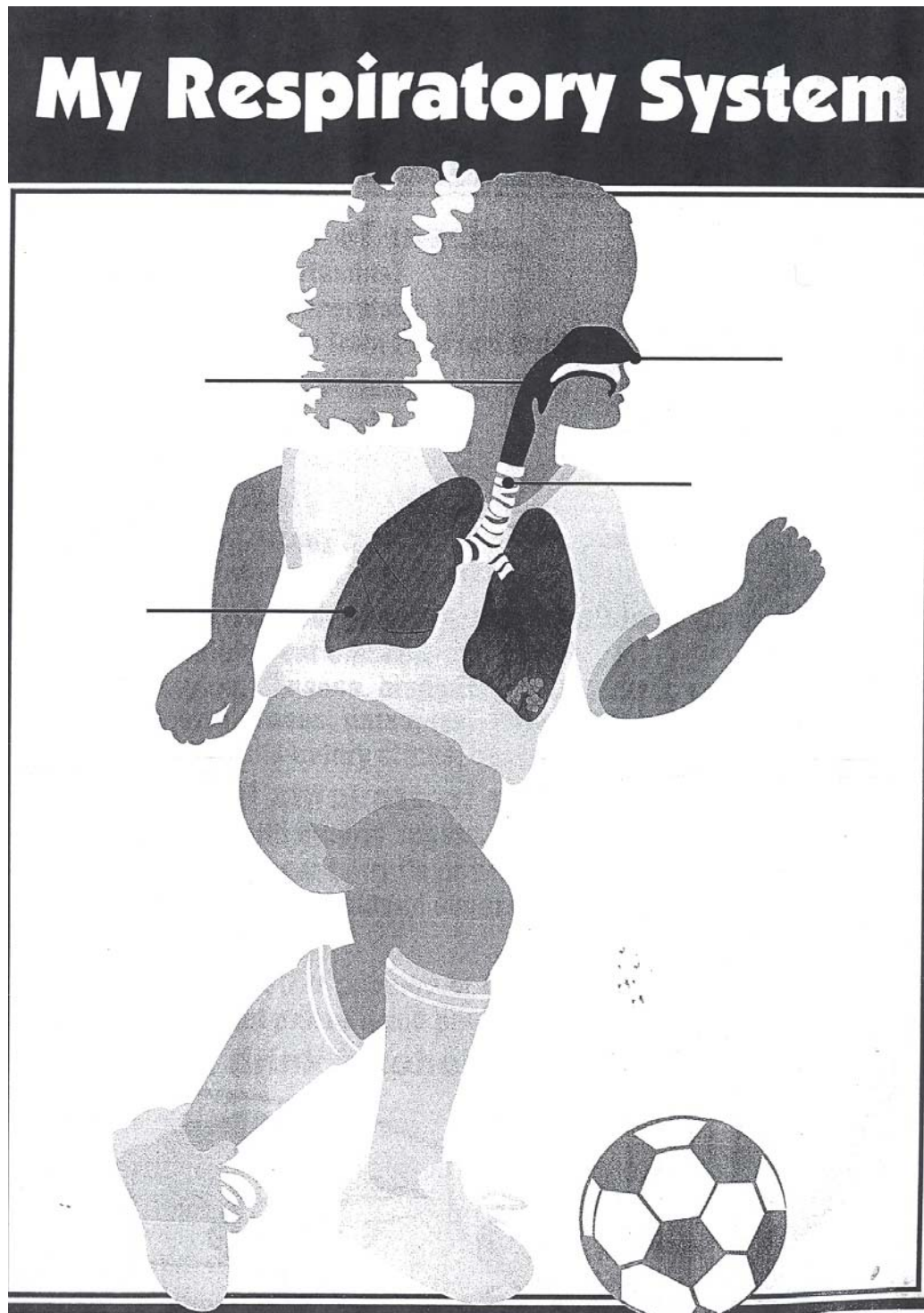
My Nervous System



Grade 3-Handout 17 Assessment

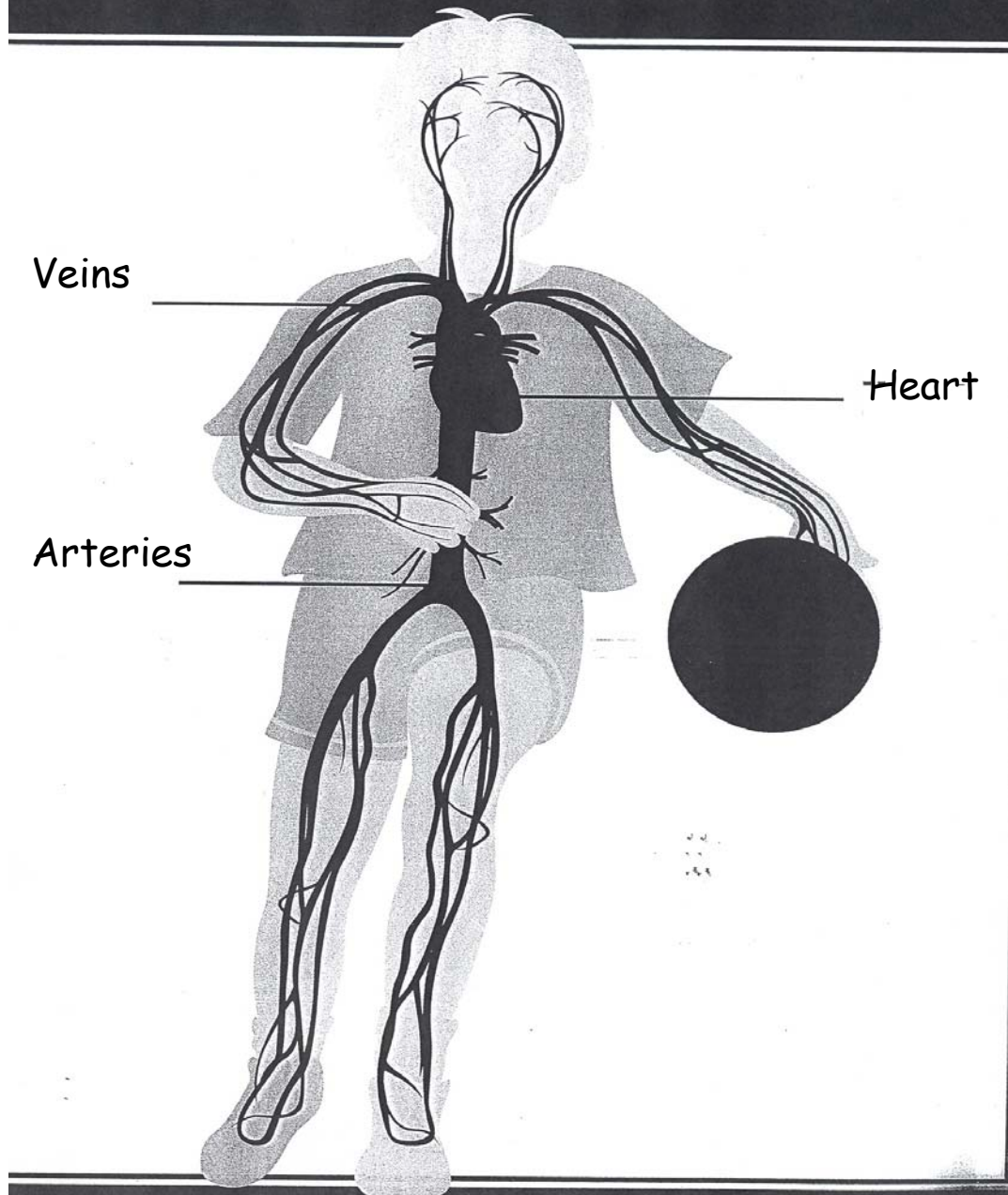


Grade 3-Handout 18 Assessment



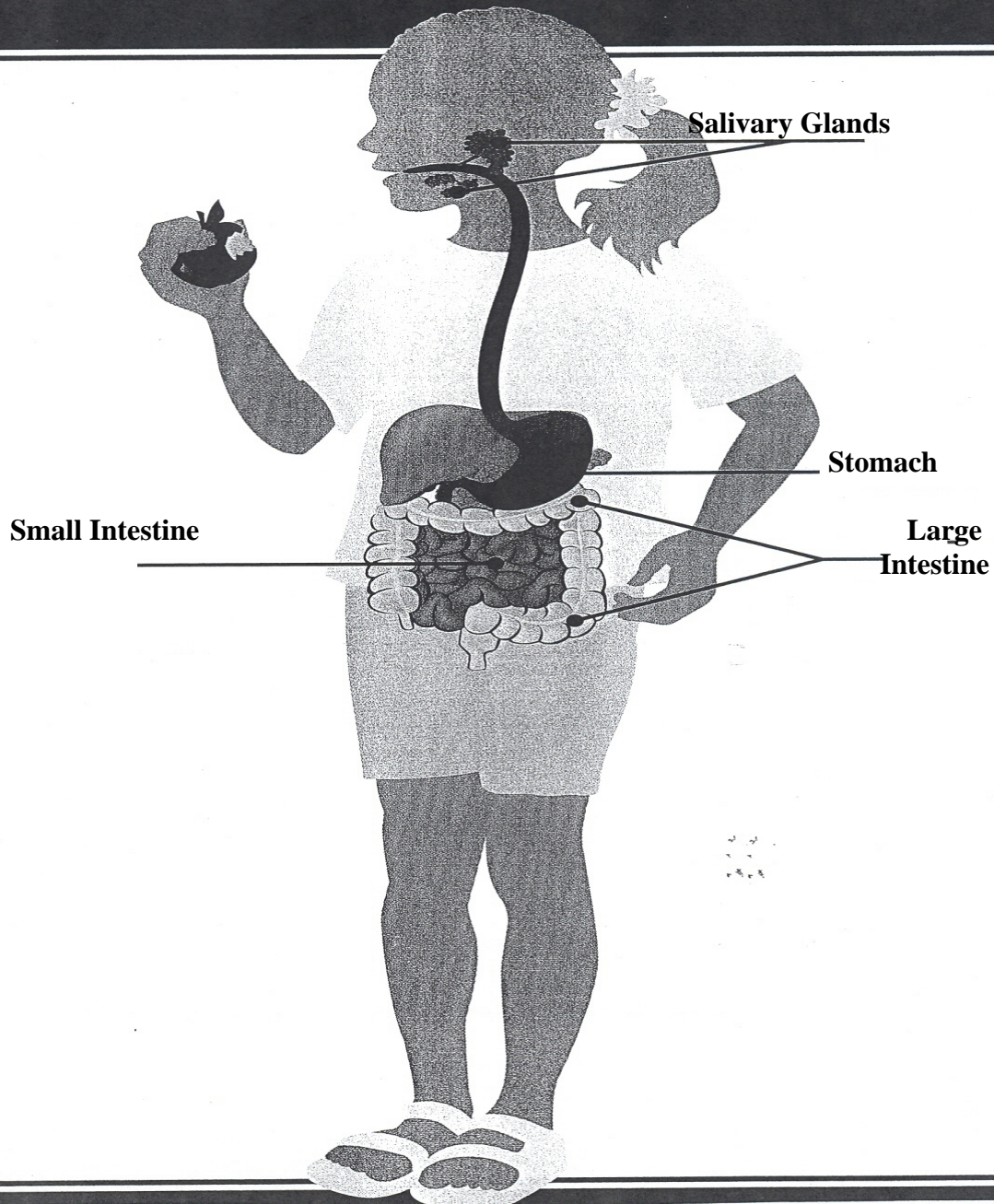
Grade 3-Handout 13 Assessment Answer Sheet

My Circulatory System



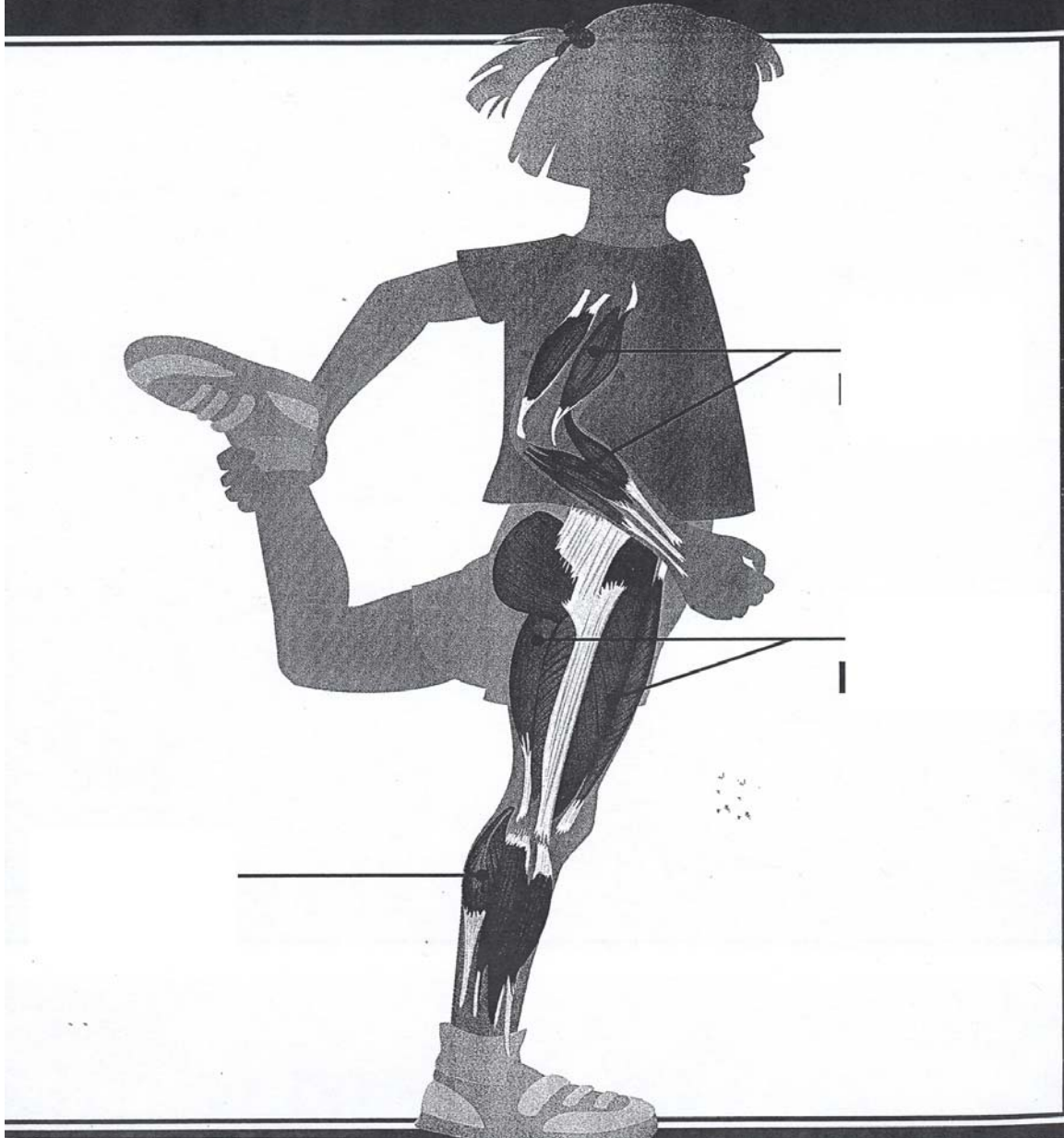
Grade 3-Handout 14 Assessment Answer Sheet

