

**Johnsonville Elementary School**  
**First Grade**  
**Health Scope and Sequence**

1<sup>st</sup> Nine Weeks:

Injury Prevention and Safety (I)  
Personal and Community Health (P)

2<sup>nd</sup> Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)  
Nutrition and Physical Activity (N)

3<sup>rd</sup> Nine Weeks:

Mental, Emotional, and Social Health (M)

4<sup>th</sup> Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

# FSD5 Health Scope and Sequence

## 1<sup>st</sup> Grade

### **1<sup>st</sup> Nine Weeks:**

#### Injury Prevention and Safety

- I-1.1.1 Describe the difference between contact that may occur between a child and an adult or a peer that is safe and unsafe.
- I-1.1.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.
- I-1.4.1 Demonstrate how to make an emergency phone call.
- I-1.4.2 Recite safe things to say and not to say when talking on the telephone with someone whom he or she does not know.
- I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.
- I-1.7.1 Identify safety rules at home (including "lock the door when you leave the house," "never drink an unknown substance," "tell a trustworthy adult if you find a gun or weapon," "never play with fire," and "follow directions of a trustworthy adult during a storm").
- I-1.7.2 Identify safety rules at school (including "never push a peer while waiting to get a drink of water," "keep your personal belongings in a secure place," and "get help from a trustworthy adult if a peer is injured").
- I-1.7.3 Identify safety rules for dealing with situations in the environment (including "look left, then right, then left again before crossing the street," "wear a seatbelt when riding in an auto," "never go with a stranger to find a lost pet," "do not approach an unknown animal," and "swim with a buddy").

#### Personal and Community Health

- P-1.1.1 Identify behaviors that prevent or promote personal health (for example, playing with electronic devices instead of exercising, washing hands, covering the nose and mouth when sneezing or coughing, bathing, brushing teeth, eating healthy foods).
- P-1.1.2 Explain how germs are spread.
- P-1.1.3 Explain why brushing teeth keeps the mouth healthy.
- P-1.1.4 Identify common illnesses and conditions (for example, allergies, asthma, colds, flu).
- P-1.1.5 Define the term "environment."
- P-1.1.6 Explain why a clean environment protects health.
- P-1.2.1 Identify ways that a person's family, friends, and school can support his or her health practices and behaviors.
- P-1.3.1 Explain ways to identify the trustworthy adults in the school and community that one should contact when he or she needs health-related support.
- P-1.4.2 Demonstrate listening skills to enhance health.\*
- P-1.5.1 Identify ways to make decisions that enhance health.
- P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example, brushing teeth twice a day, washing hands before eating, combing hair).
- P-1.7.1 List behaviors to keep the mouth healthy (for example, brushing the teeth, going to the dentist, limiting sugary foods and drinks).
- P-1.7.2 Describe ways to protect the environment (for example, how to recycle; how to prevent air, water, land, or noise pollution).

## **2<sup>nd</sup> Nine Weeks:**

### Alcohol, Tobacco, and Other Drugs

D-1.1.1 Define the term "immunizations."

D-1.1.2 Identify harmful and helpful drugs, including medicines and **immunizations**.

D-1.1.3 Describe the effects of **ATOD** on a person's health.

D-1.1.4 Identify the effects of smoking on the body, including firsthand and **secondhand smoke**.

D-1.3.1 Explain ways to identify trustworthy adults at home, at school, and in the community who can answer questions about drugs.

D-1.4.1 Describe ways to say "no" to alcohol and tobacco.

D-1.6.1 Set a goal to stay away from **secondhand smoke**.

D-1.8.1 Encourage family members and peers to say "no" to **ATOD**.

### Nutrition and Physical Activity

N-1.1.1 Identify the different food groups.

N-1.1.2 Explain the importance of choosing healthy foods and beverages, including water.

N-1.1.3 Define what a food label is.

N-1.1.4 Identify food portions that are appropriate for children.

N-1.1.5 List ways to be physically active daily.

N-1.2.1 List ways that a person's family and friends can influence his or her food choices and physical activity.

N-1.6.1 Set a goal to consume healthy foods and beverages.

N-1.6.2 Set a goal to be physically active daily.

## **3<sup>rd</sup> Nine Weeks:**

### Mental, Emotional, and Social Health

M-1.1.1 Identify good character traits (for example, honesty, respect for self, respect for others, dependability).

M-1.1.2 Describe the characteristics of a person who has a positive self-concept.

M-1.1.3 Identify ways that individuals are special.

