

LESSON GUIDE

G R A D E 1

How Can We Stay Healthy?

Performance Objective

Students will be able to identify good health practices.

Motivation

Ask, “What do you do to stay healthy?” (Anticipated responses: get enough sleep, eat healthy foods, exercise, wear a coat in cold weather, etc.) You should reintroduce the concept of health and what it means to be healthy.

Procedure/Development

- With children, create a healthy practices chart like the one below.

THINGS TO DO IN SCHOOL/AT HOME TO STAY HEALTHY:

- Wash hands (after blowing your nose, coming inside after riding a subway or bus, coming in after playing outside, after petting an animal, using the bathroom and before eating or preparing food).
- Brush and floss teeth. (Show a floss kit to children. Since some may be unfamiliar with the practice, try to get samples from a neighborhood drug store or dentist’s office for students to take home.)
- Exercise.
- Get enough sleep so you are energetic and alert. How many hours is enough? According to the CDC, children aged 5-10 should get between 10 and 11 hours of sleep each night.
- Get the right shots from the doctor or clinic that can help you to avoid disease (immunization). Examples are getting vaccinated for the flu or chicken pox.
- Participate in recreational, fun activities.
- Eat nutritious foods like fruits, vegetables, cereal, fish, cheese, and chicken. Avoid eating too many non-nutritious foods [Examples are desserts such as cakes, cookies and ice cream; and fast foods such as hamburgers, French fries, fried chicken and fried rice].
- Drink milk (if you can digest it) and pure juices (in moderation). Avoid non-nutritious drinks (sodas and fruit punch).
- Express feelings (laughing, crying, telling people what bothers you and what pleases you, etc.).
- Follow safety practices (tying shoelaces so you don’t trip, crossing streets carefully, lining up and not pushing others, not playing with matches or in traffic, etc.).
- Do not share combs or brushes.
- Dress for the weather.
- Limit television and video games.

- Have children make a collage showing good health habits.

Assessment

Have children make a list of personal health goals and health habits that they are going to work on. Children may need to draw pictures to illustrate their personal health goals and health habits.

GRADE 1

Lesson

1

NEW YORK STATE LEARNING STANDARDS

1

SKILLS

Planning and Goal Setting

Self-Management

MATERIALS

Floss Kit (Optional)

Magazines

Markers

Board/Newsprint

Paper or Cardboard for Collage

Paste

Scissors

VOCABULARY

Goals

Habit

Health Habits

Immunization

Nutritious

Prevent

Protect

Vaccination

SKILLS

Relationship Management

Self-Management

MATERIALS

Bulletin Board

Tacks

Word Cards

VOCABULARY

AIDS

Allergies

Asthma

Cancer

Chickenpox

Contagious

Flu

HIV

Poison Ivy

Ringworm

Treatment

Virus

How Are Diseases Passed from One Person to Another?

Performance Objective

Students will be able to distinguish between diseases that can be passed from one person to another easily and those that are passed with greater difficulty, as well as diseases that cannot be passed from one person to another.

Motivation

Brainstorm: "What are some illnesses or sicknesses?" (e.g., flu, cold, HIV, asthma, cancer, ringworm, poison ivy, allergies, diabetes). Make word cards by writing answers on cards.

Procedure/Development

- Count the word cards. Ask volunteers to come to the front of the class; give each volunteer a word card to hold.
- Ask volunteers to find ways to group themselves according to diseases that go together. Discuss ways to group diseases: by diseases' characteristics, e.g., those that cause a physical change (rash, fever), or by children's experiences, e.g., diseases that children in the class have had (asthma, ringworm, colds). Discuss certain types of diabetes and how someone may not feel any symptoms.
- Then teach them to classify diseases this way:
 - a) Easy to Pass – diseases or sicknesses that we can share with or get easily from another person through coughing, sneezing, and touching (cold, flu, chickenpox);
 - b) Hard to Pass – disease or sicknesses that are harder to share with or get from other people (HIV); and
 - c) Cannot Pass – diseases or sicknesses that we do not get from or pass on to other people (cancer, diabetes).
- Explain that contagious (easily transmissible) diseases can be passed to others by: breathing in someone's sneeze or cough, touching someone's hand when the person has just wiped his nose, touching ringworm. Refer to previous lesson.
- Regarding HIV, assure students that HIV is a virus (a type of germ) that people cannot pass on in the same ways they can pass on a cold or sore throat (by breathing in someone's sneeze or cough), or other infections such as ringworm (by touching them). Rather, someone can get HIV only when body fluids such as blood from a person with HIV gets into the blood inside of her or his body.

Assessment/Homework

Have the children work cooperatively to post the word cards in three columns on a bulletin board or in pocket folders: Easy to Pass, Hard to Pass, Cannot Pass. Assist the children with this activity. The activity should be reviewed periodically. Say, "On a sheet of paper, write down what you would tell your best friend who is worried about getting HIV from someone."

What Are Viruses? How Do They Enter the Body to Cause Disease?

Performance Objective

Students will be able to:

- Define viruses as types of germs that can cause illness.
- List three ways in which viruses can enter the body.

Motivation

- Ask, “How can people enter a building?” (Anticipated answers: through doors and windows.)
- Confirm: “People look for openings through which they can enter.”
- Establish the comparison between people entering a building and viruses entering a body: “Viruses are tiny germs that can cause disease. They look for openings through which they can enter the body.”