My Digestive System



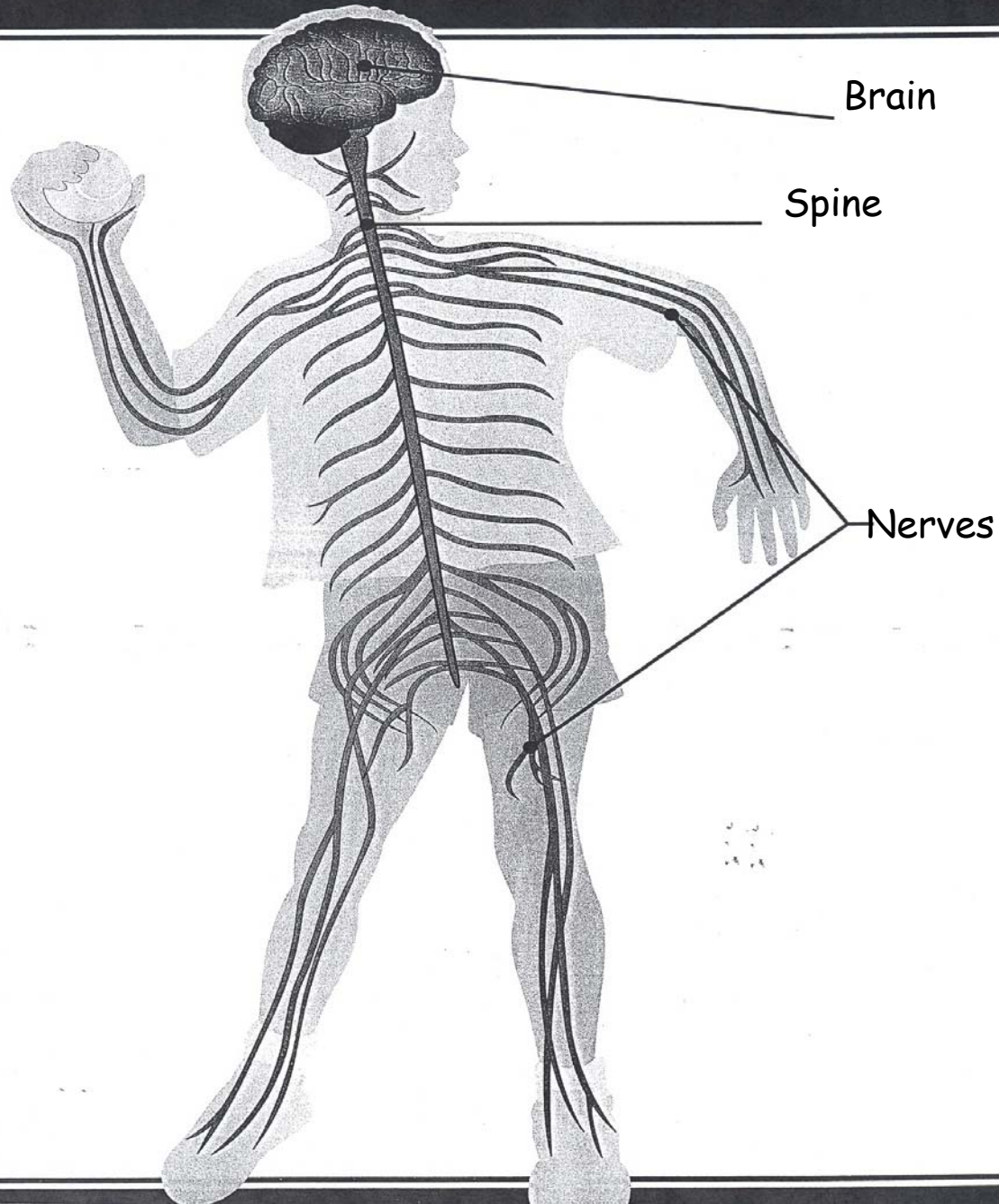
Grade 3-Handout 15 Assessment

My Muscular System



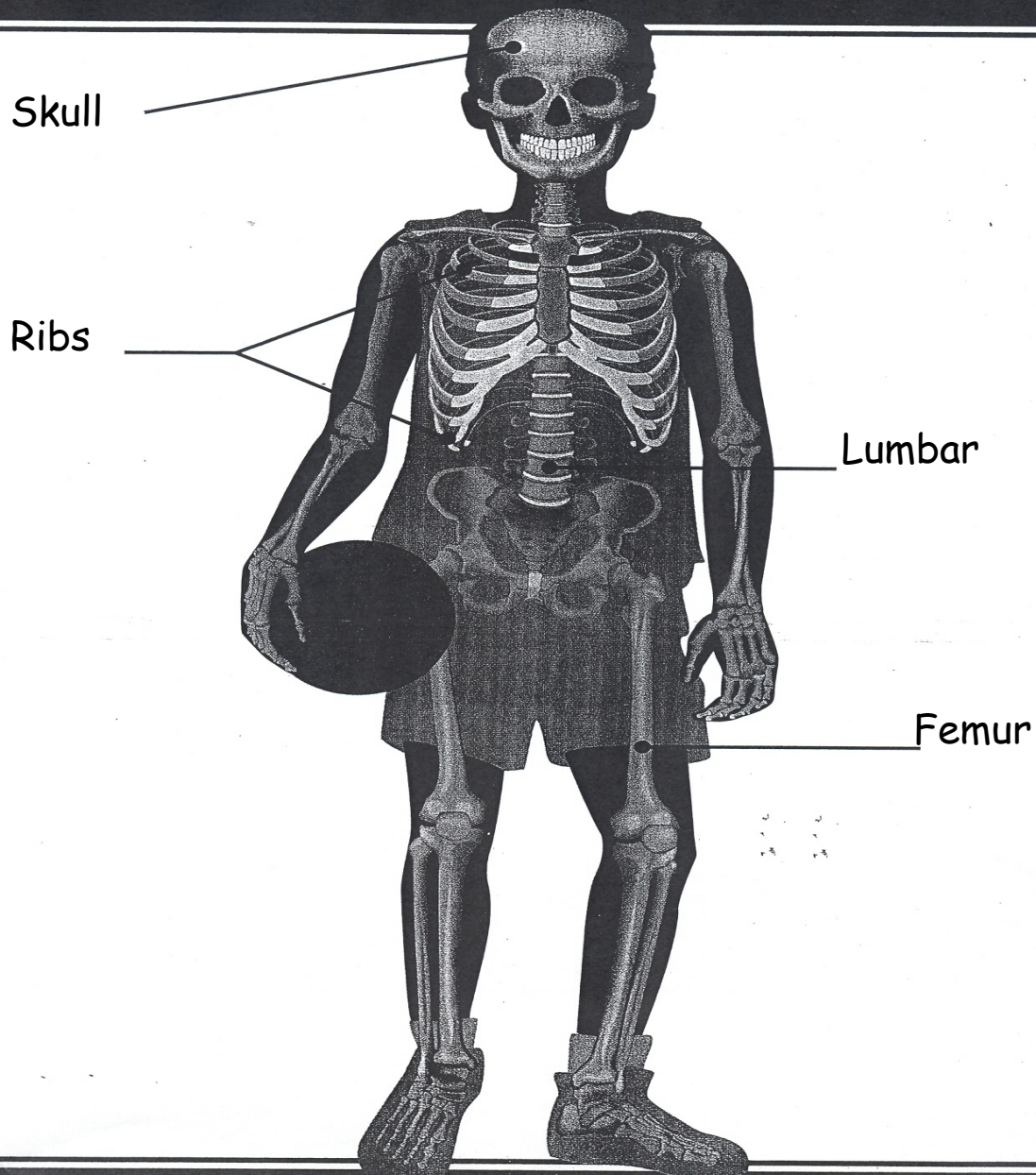
Grade 3-Handout 16 Assessment Answer Sheet

My Nervous System

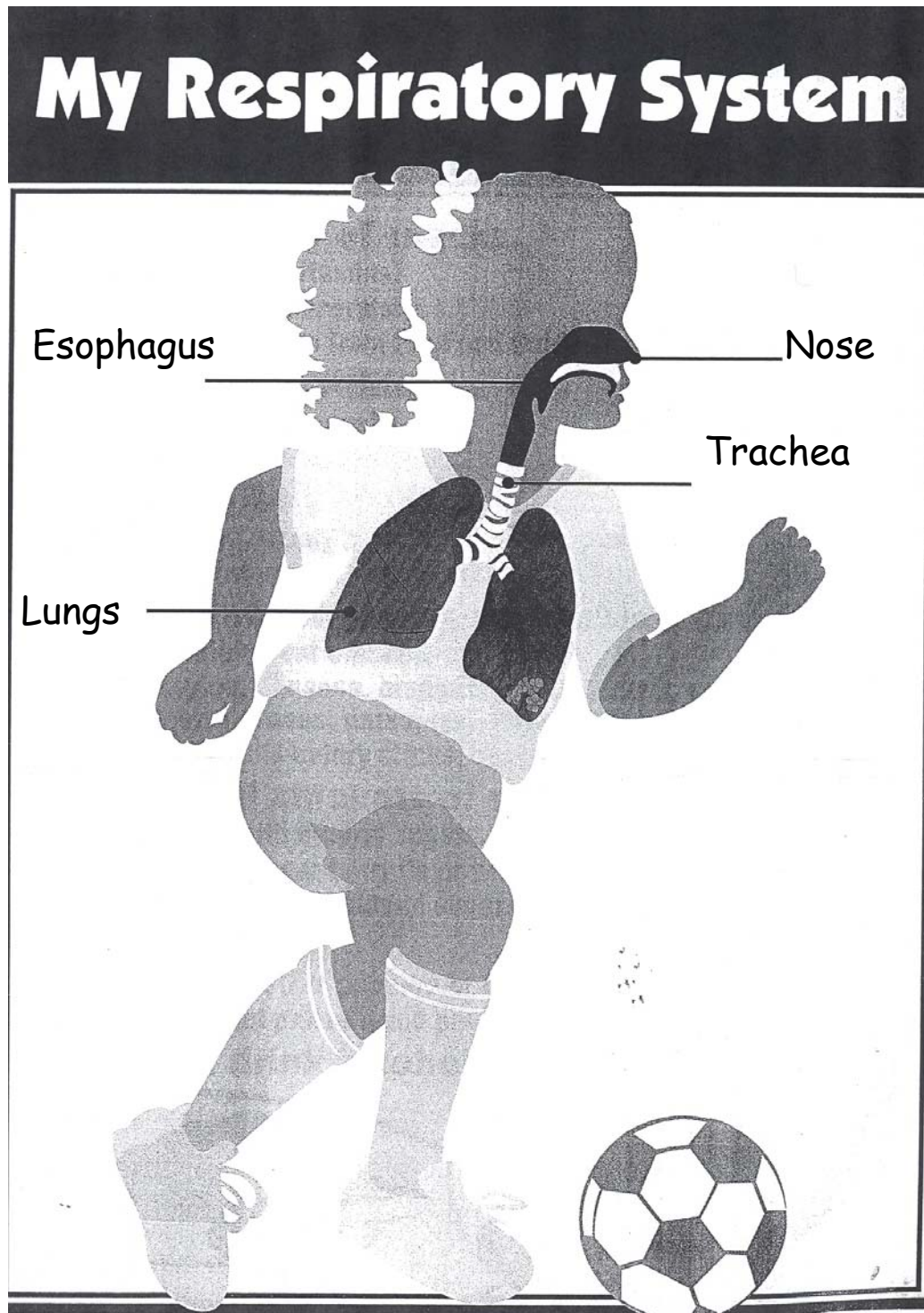


Grade 3-Handout 17 Assessment Answer Sheet

My Skeletal System



Grade 3-Handout 18 Assessment Answer Sheet



Lesson 3-Nutrition/Wellness

CBC Infused with the Sunshine State Standards

HE.A.1.2.10- Become aware of the nutritional value of a variety of foods.

HE.A.1.2.4- List ways the family influences food choices and physical activities.

HE.A.1.2.2-Recognize that proper exercise and diet are necessary for good health.

HE.C.1.2.3-Discuss health decisions that may contribute to a longer life.

Goals and Objectives

1. Students will identify the nutrients your body needs.
2. Students will identify what foods are food group.
3. Students will explain how to use the food pyramid to make healthful food choices.
- 4.

Grade 3-Activity 1

Have students stand in a circle. Gently toss a ball. The person who catches the ball must name a favorite food and then toss the ball to some one else. After each person names a food, have him or her write that food on the board and then return to his or her seat. Have student identify the food groups to which each food belongs.

Grade 3-Activity 2

Direct students' attention to the nutrients chart. Have a volunteer read aloud the first text box. Have a second volunteer identify the food and drinks that are sources of the nutrients. Repeat this process for each nutrient group. Use the Nutrient charts on page 125.

Grade 3-Activity 3

Have students track all their meals for one week. At the end of the week, ask them to compare their daily meals with My Pyramid. Then ask them to summarize what they find by telling what food groups they need to eat more or less of. Using Handout 20 on page 126

Grade 3-Activity 4

Ask students to list all of the foods they eat in one day and identify the food group to which each food belongs. Have them use their data to calculate how much they had from each of the five healthful food groups. Then ask them to compare their data to MyPyramid. From which food groups did they eat the right amounts? From which food groups do they need to eat more of? Less of?

Additional Activities

1. Use activities sheets 20 and 21

Content/Discussion Information

Explain to students that all movement or change in the body requires energy. In addition to movement, every process that takes place in the body, including digesting food, breathing, and sleeping, requires energy. This energy is provided to the body by food.


Explain that bread, cereal, rice, and pasta are included in the Grains Group. Grains are grasses that produce edible seeds or seed like fruits. Examples of grains include: rye, wheat, barley, rice, and corn. These grasses make pasta products, breads, and cereals.

Grade 3-Handout 19

The Six Main Nutrients

Carbohydrates (kahr•boh•HIGH•drayts) are your body's main energy source.	Bread, pasta, rice, cereal, potatoes, fruits, fruit and vegetable juices
Proteins (PROH•teenz) are nutrients used for growth and to repair cells.	Meat, fish, eggs, nuts, tofu, dry beans
Fats Give you energy. They help cells store and use vitamins.	Meat, dairy products, oil, butter
Vitamins (VIGH•tuh•minz) Help your body use other nutrients	Vegetables, fruits, juices, meat, dairy products, cereal
Minerals Keep your body working properly	Vegetables, fruits, juices, meat, dairy products
Water Makes up most of your body. It helps your body use food	Drinking water, milk, fruits, vegetables

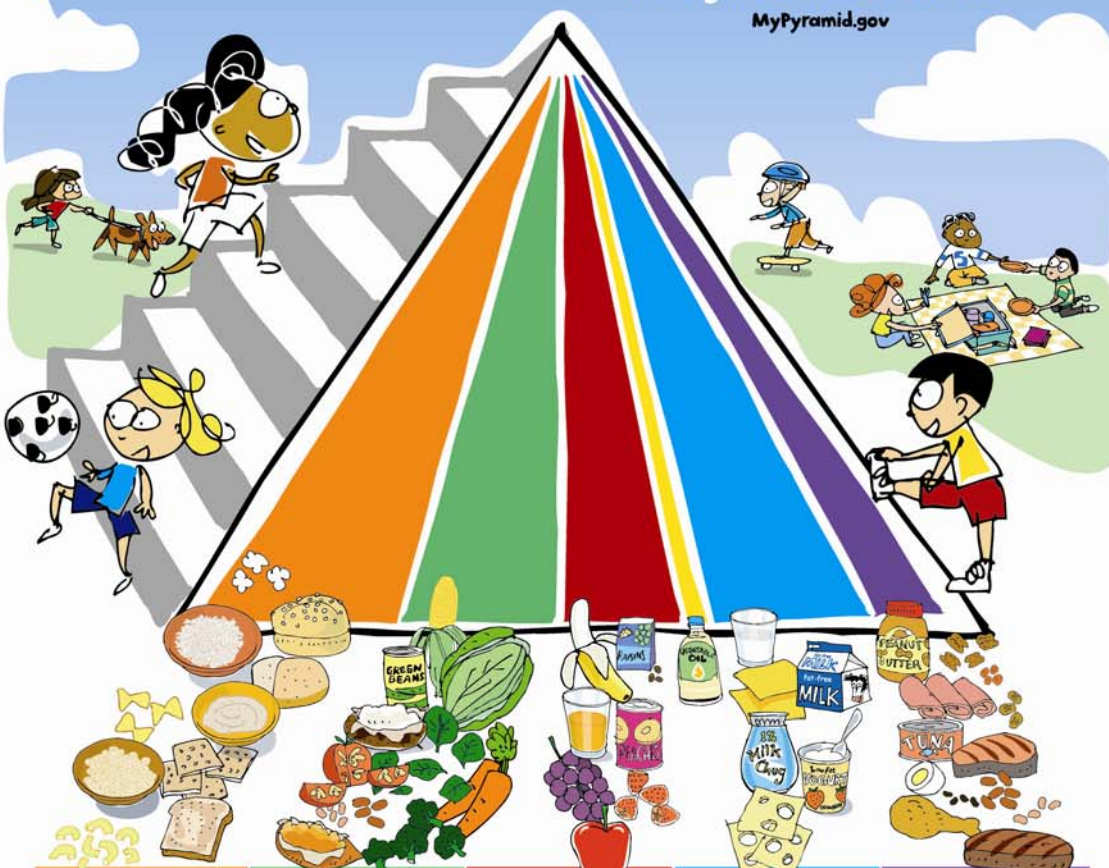
Grade 3-Handout 19



MyPyramid

Eat Right. Exercise Have Fun.

MyPyramid.gov



Grains	Vegetables	Fruits	Milk	Meat & Beans
<p>Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Focus on fruits</p> <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day: at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day: for kids ages 2 to 8, it's 2 cups	Eat 5 oz. every day
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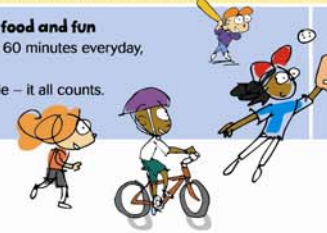
Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun



- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

Fats and sugars — know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-361

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Grade 3-Handout 20

Why You Need Food

Directions: Write the letter of the correct answer on the line.

- _____ 1. Material in food or drink that is used by the body
- _____ 2. Foods and drinks you digest
- _____ 3. A nutrient that helps your body use other nutrients
- _____ 4. A guide that tells you how much from each food group your body needs each day
- _____ 5. The ability to do work

Directions: Answer the questions on the lines provided.

- _____ 6. What nutrients does your body use for growth and repair of cells?
- _____ 7. What is a serving?