M-1.2.1 List ways that family and friends influence mental, emotional, and social health.

M-1.7.1 Describe appropriate ways to express personal feelings.

M-1.7.2 Discuss ways to be a good friend.

## **4<sup>th</sup> Nine Weeks:**

### *Growth, Development, and Sexual Health and Responsibility*

G-1.1.1 Identify the major body parts and their functions (for example, eyes, ears, nose, fingers, tongue).

G-1.1.2 Identify the major organs of the body and their functions (for example, heart, lungs, skin).

G-1.1.3 Identify the major bones in the skeletal system (for example, femur, humerus, tibia, skull, ribs).

G-1.1.4 Describe characteristics needed to be a responsible family member.

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at <http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 1<sup>st</sup> Grade

### 1<sup>st</sup> Nine Weeks

#### Injury Prevention and Safety

**Essential Question:** Injury Prevention and Safety

- What is the difference between safe and unsafe contact?
- Who are trusted adults you can go to if someone needs help?

**Performance Indicators:**

I-1.1.1 Describe the difference between contact that may occur between a child and an adult or a peer that is safe and unsafe.  
I-1.1.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.

**Sample Teaching Strategy and Activity**

- The teacher invites a school resource officer to class to discuss key points to remember when talking to strangers. Key safety points include: never getting into a car with a stranger, not letting a stranger into your home unless your parent or guardian are there and they have invited the stranger into the house, and never telling a stranger your name or where you live. If a student feels threatened by a stranger while at home, they should immediately seek assistance from a trusted neighbor. If they feel threatened by a stranger while in a public place, they should immediately tell a security officer, police officer, store clerk, or call 911. The officer identifies the role of each family member in insuring the safety of the family.

**Sample Assessment Strategy**

- Students can identify places to go to and trusted people to talk to if they feel threatened by strangers.

**Essential Questions:** Injury Prevention and Safety

- What are important safety tips to remember when talking on the telephone?
- What are some ways to avoid conflict at home or at school?

**Performance Indicators:**

I-1.4.1 Demonstrate how to make an emergency phone call.  
I-1.4.2 Recite safe things to say and not to say when talking on the telephone with someone whom he or she does not know.  
I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.

**Sample Teaching Strategies and Activities**

- Students find comic strips from the newspaper that show the characters dealing with conflict. Students share them with the class and discuss if the cartoon characters handled the situation in a positive way. If not, students suggest ways the cartoon character could have handled the situation in a better way. Students assemble comic strips into a booklet with students drawing pictures to show the situations in a positive way.
- Working in pairs, students practice dialing 911. Their partner answers their call by saying “911, what is your emergency?” . Students must first state their name and then they describe the accident or injury, and identify how many people are hurt. They must state where the accident took place and where they are calling from.

**Sample Assessment Strategy**

- Given a simulated phone device, the student will place a call for help giving the appropriate vital information.

**Essential Question: Injury Prevention and Safety**

- How can you set up plans to avoid getting hurt at home and at school?
- How can safety rules help you?

**Performance Indicators:**

I-1.7.1 Identify safety rules at home (including “lock the door when you leave the house,” “never drink an unknown substance,” “tell a trustworthy adult if you find a gun or weapon,” “never play with fire,” and “follow directions of a trustworthy adult during a storm”).

I-1.7.2 Identify safety rules at school (including “never push a peer while waiting to get a drink of water,” “keep your personal belongings in a secure place,” and “get help from a trustworthy adult if a peer is injured”).

I-1.7.3 Identify safety rules for dealing with situations in the environment (including “look left, then right, then left again before crossing the street,” “wear a seatbelt when riding in an auto,” “never go with a stranger to find a lost pet,” “do not approach an unknown animal,” and “swim with a buddy”).

**Sample Teaching Strategies and Activities**

- Students select a class safety rule and draw a colorful poster highlighting the rule. They then agree to monitor their selected behavior rule, politely reminding students who intentionally or accidentally break the rule.
- Working in groups, students brainstorm the steps and actions that they should take if they see someone in school who is carrying a weapon.
- Student read about safe interaction around dogs by reading books such as Wendy Wahman’s book “Don’t Lick the Dog” <http://www.youtube.com/watch?v=exoQtUxpHR8>

**Sample Assessment Strategies**

- Students identify steps to take in reporting that someone has a weapon.
- Students can list steps to take to safely interact with an unknown dog.