Procedure/Development

- Draw a house or apartment building with many doors and windows on the board/newsprint. Ask children to circle openings where people could get in.
- Draw a person and point to different parts of the body. As you point to each part, ask the children if a virus can get in through these parts. If the answer is yes, circle that body part. Be sure to point at body openings, such as the eyes, ears, nose, and mouth.
- Ask, “Why didn’t I circle the knee?” (Children will say it is not a body opening.) Discuss: “Cut skin becomes a body opening through which viruses and other germs can enter the blood. Cuts should be cleaned and covered to protect them from infection.”
- Review previous lesson: germs breathed in through the nose or mouth (two body openings) can carry contagious (easy to pass) viruses, such as the flu. Germs that are transmissible but hard to get from other people are not breathed in; they must enter the bloodstream.

Assessment/Homework

Have students draw a picture of something they can do to keep germs from entering their bodies or the bodies of others. For example, they may draw someone who washes hands, cleans and bandages a cut, or covers the mouth when sneezing or coughing.

GRADE 1
Lesson

3

Prevention

NEW YORK STATE
LEARNING STANDARDS
1

SKILLS

Self-Management

MATERIALS

Markers

Board/Newsprint

VOCABULARY

Contagious

Disease

Germ

Infection

Transmissible

Virus

SKILLS

Self-Management

MATERIALS

Drawing Paper
Markers/Crayons

VOCABULARY

Cure
Dangerous
HIV
HIV-Positive
Immune System
Medicine
Vaccine
Virus

How Do Our Bodies Fight Viruses? Why Can't Our Bodies Fight HIV?

Performance Objective

Students will be able to:

- Describe the function of the immune system.
- Describe how HIV keeps the immune system from working properly.

Motivation

- Review the concept of the previous lesson: viruses enter the body through openings.
- Discuss what happens when something dangerous appears. (Answer: We try to run away or fight it off.)
- Say, "When a virus enters our body we cannot run away, but the body does have a way to fight it off. This is the job of the immune system."

Procedure/Development

Tell the following story and have children dramatize it:

- Compare the immune system to a superhero who rushes in to stop the virus from causing illness.
- Explain that HIV is an especially dangerous virus because it attacks the immune system and takes away its power. Without a strong immune system, lots of viruses and other germs can get in. They cannot be "caught" by the immune system.
- Point out that sometimes medicines can help the immune system fight illnesses. If HIV attacks, some medicines can help the immune system get back its super powers. The treatments sometimes make a person who is HIV-positive feel better. But they do not get rid of HIV altogether. Doctors are still working on finding a cure or a "shot" (vaccine) for HIV.

Teacher Note: Remember some students may have or have had a friend or family member with HIV. While there is currently no cure, there are treatments that often help people to live healthy, full, and productive lives for many years.

Assessment/Homework

Say, "Your friend finds out her uncle is HIV-positive. What could you say or do to help your friend better understand what is happening to her uncle's immune system?"

Draw a picture portraying the immune system as a superhero fighting illness, and write what is happening in the picture.

When We Are Sick, What Can We Do to Get Better?

Performance Objective

Students will be able to:

- Describe the proper use of medicine.
- Understand the importance of family care and support at times of illness.

Motivation

Discuss with the children how they feel when they are sick, and how their families help them, e.g., take child's temperature; give feverish child a cool bath, water to drink, medicine to bring down a fever; give child extra blankets, tissues; encourage child to rest, stay home from school; take child to clinic or doctor's office.

Procedure/Development

- Ask, "Sometimes when people are sick, they take medicine to feel better. How do you feel about taking medicine?"
- Ask, "What are medicines for?" "Who should give them to us?" (Only a parent or guardian or other responsible adult, such as a grandparent, nurse, doctor.)
- Ask, "Why should people not take a medicine prescribed for someone else?" (Some medicines have to be ordered by a doctor, who writes a prescription. If people take medicines prescribed for someone else, they could get sick.)
- Ask, "If you were a parent, which of these would you allow your child to eat or drink?" Make a list of the following words on the board/newsprint and read aloud: a banana, unwrapped lollipop (say it was found on the sidewalk), cough medicine, coffee, half-eaten sandwich (say it was left over in a restaurant by someone else), candy bar.
- Ask, "Why should students not eat or drink an unknown substance?" (It could make them very sick.)
- Note that HIV is not passed through eating food that was shared with an HIV-positive person, or by taking medicine prescribed for an HIV-positive person. Review the fact, discussed in Lesson 2, that HIV can be passed but is hard to get; HIV must actually get into the blood inside of our bodies in order to make us sick. Be sure to stress that it is never good to take someone else's medicine.
- Role-play a child telling a parent he or she is sick. What happens? Add a role-play of a doctor giving a prescription for an appropriate illness (e.g., strep throat) or a doctor not giving a prescription for an illness like the flu and prescribing bed rest, "TLC" (tender loving care), and fluids, etc.

GRADE 1 Lesson 5

NEW YORK STATE
LEARNING STANDARDS
1, 3

SKILLS

Communication
Decision Making
Relationship Management
Self-Management

MATERIALS

Markers
Board/Newsprint

VOCABULARY

Medicine
Prescription

Assessment

Have children role-play or discuss the following situations:

- When Juanita visits Tanya, Tanya suggests they taste some good-tasting medicine in the medicine cabinet. What should Juanita do?
- Tony doesn't feel well. He remembers that there is medicine left over that had been prescribed for his sister. His sister says she thinks it would be okay for Tony to take it. What should Tony do?

Teacher Note: Be sensitive to the fact that students come from a variety of economic, ethnic, and cultural backgrounds. Not all students will have a private pediatrician and some may utilize clinics and emergency rooms as a source of primary care, while other students may utilize alternative healing practices.

IMPORTANT NOTE: Teachers are mandated reporters of child abuse, including sexual abuse. If you suspect that a student is experiencing abuse or neglect, report it immediately to your guidance counselor, social worker, or principal, who is required to report the suspected abuse to the New York Statewide Central Register Child Abuse and Maltreatment Hotline (1-800-342-3720).