- _____ 8. What is a food group?

VOCABULARY
A. Diet B. Energy C. MyPyramid D. Nutrients E. Vitamin

Grade 3-Handout 20 Answer Sheet

Why You Need Food

Directions: Write the letter of the correct answer on the line.

- D 1. Material in food or drink that is used by the body
- A 2. Foods and drinks you digest
- E 3. A nutrient that helps your body use other nutrients
- C 4. A guide that tells you how much from each food group your body needs each day
- B 5. The ability to do work

Directions: Answer the questions on the lines provided.

6. What nutrients does your body use for growth and repair of cells?

Proteins

7. What is a serving?

A certain amount of food from a food group

8. What is a food group?

Foods that give your body the same kinds of nutrients

VOCABULARY
A. Diet B. Energy C. MyPyramid D. Nutrients E. Vitamin

Grade 3-Handout 21

Directions: Complete the lesson outline by filling in the blanks.

Your Body Needs Nutrients

You get the energy your body needs from 1. _____.

The foods and drinks you digest make up your.

2. _____ A. 3. _____ is a material in a food or drink that is used by the body.

5. List the six kinds of nutrients the body needs.

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

Carbohydrates are used by the body for 5. _____.

Proteins are used for growth and for 6. _____.

Fats give the body energy and help cells store and use

7. _____.

Food Groups

8. _____ is a guide that tells how much from each food group your body needs each day. The amounts of food you need from the food groups are measured in

9. _____. A food group is made up of food that gives your body the same kinds of 10. _____.

Grade 3-Handout 21 Answer Sheet

Directions: Complete the lesson outline by filling in the blanks.

Your Body Needs Nutrients

You get the energy your body needs from 1. Food.
The foods and drinks you digest make up your.

2. diet. A. 3. nutrient is a
material in a food or drink that is used by the body.

6. List the six kinds of nutrients the body needs.

a. Carbohydrates

d. Vitamins

b. Proteins

e. Minerals

c. Fats

f. Water

Carbohydrates are used by the body for 5. energy

Proteins are used for growth and for 6. repairing cells

Fats give the body energy and help cells store and use

7. vitamins.

Food Groups

8. MyPyramid is a guide that tells how much from each
food group your body needs each day. The amounts of food you need
from the food groups are measured in

9. cups or oz. A food group is made up of food that
gives your body the same kinds of 10. nutrients.

Lesson 4-Self Esteem/Feelings

CBC Infused with the Sunshine State Standards

HE.A.1.2.3- Participate in activities that will help improve self-esteem

Goals and Objectives

3. Students will be able to give examples of actions that show good character.
4. Students will understand how each individual is special and unique in their own way.

Grade 2-Activity 1

Have students sit in a circle. Ask them to write one sentence that describes themselves on a small sheet of paper and put the sheets into a bag. Shake the bag. Have each student pull a sentence and guess who wrote the sentence. If the student identifies the correct student, they leave the circle.

Grade 2-Activity 2

Have students draw a picture of themselves doing something they enjoy and do well. At the bottom of the pictures, instruct students to write a brief explanation of what they drew. Post the portraits on the classroom wall. Have the class guess who drew each portrait.

Grade 2-Activity 3

Have students label one column of a two-column chart *Strengths* and the other column *Weaknesses* and record healthful behaviors that they do well in the first column and healthful behaviors they need to improve in the second. Have them describe an action that will improve one weakness.

Additional Activities

1. Students can choose a partner after reading or playing together, they can share with the class what they like best about their partner. Make sure everyone gets a turn.
2. Have students complete handout Your Self Concept.
3. Organize students into pairs. Have students in each pair consider how they would respond to a good friend's request to copy homework. Invite volunteers to role-play their responses, which should show self-respect, for the class.

Content/Discussion Information

Tell students that different people do different things well. We have different abilities but we can all do something well. When we do things well we feel good.

Point out that some traits, such as eye color and height, are inherited from birth parents. Other traits, such as a favorite color and favorite television show, are personal preferences that an individual decides for himself or herself. Both types of traits are part of an individual's personality.

Grade 3-Handout 22

Directions: Complete the lesson outline by filling in the blanks.

You Are Special

1. Three things that make you special are your:
 - a. _____
 - b. _____
 - c. _____
2. Heredity is the traits you get from your _____. Your eye_____ is a trait.
3. The Combination of your heredity, personality, talents, and skills makes you _____from everyone else.

Actions for a Healthful Self-Concept

4. Your actions show others _____.
5. _____is thinking highly of yourself.

Doing Your Best

6. The four steps to follow when practicing healthful behaviors are:
 - a. _____.
 - b. _____.
 - c. _____.
 - d. _____.
7. Different ways of learning are called _____.

Grade 3-Handout 22 Answer Sheet

Directions: Complete the lesson outline by filling in the blanks.

You Are Special

1. Three things that make you special are your:

- d. heredity
- e. personality
- f. talents and skills

2. Heredity is the traits you get from your birth parents. Your eye color is a trait.

3. The Combination of your heredity, personality, talents, and skills makes you different from everyone else.

Actions for a Healthful Self-Concept

- 4. Your actions show others respect.
- 5. Self-respect is thinking highly of yourself.

Doing Your Best

6. The four steps to follow when practicing healthful behaviors are:

- e. Learn about a healthful behavior.
- f. Practice the behavior.
- g. Ask for help if you need it.
- h. Make the behavior a habit.

7. Different ways of learning are called learning styles.

Lesson 5-Living Safely

CBC Infused with the Sunshine State Standards

HE.A.1.2.8-Identify accident prevention procedures

HE.B.1.2.9-Identify the effects of alcohol, tobacco, marijuana, and other drugs.

HE.B.1.2.5-Knows strategies for avoiding threatening or abusive situations.

Goals and Objectives

1. Students will discuss ways to prevent injuries during physical activity.
2. List what safety equipment is needed for different sports.
3. Identify ways to be a good sport.
4. Explain what computer safety means
5. Explain how to keep safe around cars and buses.
6. List safety rules when walking, biking, skating, and riding a scooter.
7. Describe how to keep safe around water.
8. List ways to stay safe from strangers.
9. Define what an unsafe touch is.
10. List ways that alcohol affects physical health.
11. Describe ways that alcohol affects how a person thinks, feels, and act.
12. List easy to say “no” to drinking alcohol, using tobacco, and drug use.
13. Describe how smoking and smokeless tobacco harm health.
14. List ways that secondhand tobacco smoke harms health.
15. List the harmful effects of illegal drugs-marijuana, chemical inhalants, cocaine, crack, and ecstasy.

Grade 3-Activity 1

Have students look through magazines to find pictures of activities they can do and activities that are beyond their abilities. Have them choose one of the challenging activities and explain what steps they could take to eventually perform the activity. Have students look for and cut out pictures in old magazines or newspapers that illustrate individuals playing a sport. Have students write a list of the different types of safety equipment illustrated in the pictures.

Grade 3-Activity 2

Have students write a letter to a young friend explaining why it is important to not give out personal information on the internet. They should also include why they should never make plans to meet with a person who writes to them on the internet. Distribute handout Internet Safety Tips For Parents, have students send the handout home for parents to discuss with their children.

Grade 3-Activity 3

Have students write about which physical activity they think is most dangerous: biking, skating, riding a scooter, or swimming. Tell them to include an explanation of why they chose the activity, the dangers that surround the activity, and how to keep safe while participating in the activity.

Grade 3-Activity 4

Review over handout “Water Safety Tips”, Have students make a plan to help others become more aware of swimming safety rules. Tell them that they can decide how to communicate the information to others.

Grade 3-Activity 5 (Child Sexual Abuse)

In regards to Child Sexual Abuse criteria, Please refer to the Grade 3 Child Sexual Abuse Curriculum. My Very Own Book About Me.

Grade 3-Activity 6

Have students draw comic strips that portray using resistance skills to say “no” to someone who offers them alcohol. Ask them to convey information about the harmful effects of alcohol using captions or speech balloons.

Grade 3-Activity 7

Provide students with magazines that have tobacco ad products. Suggest to students that they use some of the same techniques shown in the ads to persuade people to say “no” to tobacco use. Have students share their ads with the class.

Grade 3-Activity 8

Have groups of five students make up a jump rope song and routine about why they should say “no” to drugs. Give each group a jump rope, notepad, and pencil. Tell them that their jump rope songs/routines must include reasons they should say “no” to drugs. Then have them share their routine with the class.

Additional Activities

1. Have students complete handout Safety and Physical Activity
2. Have students review the handout Safety equipment, Have students explain what can happen if one of the individuals were not wearing safety equipment.
3. Have students complete handout “Staying Safe Around People”.
4. Have students complete handout “Alcohol” Study Guide, and “Alcohol” Lesson Quiz.
5. Have students complete handout “Other Drugs” on pg

Content/Discussion Information

Explain to students that there are ways to prevent injuries during physical activities such as “Following the Rules”-explain that rules help keep you and others from injury. Respect other players in every activity. Do not hit or push other players. Following rules helps you build healthful relationships.

Students should understand, “When to Stop”, Stop playing if you are tired or have an injury. Tell your coach, parents or guardian. If you keep playing, you could make an injury worse. “Choose a Safe Place to Play”, Do not play where they may be broken glass or holes. Do not play where there may be moving cars or trucks, or people who might try to harm you.

Have students give examples and explain the use of types of safety equipment they have work during physical activities. Ask students, “Why do you think it is important to protect your head during physical activity? Possible answer: *It is important to protect your brain from injury during a fall or from being hit with fast moving objects.*

Discuss and review the safety rules for riding in a car and a bus. Ask students, “Where should children your age ride in a car”?, Responses include, “the back seat”, “You exit the bus and must cross the street. Where should you cross? Why?”, Responses include, “in front of the bus; the bus driver can’t see if you are behind the bus. Explain to students when waiting for a bus try to take at least four giant steps away from the curb. Never walk behind a bus. The bus driver can’t see you. Cross only in front of the bus. Wait for the driver to signal that it is okay to cross the street. On the bus, sit quietly in your seat. Keep aisles clear.

Explain to students a stranger is someone you do not know well. Explain to students various rules to follow when keeping safe around strangers

- Do not play alone
- Do not take candy, money, or toys from a stranger
- Do not go near a stranger who wants to show you a pet
- Never get into a car with a stranger
- Do not go anywhere with a stranger, even if a stranger says that your parents or guardian said it’s okay.

If a stranger bothers you, run away. Go to where there are other people, such as into a store. Yell so that people will know you are worried and will help. Tell your parents or guardian about a stranger who bother you.

Explain to students how alcohol affect the body

- **Brain-** Alcohol slows down the way the brain works. A person can’t think clearly or react correctly to messages the body sends to the brain.

- **Heart-** Heavy drinking can cause heart failure.
- **Liver-** Too much alcohol can harm the liver.
- **Stomach-** Too much alcohol can harm stomach cells.
- **Small Intestine-** Too much alcohol can harm the small intestine and cause digestion problems.
- **Senses-** Alcohol dulls the senses of sight, hearing, smell, touch, and taste.

Explain to students how the brain is the control center of the body. A person who drinks alcohol might not be in control of what he or she does. The person might not be alert, or ready to act. When drinking alcohol, people often:

- Make wrong decisions
- Say things that hurt other people's feelings
- Forget things they already have learned
- Become angry and get into fights when there is a conflict
- Are unable to walk and talk properly because they cannot control their muscles.
- Become sad.

Explain to students that drinking Alcohol can harm others:

- Drinking alcohol can cause accidents- People can do dangerous things like driving after drinking. Drinking and then driving cause accidents
- Drinking alcohol can cause crime and violence-People who drink alcohol aren't able to make responsible decisions. They may show their feelings in ways that harm others
- Drinking alcohol can cause problems in a family-family members who drink often are not as dependable or responsible as those who don't drink. They might forget a family function.

Explain to students that they can use resistance skills if someone pressures them to drink alcohol

1. Look at the person. Say "no" in a firm voice.
2. Give reasons for saying "no"
 - I want to protect my health and keep my mind clear
 - I want to be safe and avoid accidents
 - I want to follow rules and laws
 - I want to show respect in my relationships
 - I want to follow my family guidelines
 - I want to be alcohol free and show good character.
3. Match your behavior with your words. Walk away if someone wants you to drink.
4. Ask an adult for help if you need it. Tell your parents or guardians what happened. They will help you stick to your no.

Discussion Questions

- What happens to people when they drink alcoholic beverages?
- How might wrong decisions lead to car crashes?
- How might being unable to control muscles lead to car crashes?
- Why is it a good idea to know several reasons for saying "no" to alcohol?
- What does it mean to match your behavior with your words? What are some examples?
- What reasons for saying "no" to alcohol mean the most to you?
- Have students recall times they have been in smoky places, from tobacco or from other kinds of smoke, such as a camp fire. Ask them to describe their experiences.

Grade 3-Handout 23

SAFETY AND PHYSICAL ACTIVITY

Directions: Complete the lesson outlined by filling in the blanks.

Rules to Keep You Safe

1. Following rules during games and sports helps keep you and other from _____.
2. Respect other players during activities. Do not _____ or push other players.
3. If you are tired or have an injury you should _____ playing. You should _____ your coach or your parents or guardian right away.
4. Always choose a _____ place to play.

Safety Equipment

5. The equipment that protects you from physical injury when you play sport or exercise is _____.
6. Knee pads, elbow pads, and _____ can be worn to protect bones from injury.
7. To protect the eyes from injury, wear _____.
8. A _____ is an object worn to protect the mouth and teeth.
9. To protect you from injury, safety equipment has to _____ properly.

Grade 3-Handout 23 Answer Sheet

SAFETY AND PHYSICAL ACTIVITY

Directions: Complete the lesson outlined by filling in the blanks.

Rules to Keep You Safe

1. Following rules during games and sports helps keep you and other from injury.
2. Respect other players during activities. Do not hit or push other players.
3. If you are tired or have an injury you should stop playing. You should stop your coach or your parents or guardian right away.
4. Always choose a safe place to play.

Safety Equipment

5. The equipment that protects you from physical injury when you play sport or exercise is safety equipment.
 6. Knee pads, elbow pads, and wrist pads can be worn to protect bones from injury.
 7. To protect the eyes from injury, wear safety glasses.
 8. A mouth guard is an object worn to protect the mouth and teeth.
- To protect you from injury, safety equipment has to fit properly

Grade 3-Handout 24

SAFETY EQUIPMENT



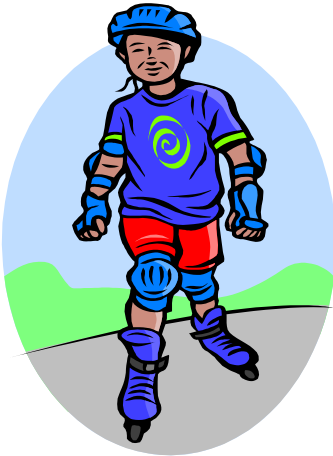
Ice Hockey Wear a helmet, padded guards, Gloves and a face mask.



Biking Wear a helmet and shoes with closed toes. Ride a bike with reflectors frame, wheels, and pedals.



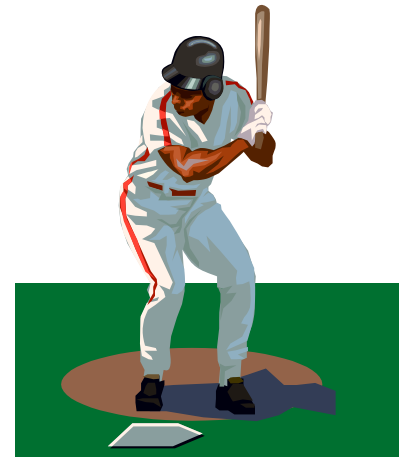
Soccer Wear Shin guards.



Inline Skating wear a helmet, elbow and knee Pads, and wrist guards.



Football Wear a helmet, pads, and mouth guard to Protect your head, body, and mouth.



Baseball Wear a helmet when a bat. Catchers wear a Helmet, face mask, knee, chest guards, and Protective cup.

Grade 3-Handout 25

INTERNET SAFETY TIPS FOR PARENTS



- Chat rooms should be avoided
- Keep the computer in a common room in the house
- Establish rules for using the Internet.
- Use blocking software or filtering programs.
- Monitor your children's e-mail account.
- Spend time with your children online
- Teach your children to keep their personal information protected.
- Never give their name, address, phone number, a picture of themselves, or school name to anyone they meet online.
- Teach them to tell you, the parent, the teacher or trusted adult if they feel uncomfortable about anything they see on the internet.
- If you see anytime suspicious or think a child may be a victim of Internet exploitation, contact your local law enforcement agency, local FBI office, or National Center for Missing and Exploited Children at: 1-800-843-5678.

Grade 3-Handout 26

Safety on the Go

Directions: Fill in each blank in the table below with the term that matches the description.