## Personal and Community Health

**Essential Questions: Personal and Community Health**

- What are major practices and habits that will keep the body healthy?
- Why is a safe and clean environment important?
- How are germs spread?

**Sample Performance Indicators:**

P-1.1.1 Identify behaviors that prevent or promote personal health (for example, playing with electronic devices instead of exercising, washing hands, covering the nose and mouth when sneezing or coughing, bathing, brushing teeth, eating healthy foods).

P-1.1.2 Explain how germs are spread.

P-1.1.6 Explain why a clean environment protects health.

**Sample Teaching Strategies and Activities**

- Assemble students in a circle. The teacher places lotion on each child’s hand and then sprinkles equal small amounts of glitter on one out of every five student’s hands. Students pass items around the circle such as paper or a beach ball. The exchange of glitter is discussed and compared to the spread of germs. Hand washing is a good follow-up activity.
- The teacher brings in examples of household items that can be recycled. The teacher discusses the availability of free home recycling bins and also discusses the location of recycling bins found in and around the school and community. A recycling center for paper and plastic products is placed in the classroom.

**Sample Assessment Strategies**

- Students demonstrate proper hand washing techniques to get rid of the glitter on their hands.
- Students properly sort waste paper and plastic products into the correct classroom recycling bins.

**Essential Question:** Personal and Community Health

- How can others help you with good health habits?

**Performance Indicator:**

P-1.2.1 Identify ways that a person’s family, friends, and school can support his or her health practices and behaviors.

**Sample Teaching Strategy and Activity**

- Students draw pictures of themselves and their family or friends participating in a favorite activity.

**Essential Question:** Personal and Community Health

- Which adults can help you with things that affect your health?

**Performance Indicator:**

P-1.3.1 Explain ways to identify the trustworthy adults in the school and community that one should contact when he or she needs health-related support.

**Sample Teaching Strategy and Activity**

- The teacher gives student groups individual “trouble scenarios” that can occur at home or at school. An example of a trouble scenario at home might be that your room is too bright at night or there is too much noise in the house at bedtime that is affecting your being able to get to sleep. Working in small groups, students identify strategies for how adults can help with the problem.

**Sample Assessment Strategy**

- The student groups generate a list of at least three suggestions for how to present the problem to the helpful adult.

**Essential Question:** Personal and Community Health

- What decisions can you make to help protect and improve your health?

**Performance Indicator:**

P-1.5.1 Identify ways to make decision that enhance health

**Sample Teaching Strategies and Activities**

- Student groups brainstorm types of health decision that they make daily compared to daily health decision that are made for them by an adult. An example a comparison would be the adult decision that determines what food items are offered during school lunch or the types of food items are placed in lunch boxes, compared to what the child decides to eat at lunch.
- The teacher brings into class examples of all types of protective gear (hat, sunscreen, sunglasses, helmets, jacket, seatbelts, hand sanitizer, shoes with ties).
- The teacher brings in a safety mascot stuffed animal. Students give their safety animal a special name. During the school day when the teacher mentions an activity that requires protective gear, students dress or prepare their safety animal for the event. If the class is at the beach the safety stuffed animal needs sunscreen, a hat, sunglasses, and the proper shoes to remain safe.

### Sample Assessment Strategies

- Students take responsibility for making decisions that protect themselves and others from behaviors that are harmful to their health.
- Students place all of the needed protective gear on their stuffed animal.

#### **Essential Question:** Personal and Community Health

- How do you take action in meeting goals to improve your health?

#### **Performance Indicator:**

P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example, brushing teeth twice a day, washing hands before eating food, combing hair).

### Sample Teaching Strategy and Activity

- The teacher maintains a class chart identifying a weekly healthy goal for example, brushing teeth three times a day or washing hands before every meal.

### Sample Assessment Strategy

- Students maintain individual charts and explain the reason they did or did not obtain their goals.

#### **Essential Questions:** Personal and Community Health

- What are important behaviors and practices that keep you healthy?
- What can you do to help protect the environment?

#### **Performance Indicators:**

P-1.7.1 List behaviors to keep the mouth healthy (for example, brushing teeth, going to the dentist, limiting sugary foods and drinks).

P-1.7.2 Describe ways to protect the environment (for example, how to recycle; how to prevent air, water, land, or noise pollution).