Vocabulary

Helmet
Personal
flotation
device
Seat Belt

Activity	Safety Rule
Riding in a Car	1. <ul style="list-style-type: none">• Lock the door when you are seated• Wear a _____.• Get out on the curb side of the car
Skating	2. <ul style="list-style-type: none">• Wear elbow pads, kneepads, and wrist guards.• Always wear a _____.• Do not sake in traffic.
Swimming	3. <ul style="list-style-type: none">• Learn to swim.• Do not depend on a float to keep you safe.• Do not go far our. Get out if you get tired or cold.
Boating	4. <ul style="list-style-type: none">• Wear a _____ when you are in a boat.

Directions: Write a short story that shows the importance of wearing a seat belt or a personal flotation device. Use the back of this sheet.

Grade 3-Handout 27 Answer Sheet

Safety on the Go

Directions: Fill in each blank in the table below with the term that matches the description.

Vocabulary

Helmet
Personal
flotation
device
Seat Belt

Activity	Safety Rule
Riding in a Car	1. <ul style="list-style-type: none">• Lock the door when you are seated• Wear a _____ Seat Belt _____.• Get out on the curb side of the car
Skating	2. <ul style="list-style-type: none">• Wear elbow pads, kneepads, and wrist guards.• Always wear a _____ helmet _____.• Do not sake in traffic.
Swimming	3. <ul style="list-style-type: none">• Learn to swim.• Do not depend on a float to keep you safe.• Do not go far our. Get out if you get tired or cold.
Boating	4. <ul style="list-style-type: none">• Wear a _____ personal flotation device _____ when you are in a boat.

Directions: Write a short story that shows the importance of wearing a seat belt or a personal flotation device. Use the back of this sheet.

Grade 3-Handout 28

Safety on the Go

Directions: Complete the lesson outline by filling in the blanks.

1. When you ride in a car, always wear a _____.
2. Ride in the _____ seat of a car.
3. Three rules for safely riding a school bus include:
 - a. Cross the street only in _____ of the bus.
 - b. Sit quietly in your seat. Keep aisles _____.
 - c. Wait for the driver _____.

Safety and Sports Vehicles

4. When you skate or ride scooters, ride on _____ areas, not on wet or bumpy areas.
5. Wear a helmet, elbow pads, kneepads, and _____ guards when you skate or ride a scooter.
6. Do not skate or ride in traffic or at _____.
7. The hand signal on a biked for *stop* is _____

_____.

Grade 3-Handout 28 Answer Sheet

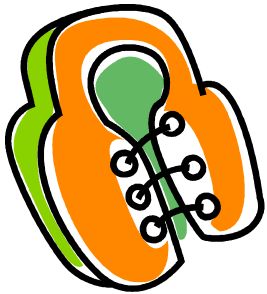
Safety on the Go

Directions: Complete the lesson outline by filling in the blanks.

8. When you ride in a car, always wear a seat belt.
9. Ride in the back seat of a car.
10. Three rules for safely riding a school bus include:
 - d. Cross the street only in front of the bus.
 - e. Sit quietly in your seat. Keep aisles clear.
 - f. Wait for the driver to signal that it is safe to cross the street.

Safety and Sports Vehicles

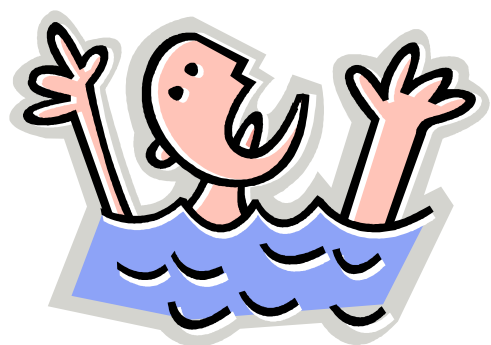
11. When you skate or ride scooters, ride on smooth areas, not on wet or bumpy areas.
12. Wear a helmet, elbow pads, kneepads, and wrist guards when you skate or ride a scooter.
13. Do not skate or ride in traffic or at night.
14. The hand signal on a biked for *stop* is the left arm bent down at elbow and palm facing the back.



WATER SAFETY TIPS



- Know how to be safe around the water
 - Learn to swim
- Always swim with a buddy; never swim alone
 - Swim in supervised areas only
- Know your swimming limits, stay within them
 - Obey "No Diving" signs
- Watch out for the "dangerous too's," too tired, too cold, too far from safety, too much sun
- Know how to prevent, recognize and respond to emergencies
 - Read and obey all rules and posted signs
- Children or inexperienced swimmers should wear a U.S. Coast Guard approved personal floatation device (PFD) when around the water
- Use a feet-first entry when entering the water
 - Maintain constant supervision



Grade 3-Handout 30

Staying Safe Around People

Directions: Complete the lesson outline by filling in the blanks.

Keep Safe at Home

1. To stay safe at home, keep the doors _____ . Stay inside.
2. Don't let _____ into your home.
3. Don't give your name, _____, or telephone number to a caller on the phone.

Strangers and Your Safety

4. Six rules for staying safe around strangers are:
 - a. Do not _____.
 - b. Do not take _____, money, or toys from strangers.
 - c. Do not go near a stranger who wants to _____.
 - d. Do not go near a _____ with a stranger in it.
 - e. Do not go anywhere with a _____.
 - f. _____ from a stranger to other people who can help you.

Grade 3-Handout 31 Answer Sheet

Staying Safe Around People

Directions: Complete the lesson outline by filling in the blanks.

Keep Safe at Home

5. To stay safe at home, keep the doors locked. Stay inside.
6. Don't let anybody into your home.
7. Don't give your name, address, or telephone number to a caller on the phone.

Strangers and Your Safety

8. Six rules for staying safe around strangers are:
 - g. Do not play alone.
 - h. Do not take candy, money, or toys from strangers.
 - i. Do not go near a stranger who wants to show you a pet.
 - j. Do not go near a car with a stranger in it.
 - k. Do not go anywhere with a stranger.
 - l. Make noise and run away from a stranger to other people who can help you.

Grade 3-Handout 32

Alcohol-Study Guide

Directions: Complete the lesson outline by filling in the blanks.

Alcohol Affects Physical Health

1. When a person drinks alcohol, it quickly enters the _____.
2. The blood carries alcohol to _____.
3. Alcohol affects different parts of the body in different ways.

Brain: _____

_____.

Senses: _____
_____.

Esophagus and Mouth: _____.

Touch: _____.

Heart: _____.

Stomach: _____

Liver: _____.

Small Intestine: _____
_____.

Grade 3-Handout 33 Answer Sheet

Alcohol-Study Guide

Directions: Complete the lesson outline by filling in the blanks.

Alcohol Affects Physical Health

4. When a person drinks alcohol, it quickly enters the blood.
5. The blood carries alcohol to all parts of the body.
6. Alcohol affects different parts of the body in different ways.

Brain: slows down the way the brain works; a person can't think clearly or react correctly to messages the body sends to the brain.

Senses: dulls taste, sight, hearing, and smell.

Esophagus and Mouth: can cause cancer.

Touch: dulls awareness of pain.

Heart: can cause heart failure and death.

Stomach: can cause heart failure and death.

Liver: can damage liver and cause death.

Small Intestine: can damage the intestine and cause digestion problems.

HEALTH EDUCATION CURRICULUM COLLABORATION GRADE 4 AND 5



FOR TEACHER TRAINING PURPOSES ONLY



Lesson 1-Personal Health/Hygiene

CBC Infused with the Sunshine State Standards

1. HE.B.1.2.1-Identify and practice personal hygiene habits.
2. HE.B.1.2.1-Discuss correct dental health practices.

Goals and Objectives

1. Explain how to choose grooming products
2. List ways to care for skin, hair, and nails
3. List ways to care for teeth and gums.
4. Describe ways to protect teeth against injury.

Grade 4-Activity 1

Have students' research good grooming habits for skin, hair and nails. Then ask them to write and publish a pamphlet.

Grade 4-Activity 2

Have students write a brief story describing how friends were able to nicely influence someone with poor grooming habits to develop better personal hygiene.

Grade 4-Activity 3

Have students write a commercial about a dental care product. Display advertisements for different types of dental care such as toothbrushes, toothpastes, dental floss, and mouthwash for students to review. Organize the class into small groups and have students write a short script advertising a dental care product. Have them state in their commercials the purpose of the product. Then have students perform their skits for the class.

Grade 3-Activity 4

Have students write a list of instructions for brushing their teeth. Encourage them to include drawings. Also have students recall a visit to the dentist. Have them write a description of what happened there. Tell them to include any advice their dentist gave them about keeping their teeth and gums healthy.

Additional Activities

1. Have students explain why it is important to keep your skin health.
2. Have students write explaining that being unprotected in the Sun results in sunburn. Applying sunscreen can protect you from sunburn.
3. Have students draw themselves doing two things to take care of their skin hair. Ask student to share their pictures with the class.
4. Handouts Good Grooming & Take Care of Your Teeth

videos

Content/Discussion Information

Have students list daily grooming habits. Ask students which products do they use for grooming? Possible answers include: shampoo, conditioner, soap, hair spray, toothpaste, moisturizer. Ask students why is it important to read the label on a product before using it?

Remind students that the skin is the largest organ in the body. It is a body system that serves many important functions. Ask students why is keeping skin clean important to good health? Possible answers may include: removes germs that may make you ill; removes oils and sweat which may smell bad.

Explain the need for protective clothing to guard against the sun's harmful rays. Ask students why are long-sleeved shirts and hats important to wear on a sunny day? Possible answers may include: They protect the arms and face from the sun's harmful rays.

Emphasize that keeping hair clean is also important to grooming and health. Ask students how can you reduce your risk of getting head lice? Possible answers may include: Do not share hats, combs, or brushes.

Vocabulary:

Grooming-is taking care of your body and your appearance.

Review the functions of teeth with students. Explain to students how they are for chewing food, word pronunciation, and giving shape to the face. Show students the diagram of the teeth. Direct students' attention to the diagram of the different kinds of teeth and their functions.

When tartar isn't cleaned out, it creates space between the teeth and gums where bacteria can grow and damage gums. Having teeth cleaned professionally is the most effective way to remove tartar that has built up. Ask students Why is it important to visit the dentist regularly? Possible answers: The dentist can remove tartar from your teeth and check for cavities. What can you do to reduce the risk of tartar and cavities? Possible answers include brush and floss daily; use a fluoride toothpaste.

Grade 4-Handout 35

Good Grooming

Directions: Answer the following questions on the lines provided.

1. Define the word grooming. Give two examples of grooming.

2. Why is having good grooming habits important to your health?

3. Describe how to groom your hair.

4. Explain how to groom your nails.

5. What is ringworm, and what are its symptoms?

6. How can your reduce the risk of getting ringworm?

Grade 4-Handout 36 Answer Sheet

Good Grooming

Directions: Answer the following questions on the lines provided.

7. Define the word grooming. Give two examples of grooming.

Grooming is taking care of your body and appearance; examples are keeping teeth, skin, hair, or nails clean and healthy.

8. Why is having good grooming habits important to your health?

To help remove dirt and germs from the body; help keep germ from entering the body through the mouth; help reduce the risk of diseases such as ringworm, head lice, or other infections.

9. Describe how to groom your hair.

Brush and comb hair ever day, wash with shampoo regularly, and get treatment for scalp infections.

10. Explain how to groom your nails.

Clean nails with a nailbrush, trim and file nails, and do not bite nails.

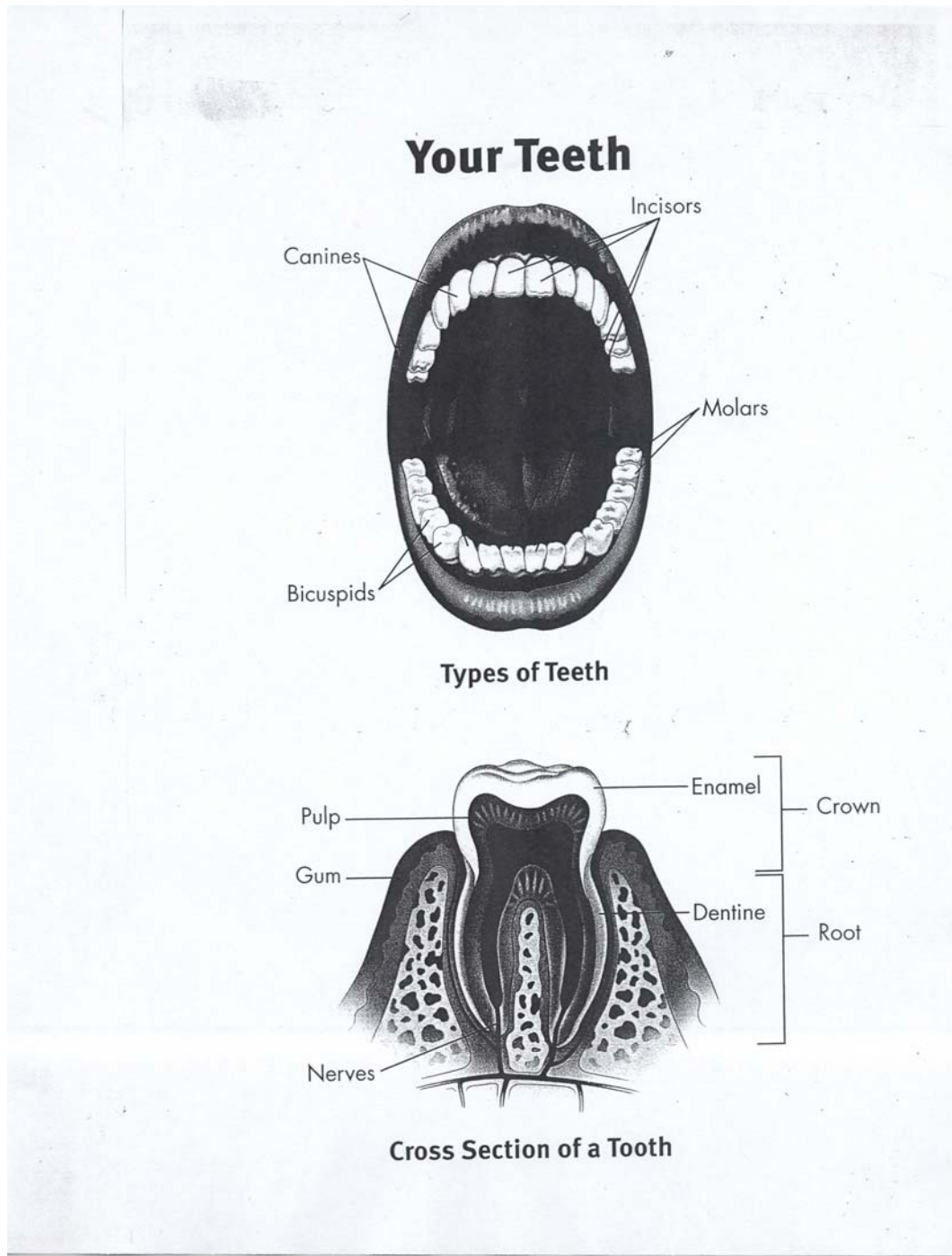
11. What is ringworm, and what are its symptoms?

Ringworm is a skin disease caused by a fungus. Its symptoms include red patches of skin with ring-like itchy, painful sores.

12. How can your reduce the risk of getting ringworm?

Keep your skin clean and dry.

Grade 4-Handout 37 Teeth Diagram



Lesson 2-Our Body/Reproduction/Puberty

CBC Infused with the Sunshine State Standards

1. HE.A.1.2.1- Explain how cells are organized into tissues, organs and systems.
2. HE.A.1.2.1- Explain how the pituitary gland helps control growth and development.
3. HE.A.1.2.3-Explain that males and females are more alike than different.
4. HE.B.1.2.3-Understand facts about menstruation
5. HE.B.1.2.2-Explain the difference between HIV and AIDS

Goals and Objectives

1. Describe how the human body is organized.
2. Explain how body systems work.
3. Describe changes that will occur in adolescence.
4. Identify cell fertilization/reproduction

Grade 4-Activity 1

Have the class stand together in small groups. Tell them that each student will pretend to be a single cell. Ask members of each group to hold hands and become a tissue. Then instruct all the tissues to join together and become an organ. Ask the groups to decide which organ they are, and invite them to mimic that organ's functions.

Grade 4-Activity 2

Have students draw a large circle to represent a body system, squares to represent tissues, and dots within the triangles to represent cells. Have students draw pictures to represent various body systems and label each picture with the name and function of the body system it illustrates.

Grade 4-Activity 3

Prepare overhead transparency or diagrams of the male and female reproductive system. Begin by showing students one of the diagrams. If you have chosen the female diagram, point out and discuss the function of the following:

1. Cervix
2. Vagina
3. Uterus
4. Fallopian tubes
5. ovaries

Continue with the male reproductive system, showing the students a diagram and focusing their attention on the location and function of the following:

1. Penis
2. Urethra
3. Scrotum
4. Testicles
5. Vas deferens

When students understand clearly the definitions, functions, and significance of the reproductive organs referred to by these terms, and their locations in the body, proceed with the activity by using the assessment handouts??? Please refer to the content and discussion.

Grade 3-Activity 4

Have students write a list of instructions for brushing their teeth. Encourage them to include drawings. Also have students recall a visit to the dentist. Have them write a description of what happened there. Tell them to include any advice their dentist gave them about keeping their teeth and gums healthy.

Grade 3-Activity 5

Discuss the body systems with students have students complete the handout body systems.

Grade 3-Activity 6

Refer to the discussion and content of the male/female reproductive system have student to complete the referring handouts.

Grade 3-Activity 7

Pair students with same-sex partners. Distribute 3 X 5 cards to each pair. Ask students in the pairs to write down list of questions they would like to have answered by a member of the opposite sex. Collect the cards and make two separate lists for the opposite sex. Collect the cards and make two separate lists for the bulletin board: "Questions Girls Wish to Ask Boys" and "Questions Boys Wish to Ask Girls." Place stars (*) beside those and girls share similar concerns, regardless of sex. If time allows, follow with a panel discussion to answer selected questions.

Grade 3-Activity 8

Show students the handout of a single cell and tell them that all life begins as a single cell, whether it be a frog, bird, puppy or human. The cell receives nourishment and divides into many cells inside a protected environment until it is ready to survive in the outside world. The protected environment can be inside an egg shell as in the case of birds and reptiles. Leaving the protected environment is called birth or hatching. Humans stay inside their environment for nine months. Show students the fertilization handout. Tell them that before life begins for humans one of each must come together to form the single cell. When the sperm cell unites with the egg cell it is called fertilization. Explain that both cells are microscopic. The human egg cell is about 40 times larger than a sperm cell. Sperm cells are so small that 20 of them placed end to end would cover about 1 centimeter.

Additional Activities

1. Have students explain why it is important to keep your skin health.
2. Have students write explaining that being unprotected in the Sun results in sunburn. Applying sunscreen can protect you from sunburn.
3. Have students draw themselves doing two things to take care of their skin hair. Ask student to share their pictures with the class.
4. Handouts Good Grooming & Take Care of Your Teeth.
5. Have students complete the handout titled "Changes During Puberty".
6. Use Handouts 41 for teaching the content of the anatomy and physiology of the male and female reproductive system as well as the menstrual cycle.
7. Have students review handouts 43 & 44 of the male/female anatomy, have students complete handout body parts

videos**Content/Discussion Information**

Introduce the concept of the organization of the body by having students think about how the school is organized into different sections; teacher and students; classrooms; and grade levels. Ask students what are some organs found in your body? Possible answers include: eyes, heart, lungs, liver.

Explain to students that the body is made of cells. A cell is the smallest working part of a living thing. A group of the same kind of cell forms a tissue. Cells in a tissue work together to do a specific job. Muscle cells for muscle tissue. Bone cells form bone tissue. An organ is a body part made of different kinds of tissues. Your eye is an organ. It is made up of nerve tissue, muscle tissue, and other materials. A body system is a group of organs that work together to do a certain job.

The body has seven systems. Each has a specific job to do

- Skeletal system-your skeletal system is made of bones. It supports your body and protects other organs.
- Muscular system-your muscles help you move
- Skin-Your skin covers your body. It protects your other body systems from germs and from losing water.
- Nervous system-Your nervous system controls other body systems.
- Digestive system-Your digestive system changes food into substances your body can use.
- Circulatory system-Your circulatory system moves oxygen and other substances to all body cells.
- Respiratory system-Your respiratory system takes in oxygen and releases carbon dioxide.

A simple explanation of the reproductive system is adequate for this grade level. There seems no need to

discuss the more complex sexual functions, the lubricatory glands, etc. If there is nervous laughter or joking during this lesson, students may need to be reassured that it's alright to feel a little uncomfortable when talking about parts of the body we consider private. Tell them that laughing and joking are ways people deal with the embarrassment, and as they become more comfortable with the subject they'll find less need to do that.

A question box is helpful to allow student to ask questions without embarrassment about their curiosity or lack of knowledge

Male Reproductive Systems

- A. The male reproductive cells are the sperm, which are produced in the testicles or testes.
- B. The testes are two sex glands located in a sac called the scrotum.
 - 1. The Testicles form inside the body during fetal development and descend into the scrotum before birth. Sometimes one testicle may not descend and a boy will need medical treatment to correct the condition.
 - 2. The scrotum protects the glands by helping to maintain an even temperature needed for sperm production.
 - 3. In cold air or water, the scrotum will shrink and pull the testes closer to the body for warmth. When the body is warm, the scrotum will hang loosely to move the testes away from the body.
 - 4. The testicles correspond to the ovaries in women because both ovaries and testicles produce reproductive cells.
- C. Production of sperm cells starts in early puberty.
 - 1. Messages from the pituitary gland signal the development of testosterone, the male sex hormone which prompts the production of sperm.
 - 2. Although a boy is physically capable of impregnating a woman at this time, the task of being a father in our complex society requires a greater level of maturity.
 - 3. Sperm cells are so small they can only be seen by a microscope.
- D. Sperm are stored in small tubes in the testicles.
 - 1. They move from the testicles through the vas deferens in fluid called semen, which sustains the sperm before they are released from the body (ejaculation).
 - 2. The vas ends where it joins the urethra.
- E. Both urine and sperm are released from the body through the urethra. When sperm is released (ejaculation), a valve closes off the flow of urine.
- F. When a man has strong sexual feelings, the blood flow out of the penis is slowed down and the spongy tissue of the penis fills with blood, causing the penis to become firm. This action is called an erection.
 - 1. This happens before sexual intercourse but also from dreams or sexually exciting pictures or circumstances. Erections may occur when simply looking at or being near someone to whom the male is attracted.
 - 2. Boys may have a released of semen at night which is called nocturnal emission or "wet dreams."
 - a. It may or may not be caused by sexual dreams.
 - b. It is a common occurrence in boys; it is also quite common not to experience this.
 - 3. Interest in sex varies greatly in young people and may depend on their level or sexual maturity.
- G. Behind the genitalia, at the lower end of the buttocks, is the anus, an opening from the digestive system for eliminating wastes.

Female Reproductive System

- A. The female reproductive cell is called the ovum.
 - 1. About 400,000 immature egg cells or ova are present at birth.
 - 2. About 400 ova will mature during a woman's life.
- B. Ova are stored in two sex glands called ovaries.
 - 1. The ovaries produce estrogen and progesterone which regulate the menstrual cycle.
 - 2. Each month an ovum in one of the ovaries will mature and be released. It's believed that the ovaries "take turns" –one releasing one month, the other the next, and so on.
 - 3. These correspond to the testicles in the males since both testicles and ovaries produce reproductive cells.
- C. The fallopian tubes are four to six inches long in a mature female. The curve around the ovaries and extend to the uterus. These tubes are the passageway through which the egg travels from the ovary to the uterus.
- D. The uterus is a hollow, muscular organ, also called the womb.
 - 1. The uterus is designed to hold and nourish the fetus until birth.
 - 2. The opening of the uterus into the vagina is a ring of muscle called the cervix.
- E. The vagina, also called the birth canal, extends from the uterus to the outside of the body.
- F. At birth, the opening of the vagina is partly covered by a very thin membrane called the hymen. However, the hymen is usually broken as a young woman grows up, during vigorous activities e.g., swimming, gymnastics, horseback riding, etc.
- G. The external genitalia is called the vulva.
 - 1. Pubic hair covers the two outer folds or labia.
 - 2. The labia cover and protect the vaginal opening.
 - 3. Above the vaginal opening is the urethra, a very small opening that releases urine.
 - 4. Also protected by the labia is a small, sensitive organ called clitoris.
- H. Behind all of these, and not covered by the labia, is the anus, an opening from the digestive system through which passes the body's waste materials.

Puberty

Male Growth and Development

- A. Development of the testes and scrotum is usually the first sign of puberty in boys beginning between ages ten and 13.
 - 1. Skin of the scrotum reddens and wrinkles; testosterone production and sperm development begins.
 - 2. Pubic hair appears as a result of the production of testosterone in the testes.
- B. The growth spurt in height begins about a year later, the velocity of growth approximately doubling.
 - 1. The arms and legs lengthen before the trunk of the body. This sometimes causes awkwardness until the body becomes proportionate.
 - 2. Faster muscle growth in boys leads to greater strength due to developing more force per gram of muscle as well as larger muscles.
- C. Growth of the penis occurs simultaneously with the growth in height.
- D. Axillary hair and facial hair appears, on the average, some two years after the beginning of pubic hair growth. The remainder of body hair continues development well after puberty.
- E. Some boys may notice a slight swelling of the breasts. This will go away as the hormones become balanced.
- F. By age 16-18 most males have completed puberty.
 - 1. Shoulders have broadened.
 - 2. Limbs and trunk are muscular.
 - 3. Body growth slows down.
 - 4. Sperm production is well established.
 - 5. Body hair is established and continues to develop.

Female Growth and Development

- A. The growth spurt is usually the first sign of puberty in girls, beginning between eight and 12.
 - 1. The pituitary signals the ovaries to start production of estrogen which triggers the growth spurt.
 - 2. Head, hands, and feet are the first parts of the body to reach their mature size. Girls are often worried about the size of their feet and can be assured that the rest of their body will catch up soon.
 - 3. Girls lose less of their body fat than boys, giving them a rounder appearance.
 - 4. Girls may also go through a stage of awkwardness as various body parts grow at different rates.
- B. Breast development usually starts soon after the spurt of growth begins.
 - 1. Development begins with swelling of the nipples.
 - 2. Breasts gradually fill out over a period of three to four years.
 - 3. In early development, breast may feel tender and sensitive.
 - 4. One breast may grow faster than the other. This will eventually even out, although occasionally one breast remains slightly larger.
 - 5. Sometimes a small amount of milky fluid is secreted from the nipples.
- C. Filling out of the hips is usually the next step in development as the rest of the body becomes more rounded and curved.
- D. Pubic hair appears soon after breast development begins.
- E. The final event in the development sequence is the onset of menstruation (menarche or period).
- F. By the age of 15-16, most young women have completed the changes of puberty.
 - 1. Hips and pelvis have widened.
 - 2. Breast have filled out and further changes will reflect weight gains and losses, pregnancy, nursing, etc.
 - 3. Body is rounded and curved.
 - 4. Growth slows down.
 - 5. Body hair is established.
 - 6. The menstrual cycle is established.

Other Changes

- A. In both males and females, the voice changes during puberty.
 - 1. The changes are caused by lengthening of the vocal chords.
 - 2. For a short time boys may be aware of a crackling or change in register in their voices. It may happen mid-sentence and cause some embarrassment.
 - 3. Although this is not a noticeable in girls, their voices do change to a lower register.
- B. Sweat glands become more active, especially under the arms.
 - 1. The perspiration itself is odorless, but bacteria on the skin cause the unpleasant odors.
 - 2. It's possible to take care of most of this by daily washing with soap and water.
 - 3. Some people will find it necessary to also use deodorants.
- C. Most young people have problems at some time during puberty with acne.
 - 1. Acne appears on parts of the body where there are a lot of sweat glands: face, back, and chest.
 - 2. Acne occurs when sweat glands are blocked by plugs of oil secretions.
 - 3. The best way to deal with acne is to keep the skin free of excess oil.
 - a. Frequent washing with hot water and soap, then rinsing with warm water, is very important.
 - b. Eating a well-balanced diet with a lot of fruits and vegetables is recommended by many doctors.
 - c. Exercise stimulates blood circulation to the skin and may help improve the complexion.
 - d. Squeezing pimples should be avoided because it bruises and damages the skin.
- D. The heavy production of oil by the skin may also mean hair will need to be washed more frequently.
- E. Increased production of hormones prompts sexual thoughts and daydreams in most young people; there is a heightened awareness of sexual attraction.
 - 1. Release of semen by boys during sleep, called nocturnal emission or "wet dreams," is common at this time. It is also quite normal not to experience them.
 - 2. Both boys and girls may experience sexual excitement from simply watching or being near

someone they are attracted to. They may not understand that the emotions they are feeling are sexual in nature.

3. Sexual fantasies are common at this time.
 - a. Some parents feel that this is a natural stage of development and not a matter of concern.
 - b. Other parents feel that some daydreams or fantasies are not wrong but others are; and like various facets of human behavior, some fantasies need to be controlled.
4. In general, boys and girls become more interested in each other during puberty.
5. While sexual interest and thoughts are common, it is also quite normal not be sexually concerned, especially in the early years of puberty.
- F. Puberty is a time of great shifts of moods for most people.
 1. Discomfort and concern about the changes in their bodies and feelings may cause emotional stress.
 2. Moods shift quickly and unpredictably.
 3. Crying over seemingly small matters is common for both boys and girls and is not something to be ashamed of.
 4. It helps young people to share their concerns with parents or friends. Often, it is surprising and comforting to discover that others share similar concerns and feelings.
- G. Increased feelings of independence are a part of the normal development in adolescence.
 1. There are shifts between mature behavior and childish behavior.
 2. Relationships with parents will begin to change as young people assert their independence, sometimes causing difficulties.

Ovulation

- A. One of the things that happens during puberty is the production of hormones by the ovaries.
- B. Estrogen is the female hormone that causes the changes of puberty: physical growth, development of the ovaries, breast development, body hair and body contours.
- C. Each month an ovum (egg cell) matures and ripens.
- D. At the same time, the lining of the uterus (endometrium) builds up preparation for a fertilized egg.
- E. The ovum takes a four to six day trip down the fallopian tubes into the uterus. Occasionally, two or more ova are released at the same time.
- F. If the egg is not fertilized, the uterus will know that the endometrium is not needed.

Menstruation

- A. Menstruation is when the lining of the uterus (the endometrium) begins to slough off the walls and slowly pass out of the body through the vagina.
- B. Menstruation usually begins between the ages of nine and 16, and it is normal to begin earlier or later.
- C. Menstruation may begin before ovulation takes place (and ovulation may take place before the first menstruation).
- D. The menstrual flow is quite slow and gradual. The first sign of menstruation will be a small spot of discharge, not a “gushing.” (As mentioned earlier, the teacher should make a special effort to alleviate the common fear that a large amount of blood will gush out.)
- E. The first periods are often very irregular. It is not uncommon to skip a month or to have periods close together.
- F. Length of periods varies from two days to a week.
- G. Gradually, a regular cycle will be established; but it’s still quite normal and common during the teen years to have irregular periods.

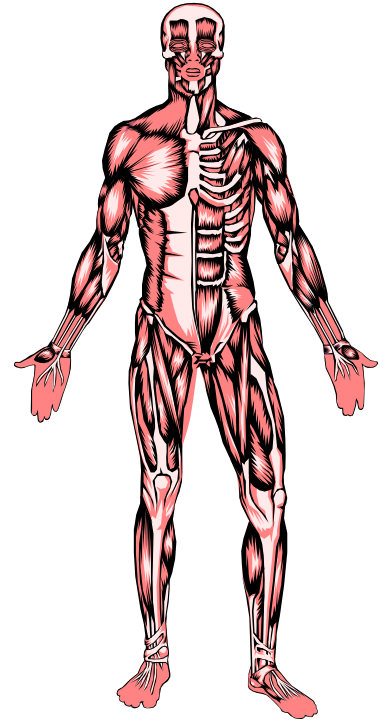
*** Use handouts 46 Questions frequently asked by students about their reproductive system and instructional support.**

Grade 4-Handout 38

YOUR BODY SYSTEM

Direction: Write the letter of the correct answer on the line.

- _____ 1. Made of the same kind of cells.
- _____ 2. Made of different kinds of tissues.
- _____ 3. Group of organs working together to do a certain job.
- _____ 4. Smallest working part a living thing



VOCABULARY

A. Body System

B. Cell

C. Organ

D. Tissue

Directions: Write an example of each body part on the line provided.

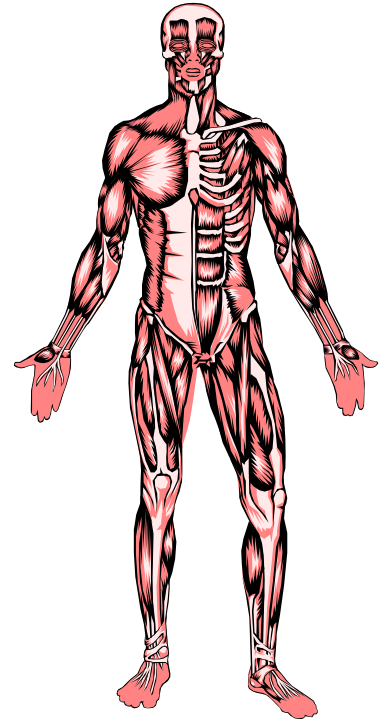
- 5. Organ_____.
- 6. Tissue_____.
- 7. Body System_____.
- 8. Cell_____.

Grade 4-Handout 38 Answer Sheet

YOUR BODY SYSTEM

Direction: Write the letter of the correct answer on the line.

- D 1. Made of the same kind of cells.
- C 2. Made of different kinds of tissues.
- A 3. Group of organs working together to do a certain job.
- B 4. Smallest working part a living thing



VOCABULARY

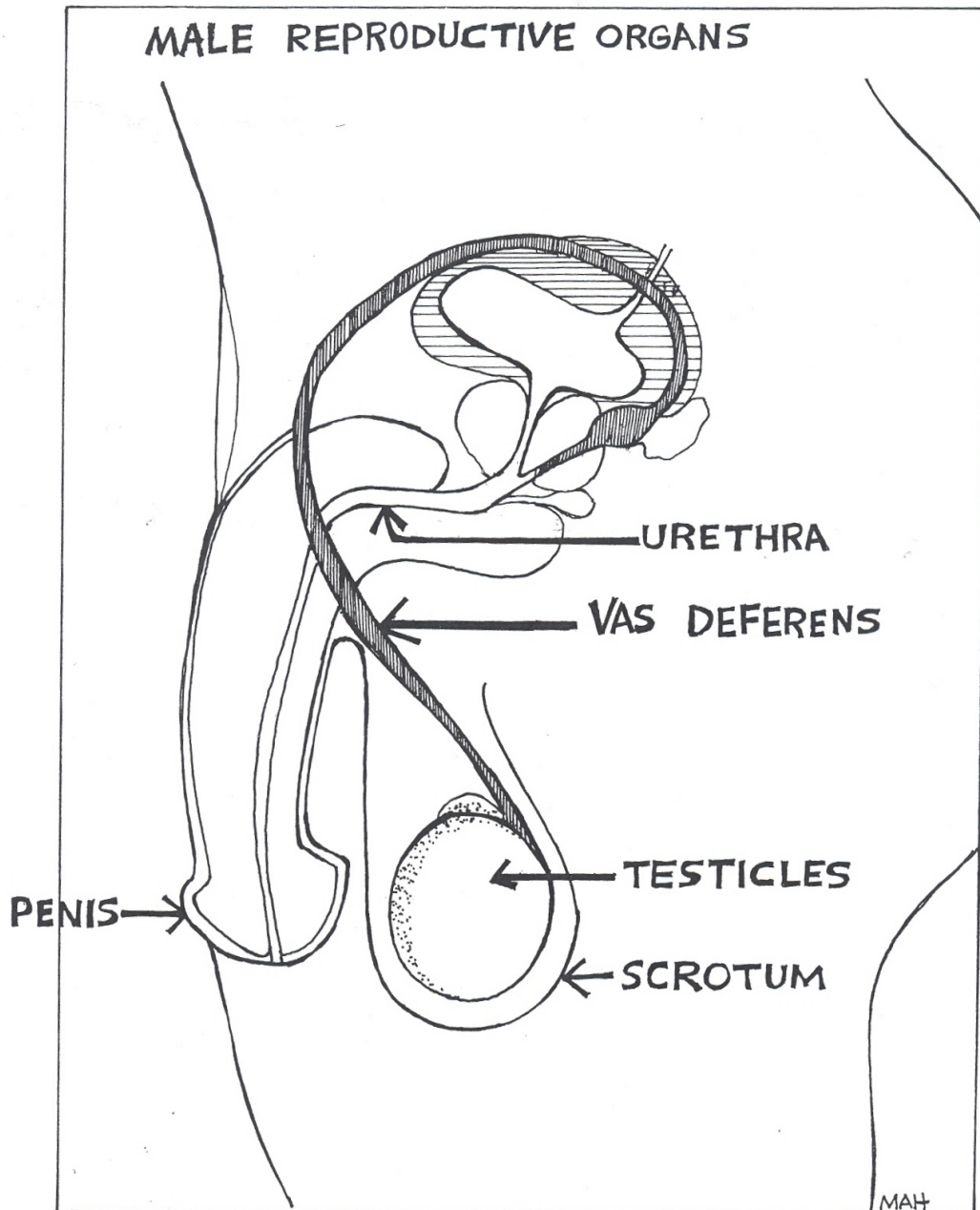
A. Body System B. Cell C. Organ D. Tissue

Directions: Write an example of each body part on the line provided.

9. Organ _____ Possible answer: heart, eye _____.
10. Tissue _____ Possible answer: muscle _____.
11. Body System _____ Possible answer: circulatory, skeletal _____.
12. Cell _____ Possible answer: bone cell, muscle cell _____.

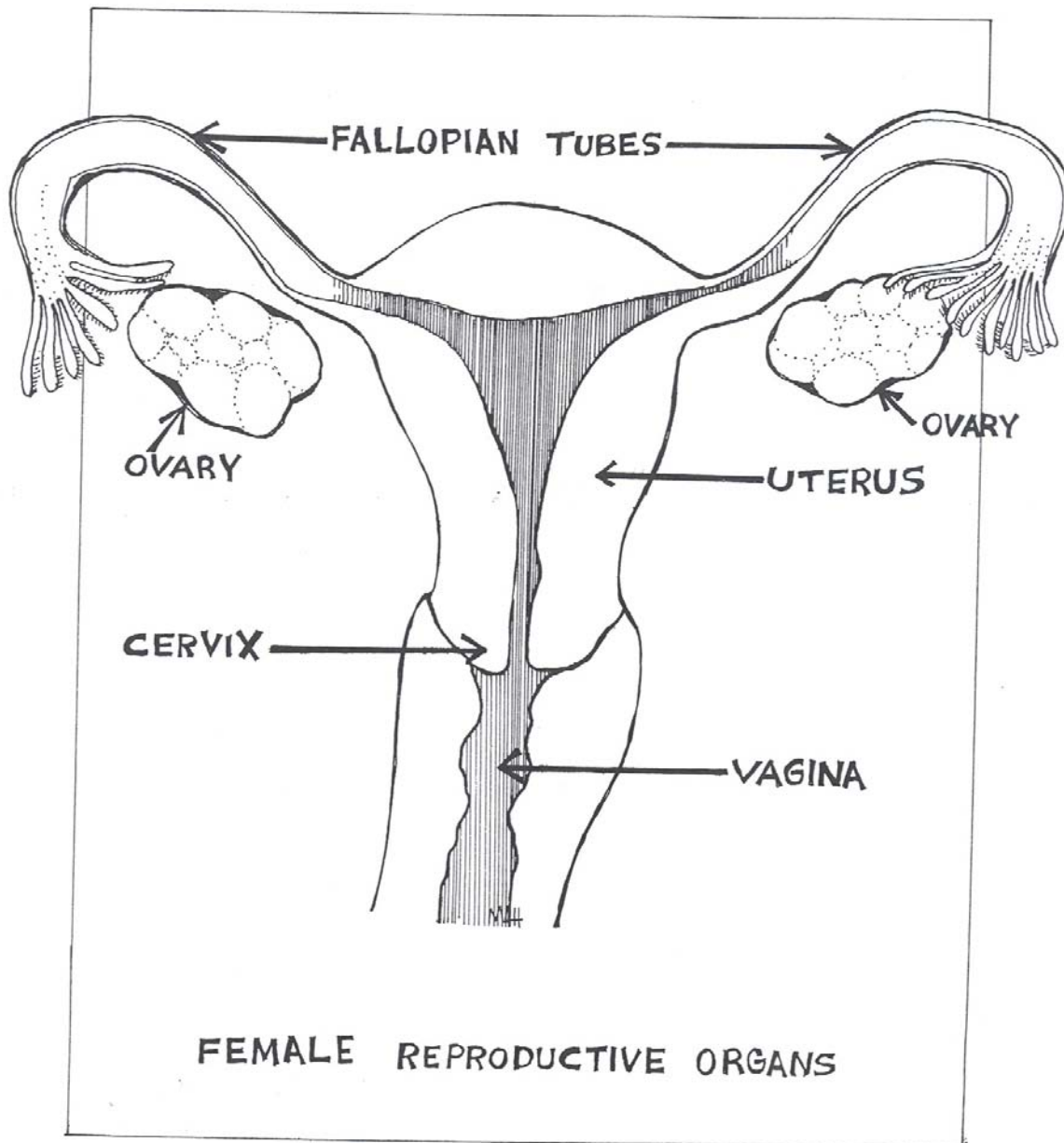
Grade 4-Handout 39

Reproductive Organs Male Reproductive System



Grade 4-Handout 39

**Reproductive Organs
Female Reproductive System**

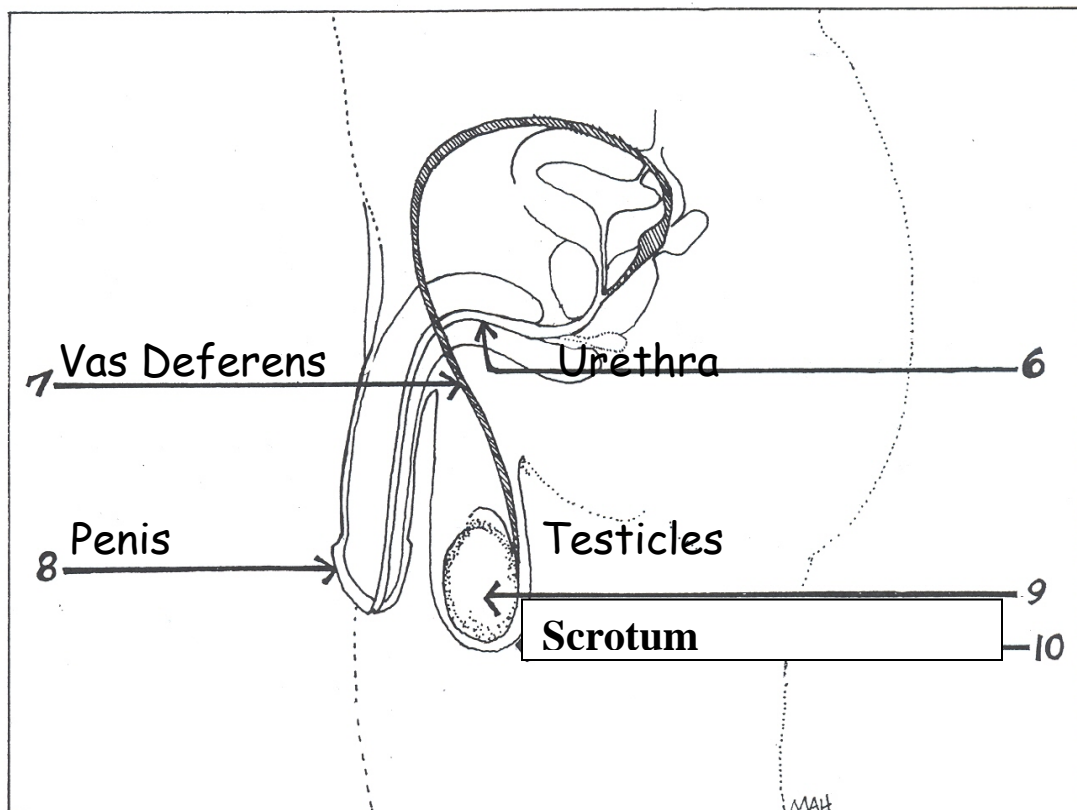


Grade 4-Handout 40 Male Reproductive System Answer Sheet

Part I. Directions: Match the definition from Column 2 with the word it describes in Column 1.

(1) Male Reproductive Organs	(2) Definitions
<u>D</u> 1. Penis	A. Gland in male that produces sperm
<u>B</u> 2. Urethra	B. Duct through which urine is discharged and, in males, through which semen is discharged
<u>E</u> 3. Scrotum	C. Either of two ducts that allow sperm to pass from the testicles
<u>A</u> 4. Testicle	D. The male sex organ; also, the male urinary organ
<u>C</u> 5. Vas deferens	E. The external pouch that contains the testicles

Part II. Directions: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Grade 4-Handout 40 Male Reproductive System Answer Sheet

Part I. Directions: Match the definition from Column 2 with the word it describes in Column 1.

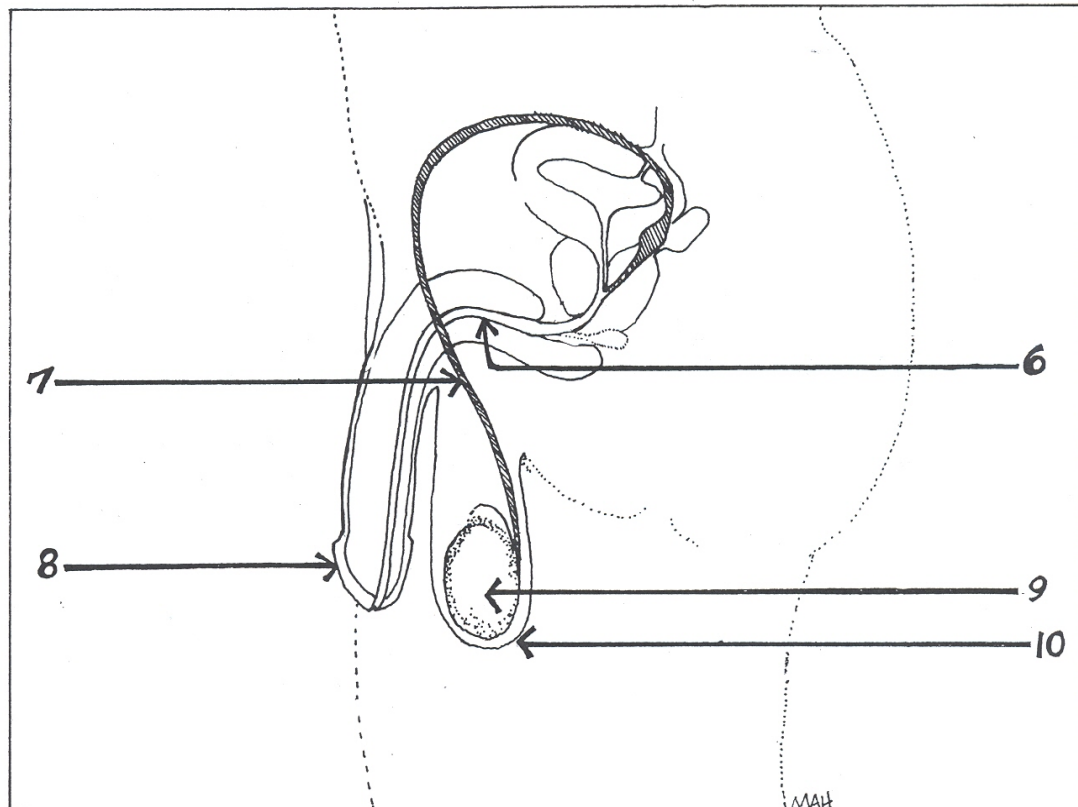
(1)
Male Reproductive Organs

(2)
Definitions

- _____ 1. Penis
- _____ 2. Urethra
- _____ 3. Scrotum
- _____ 4. Testicle
- _____ 5. Vas deferens

- A. Gland in male that produces sperm
- B. Duct through which urine is discharged and, in males, through which semen is discharged
- C. Either of two ducts that allow sperm to pass from the testicles
- D. The male sex organ; also, the male urinary organ
- E. The external pouch that contains the testicles

Part II. Directions: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Grade 4-Handout 40 Female Reproductive System Answer Sheet

Worksheet 5:7D : "Reproductive Organs: Male and Female"

Part I. Directions: Match the definition from Column 2 with the word it describes in Column 1.

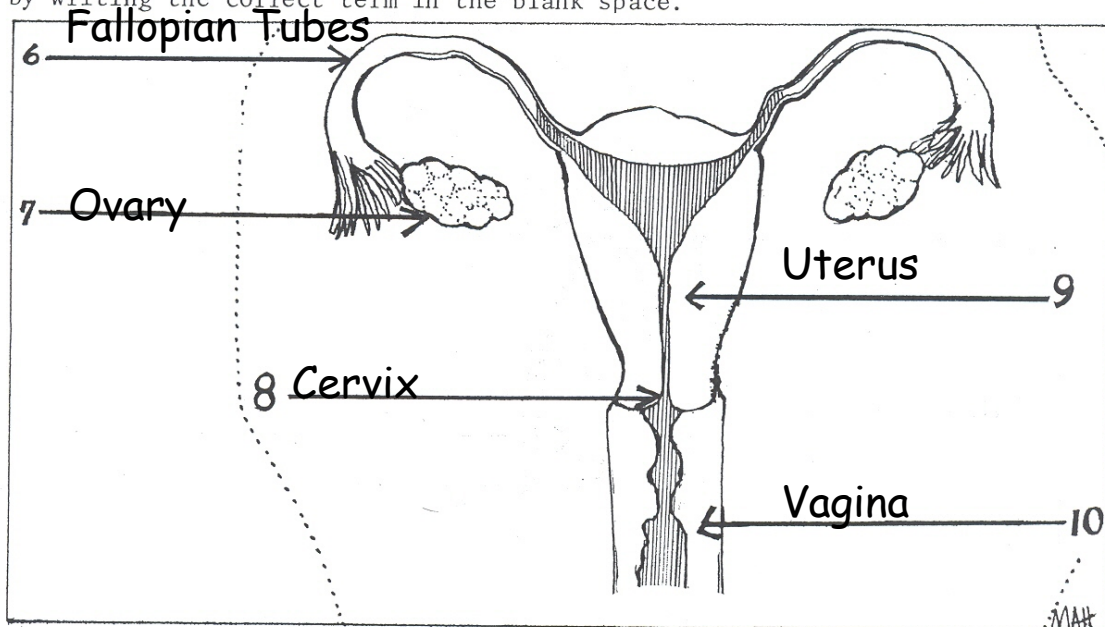
(1)
Female Reproductive Organs

- | | |
|----------|-------------------|
| <u>C</u> | 1. Cervix |
| <u>E</u> | 2. Vagina |
| <u>A</u> | 3. Uterus |
| <u>D</u> | 4. Fallopian tube |
| <u>B</u> | 5. Ovary |

(2)
Definitions

- A. Pear-shaped female reproductive organ in which fetus grows and develops until birth
- B. Female organ in which egg cells and sex hormones are produced
- C. Neck-like, narrow end of uterus which opens into vagina; it stretches to allow a baby to be born
- D. Either of two tubes through which egg released from an ovary each month travels on its way to uterus
- E. Passage that leads from uterus to external genital organs

Part II. Directions: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Grade 4-Handout 40 Female Reproductive System Answer Sheet

Worksheet 5:7D : "Reproductive Organs: Male and Female"

Part I. Directions: Match the definition from Column 2 with the word it describes in Column 1.

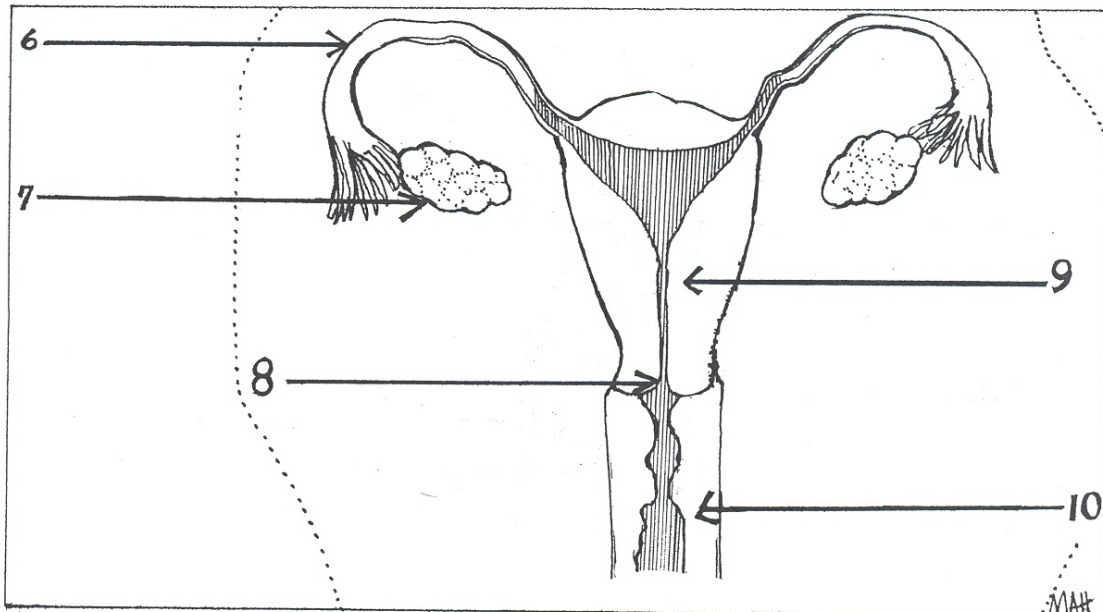
(1)
Female Reproductive Organs

- _____ 1. Cervix
- _____ 2. Vagina
- _____ 3. Uterus
- _____ 4. Fallopian tube
- _____ 5. Ovary

(2)
Definitions

- A. Pear-shaped female reproductive organ in which fetus grows and develops until birth
- B. Female organ in which egg cells and sex hormones are produced
- C. Neck-like, narrow end of uterus which opens into vagina; it stretches to allow a baby to be born
- D. Either of two tubes through which egg released from an ovary each month travels on its way to uterus
- E. Passage that leads from uterus to external genital organs

Part II. Directions: Look at the diagram below and label the body parts by writing the correct term in the blank space.



Grade 4-Handout 41

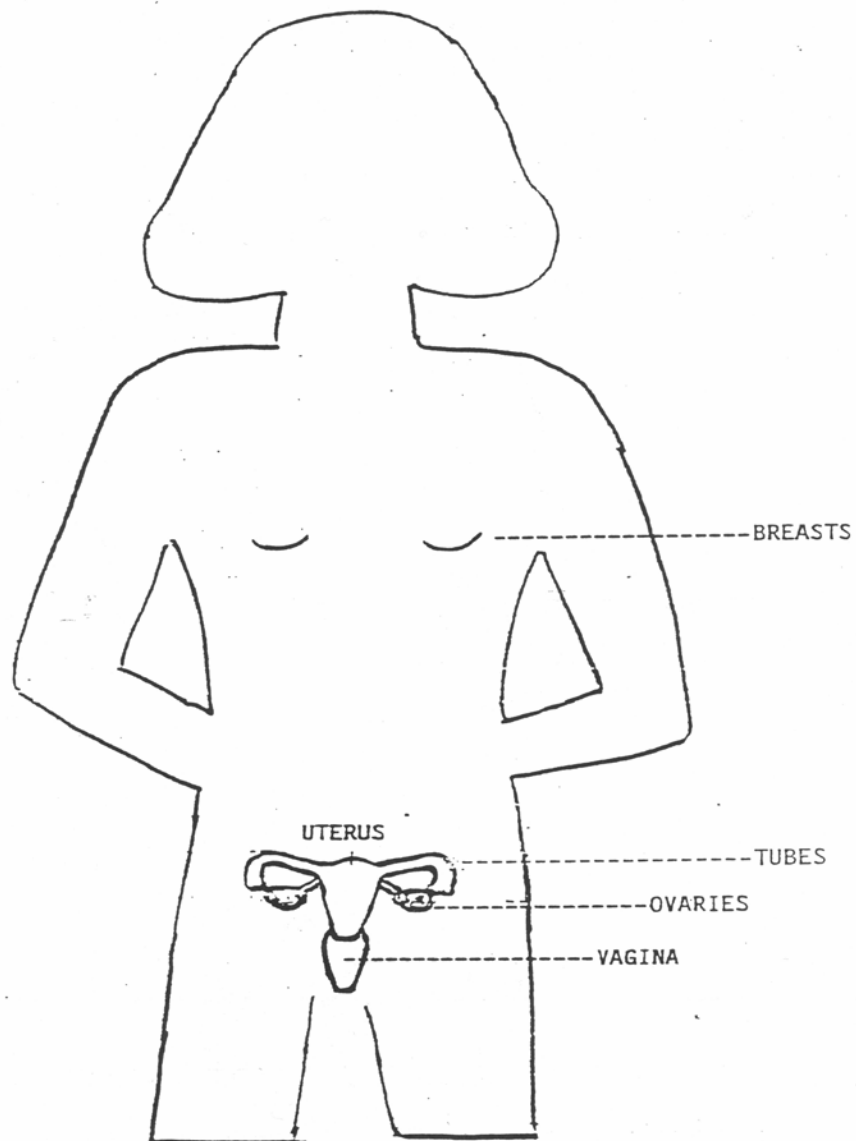
“Changes During Puberty”

Directions: Write “yes” or “no” in the right-hand column to show whether or not this is a change that takes place during puberty.

	TO WHOM
1. Hormone action increases, bringing about body changes.	
2. Rapid changes in height and weight take place.	
3. Voices get higher.	
4. Growth of body hair begins.	
5. Breasts develop.	
6. Sweat glands are no longer active.	
7. Shoulders widen.	
8. The reproductive organs begin to function.	
9. Nocturnal emission are common.	
10. Menstruation begins.	
11. Changes in mood take place more often.	
12. Girls and boys are less interested in each other.	
13. There is an increased feeling of independence.	
14. Interest and friendships change.	

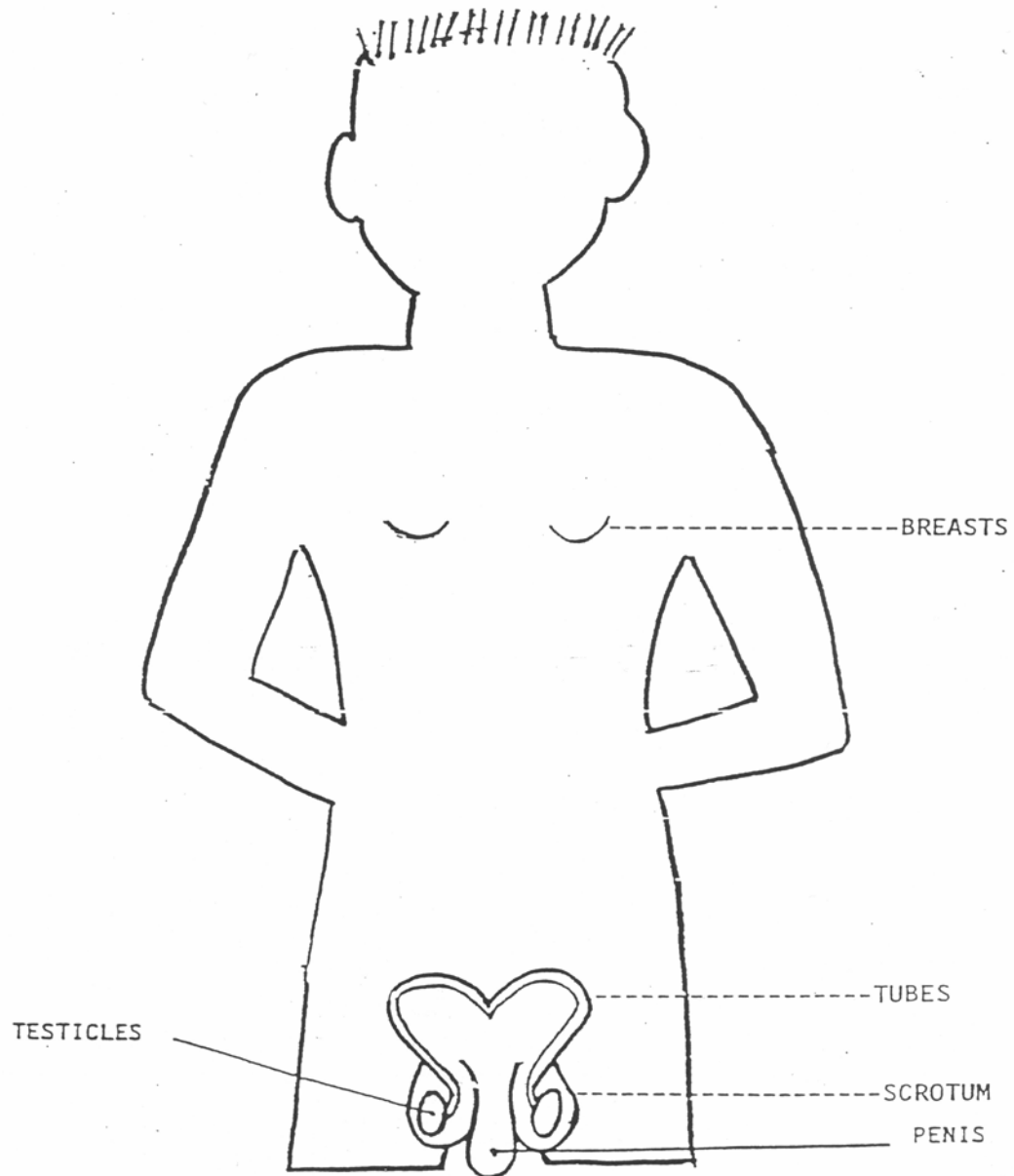
Grade 4-Handout 42

FEMALE ANATOMY



Grade 4-Handout 43

MALE ANATOMY



Grade 4-Handout 44

BODY PARTS

Directions: List body parts that are the same:

Boys

Girls

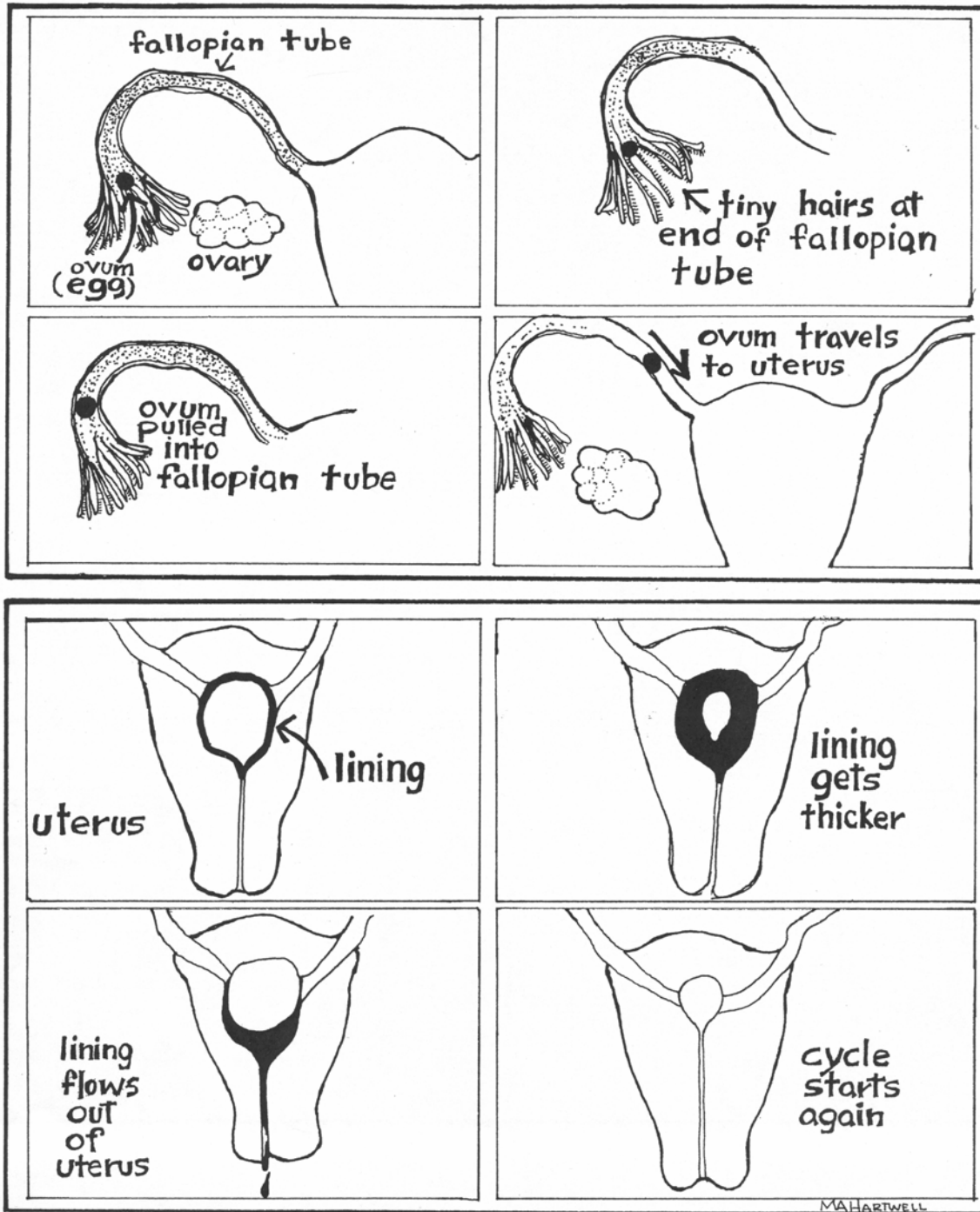
Directions: List body parts that are different

Boys

Girls

Grade 4-Handout 45

Ovulation and Menstruation



Grade 4-Handout 46

Questions Frequently Asked By Students About Their Reproductive System

By Girls:

1. What is Menstruation?

Menstruations is the shedding of blood and tissue from a woman's uterus. This menstrual fluid leaves the body through the vagina. It is a normal body function that happens about once a month.

2. At what age do most girls start to menstruate?

Most girls start to menstruate when they are about 12 or 13, although a girl can start as early as 9 or 10... or as late as 15 or 16. If a girl hasn't started her period by the time she is 16, she might want to discuss the matter with a doctor.

3. Why do some girls start menstruating sooner than others?

Because every individual is unique, that means that each and every girl will begin to menstruate at a special time that's right for her. A lot of it has to do with heredity.

4. Is there any way a girl can tell when she's going to start menstruating?

No one can tell the exact day or month she will start. However, menstruation usually begins after certain physical changes take place. First, she will notice her breasts are developing and hair is growing in the pubic area. Next, she'll notice underarm hair appearing. During this time she may also be aware of a small amount of whitish fluid coming from her vagina. Several months later, she should experience her first menstrual period.

5. How will a girl know when she first starts?

She may not be aware of it, or she may notice a dampness on her undergarments. When she goes to the bathroom, she will discover some menstrual blood on her panties. Depending on where she happens to be, she can ask her mother, the school nurse, or friend for some sanitary protection to absorb this flow and protect her clothing. And she shouldn't be afraid! This

means menstruation has begun for her. It's just another sign of maturity—of being a woman instead of a child .

6. Why do girls menstruate?

Menstruation is a sign that a girl's menstrual cycle is beginning, and the purpose of her menstrual cycle is to prepare her body for the normal biological function of women - - to be able to reproduce, or have children.

7. What is the menstrual cycle?

It is a series of changes that take place in a girl's reproductive organs. Basically, it involves three steps: (1) the ripening of an egg cell and its release from the ovary (ovulation), (2) the preparation of the uterine lining to provide support and nourishment for the egg if it should become fertilized, and (3) menstruation.

8. How long does a menstrual cycle last?

The average menstrual cycle last about 28 days. The length of a cycle is determined by counting the number of days from the first day of one menstrual period to the day before a girl's next menstrual period starts.

9. Does every girl have the same menstrual cycle?

No. The menstrual cycle can vary in length from 17 days to 35 days and still be considered a "normal" menstrual cycle. In fact, for many young girls, their menstrual cycle is irregular for the first year or so, but after this time, it should become regular. The length of each menstrual period can vary , too. Some girls menstruate for only 3 days, while some menstruate for as long as 7. However, the average menstrual period lasts for about 4 to 5 days.

10 How much blood will I lose when I menstruate?

The amount of blood you will lose during your menstrual period is about 4 ounces, or 4 to tablespoons.

11. What kind of sanitary protections should I use?

There are two kinds of menstrual protections - pads and tampons. Pads come in different absorbencies and are worn outside the body between the legs. Tampons are placed in the vagina to absorb flow internally.

12. When can a girl start using tampons?

When a girl begins to menstruate, she is old enough to use tampons.

13. How often should a girl change her sanitary protection?

A girl should change her sanitary protection as needed, but at least every 4 to 6 hours. This is especially true for females who choose to use super-absorbent tampons, since it appears to be these tampons that in some way encourage the growth of bacteria (*Staphylococcus aureus*) and ultimately the toxin found in toxic shock syndrome.

BY Boys:

14. Do all boys grow at the same rate?

No. All individuals - whether they're male or female - grow at a rate that's special for them and largely as a result of hereditary factors. However, boys of the same age during their early teens. But boys continue to grow until about age 20, while most girls stop growing at about age 16.

15. What causes hair to grow on a boy's body?

For boys, hair growth on the pubic area, the face, and on other parts of the body is caused by the action of the hormone testosterone. Since no two people are alike or have the same hormonal system, some boys will have more hair than others on their bodies and face.

16. Why does a boy's voice get deeper?

Again, it's because of the hormone testosterone.

17. Does more hair and a deeper voice on a male make him more of a man?

No. This is a false idea. A person's manliness has nothing to do with the amount of hair on his body or with the deepness of his voice.

18. Why do girl's breasts develop different than boys?

Breast development in girls is influenced by female hormones. They develop along with the rest of their reproductive organs, and they produce milk after the birth of a baby.

19. Do some boy's breast get a bit bigger and become sore at times?

Yes. In some boys, one or both breast grow a little bit and become slightly sore during adolescence. This quite normal and will usually disappear after a short time.

20. Does a penis have to be a certain size when a boy is grown?

No. Just as there are differences in the size of other parts of the body, so the penis and testicles may be different in size. The size is unimportant, for when erect, all penises are approximately the same size.

21. What causes the penis to become erect (become hard)?

Beneath the skin of the penis there are tissues made of spongy material. When blood rushes into the spaces of this tissue, the penis stiffens and becomes larger. Males of every age, even tiny babies, have erections. Sometimes an erection is caused by a full bladder, the friction of tight clothing, or stimulating thoughts and dreams.

22. What is ejaculation?

Ejaculation is a discharge of semen from the penis. Ejaculation normally occurs sexual intercourse, masturbation, or nocturnal emissions. This is perfectly normal.

23. At what age do most boys begin to have nocturnal emissions (wet dreams)?

There is no definite age, but they usually begin between the ages of 12 and 16. It is also possible never to have a wet dream.

24. Do urine and semen ever pass from the body at the same time?

No. When semen passes, the body has a special way by means of valves and muscle contractions to prevent urine from passing at the same time.

25. How could a male protect his testicles during sports?

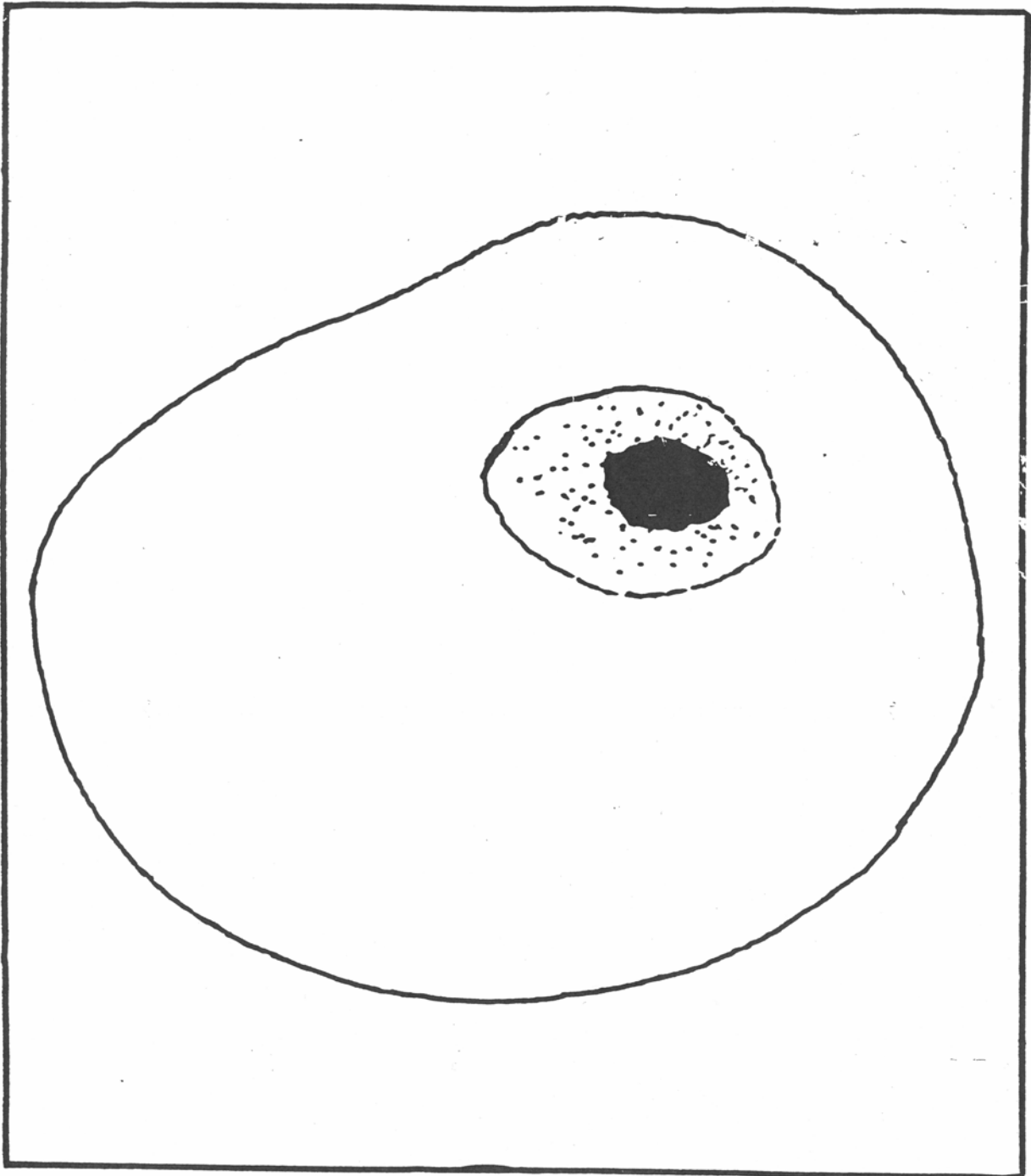
It is a good idea when playing sports to wear an athletic supporter or a hard plastic cup to shield and protect the testicles and penis from injury.

26. What is sexual intercourse?

Sexual intercourse is the sexual union of a man and a woman. During intercourse, the penis of a man is placed in the woman's vagina. If sperm leave the man's body and enters the woman's body through ejaculation, a woman may become pregnant.

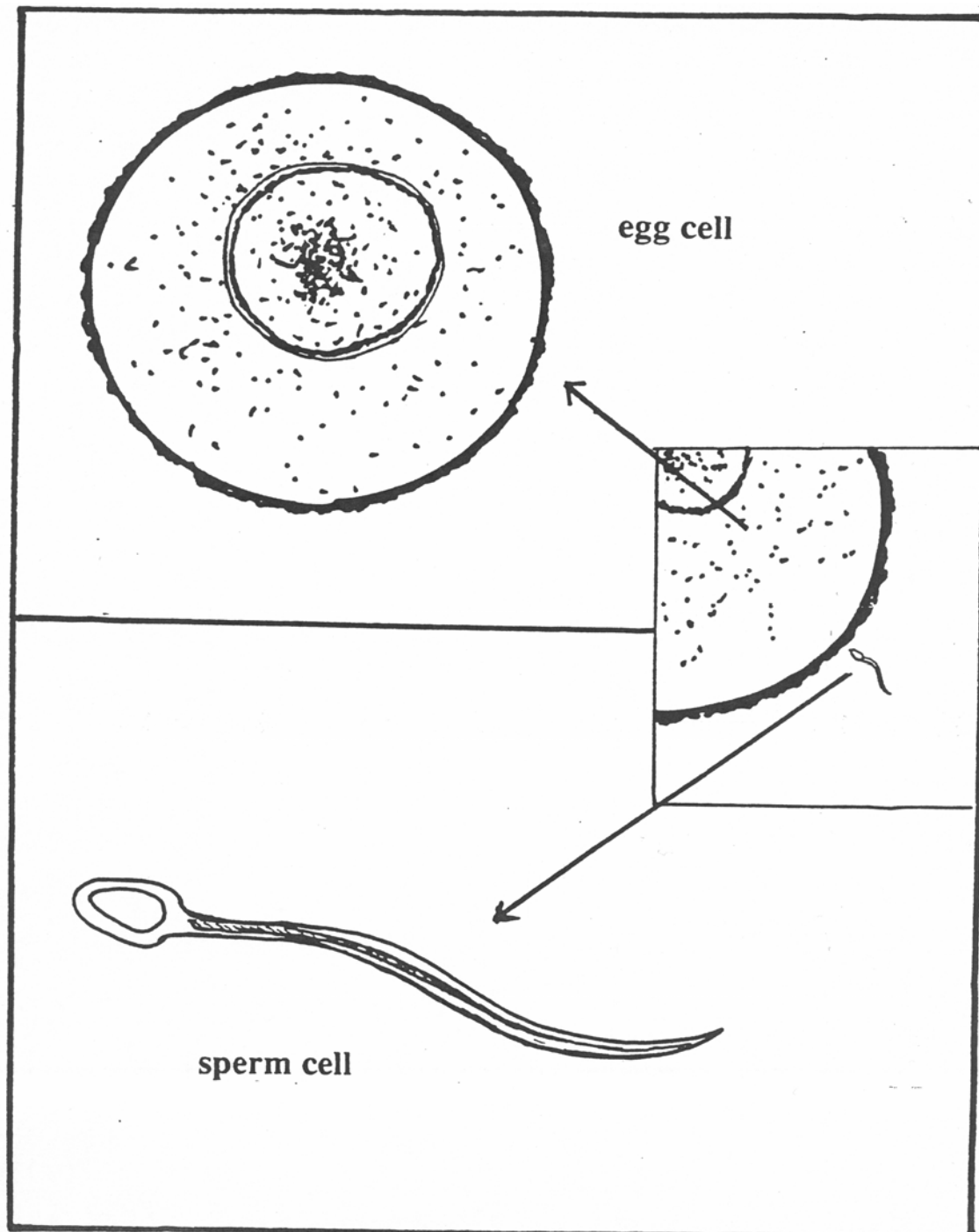
Grade 4-Handout 47

CELL



Grade 4-Handout 48

FERTILIZATION



Lesson 4-Self Esteem

CBC Infused with the Sunshine State Standards

HE.A.1.2.3- Participate in activities that will help improve self-esteem

Goals and Objectives

1. Students will be able to compare similarities with each other and develop an understanding of their connection to others
2. Students will understand how each individual is special and unique in their own way.

Grade 2-Activity 1

Review the “Are you someone Who?” list, selecting questions to use with your students that will give all students an opportunity to participate. Begin the activity by telling the class that you are going to read a list of activities, experiences, and descriptions that may fit an individual. Direct students to raise their hands when they wish to respond to the question with a “yes” (You can also raise your hand to answer “Yes” for yourself.) To enhance feelings of being connected, have students finish the following sentences: “I learned that I’m

Grade 2-Activity 2

Have students bring in an individual photograph of themselves, or you can take individual pictures of the students. Have each child mount his or her picture on an 8 1/2 X 11 piece of construction paper. Arrange students in small groups of four to six. Collect the group’s pictures, shuffle them, and have each child select a picture without the other group members seeing his or her choice. If a child selects his or her own picture, collect, shuffle, and have the student make another selection. Have one student at a time look at the picture he or she has chosen and describe the person pictured. Other members of the group guess which person is being described. You should demonstrate the process of selecting a picture and describing a person before the students begin their descriptions. It is important to voice the language to be used in describing an individual, instructing students to say “this person” rather than “he” or “she” in order to conceal the sex of the individual while describing other characteristics. Guide students in making their comments positive. Refer students to classroom ground rules about “killer statements” and put-downs. Have us describe someone. If you have a child in your class who has a physical handicap, there is no reason to become overly concerned about sheltering his or her participation in the activity. Most likely the child has accepted his or her own limitations more than other children have. You can point out to students that all of our personal traits can be used for inward development.

Grade 2-Activity 3

Divide the class into pairs or triads. Discuss the notion that individuals and groups often use symbols to represent themselves. For example, a company “logo” is a symbol of that company. You can bring in some common symbols (company logos, product trademarks, or other kinds of image, thought, or feeling which arises when they are asked to find their own personal symbol. After students have found their personal symbols, have them their partner(s) what kind of an animal, for example, he or she say him/herself as, and how he or she is like that animal. In other words, a students might say, “I picked a bear because they are strong and they like to eat berries. They sleep a lot in the winter, and I like to stay in bed on cold mornings. I have lots of hair, too, like a bear...” You can check with the students to find if they are following through not only with picking the symbol their feel represents them in some way, but also in sharing with their partner(s) some of the reasons why they chose their own personality characteristics. To facilitate this part of the activity, you may find it useful to provide students with an example from your own experience. (You might share that you chose the symbol of a penguin because you like cold weather and you enjoy dressing up in formal clothes.) When each student has had an opportunity to share his or her symbol and the reasons why they chose it with their partner(s), you can bring the entire class together for a large group discussion about the kings or things a person can learn about him/herself through thinking about his or her personal emblem. Call on volunteers to share some of the things that activity to summarize how a person can learn about his or her personal characteristics through focusing on an emblem that represents some of those characteristics.

Additional Activities

Videos

Content/Discussion Information

Tell students that different people do different things well. We have different abilities but we can all do something well. When we do things well we feel good.

Grade 4-Handout 49

Are You Someone Who?-Inventory

Are you someone who...

1. likes candy with nuts?
2. is nuts about candy?
3. likes to stay up late?
4. has flown in a plane?
5. has been on a city bus?
6. has been on a farm or ranch?
7. has a pet?
8. likes tangerines?
9. is the oldest child in your family?
10. is the youngest child in your family?
11. is the middle child in your family?
12. has your grandmother or grandfather living with you?
13. can climb a tree?
14. can roller skate?
15. has your own room?
16. goes to church, temple or other religious services on weekends?
17. wishes you were older?
18. likes TV?
19. doesn't like bugs?
20. has been to a professional sports event?
21. doesn't have a middle name?
22. has been to camp?
23. has traveled in a different state?
24. has seen the ocean?
25. can ride a bike with no hands?
26. likes the winter?
27. likes the summer?
28. has played in the snow?
29. has a secret hiding place?
30. likes to go berry picking?
31. has won a prize?
32. chooses your own clothes?
33. has been on a team?
34. has broken a bone?
35. has had an operation?
36. has a great-grandparent living?
37. watches cartoons on Saturday morning?
38. likes to dance?

- 39. can make your won breakfast?
- 40. knows how to swim?
- 41. has caught a fish?
- 42. likes pizza?
- 43. likes vegetables?
- 44. likes spinach?
- 45. likes chocolate ice cream?
- 46. likes to paint?
- 47. make models?
- 48. catches butterflies?
- 49. has been to a musical concert?
- 50. likes to dress up?
- 51. has a library card?
- 52. likes country and western music?
- 53. likes rock and roll?

Grade 4-Handout 50

Photoplay