### Sample Teaching Strategies and Activities

- The teacher asks a local dentist to speak to the class about the importance of brushing their teeth after every meal. The dentist is asked to provide each student with a toothbrush and a plastic brush cover. Toothbrushes and covers are labeled by student name with permanent marker. Students are encouraged and given time to brush their teeth after eating lunch. Plastic toothbrush covers are sterilized with rubbing alcohol prior to daily storage.
- During a recycling day or week, students bring in recyclable materials to be taken to a recycling plant. The teacher shows a video on how household items are processed at recycling plants.

### Sample Assessment Strategy

- Students identify through picture matching a recycled material and what is product it has become. For example, old tires and tree branches are recycled to become mulch and paper.



# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 1<sup>st</sup> Grade

### 2<sup>nd</sup> Nine Weeks

#### Alcohol, Tobacco, and Other Drugs

**Essential Questions:** Alcohol, Tobacco, and Other Drugs

- What are the differences between helpful and harmful drugs?
- How can exposure to secondhand smoke be harmful to the body?
- What does alcohol, tobacco, or other drugs do to a person's health?

**Sample Performance Indicators:**

D-1.1.2 Identify harmful and helpful drugs, including medicines and immunizations.

D-1.1.3 Describe the effects of alcohol, tobacco, and other drugs on a person's health.

D-1.1.4 Identify the effects of smoking on the body, including firsthand and secondhand smoke.

**Sample Teaching Strategies and Activities**

- The teacher shows students samples of medication and prescription medications that are commonly found in a medicine cabinet. The difference between external and internal use is discussed. The teacher focuses on the fact that drugs can be harmful if taken in improper amounts. The dangers of taking medication prescribed for someone else should be explored.
- Working in small groups, students are given an index card with a picture or drawing of a type of medicine or medical devices (cough syrup, liquid pain relievers, tube of cream ointment, ice pack, and stethoscope). Students identify what the item is used for and who can safely administer the medicine or device.
- Students are asked to draw a picture of a face to include a big smile with teeth showing. The teacher then asks them to show the effects of tobacco on their face drawing. On their face drawing student add wrinkled skin, brown and yellow stains on the teeth. Under their drawing they add additional negative effects including: bad breath, difficulty breathing stains on hands and fingers, and stained smelly clothing. The teacher asks the students to place a star next to negative effects that also impact people exposed to secondhand smoke.

**Sample Assessment Strategies**

- Students describe how specific medicines can help when a person is sick or injured.
- Students can state one safety issue related to specific medicine use.
- Students correctly describe helpful uses for the sample medications that were provided in the lesson.
- Students correctly identify negative effects of secondhand smoke.

**Essential Question:** Alcohol, Tobacco, and Other Drugs

- Who are adults that you can trust to answer questions about drugs?

**Performance Indicator:**

D-1.3.1 Explain ways to identify trustworthy adults at home, at school, and in the community, who can answer questions about drugs.

**Sample Teaching Strategy and Activity**

- The teacher gives student groups individual "trouble scenarios" that can occur at home or at school. An example of a trouble scenario at home might be that your room is too bright at night or there is too much noise in the house at bedtime that is affecting your being able to get to sleep. Working in small groups, students identify strategies for how adults can help with the problem.

### Sample Assessment Strategy

- The student groups generate a list of at least three suggestions for how to present the problem to the helpful adult.

#### **Essential Question:** Alcohol, Tobacco, and Other Drugs

- What kinds of plans should you have to protect yourself from exposure to secondhand smoke?

#### **Performance Indicator:**

D-1.6.1 Set a goal to stay away from secondhand smoke.

### Sample Teaching Strategies and Activities

- Given a scenario where students are at a baseball game or at a picnic and adults around them are smoking cigars or cigarettes, students brainstorm possible strategies that would work best in the situation to remove themselves from exposure to secondhand smoke.
- Working in groups, students develop strategies for communicating with adults situations where they are being exposed to second-hand smoke

### Sample Assessment Strategy

- Student goal statements and strategies for how they plan to stay away from secondhand smoke are realistic and feasible.

#### **Essential Question:** Alcohol, Tobacco, and Other Drugs

- How can you help to keep friends and family away from drugs?

#### **Performance Indicators:**

D-1.8.1 Encourage family members and peers to say "no" to Alcohol Tobacco and Other Drugs.

### Sample Teaching Strategies and Activities

- Students read the National Institute of Environmental Health Science “Momma Didn’t Know” examining the effects of secondhand smoke on children. <http://kids.niehs.nih.gov/mama/home.htm>
- The students develop posters to be displayed in hallways around the schools which include avoiding secondhand smoke messages.

### Sample Assessment Strategy

- Themes presented in the secondhand smoke posters are assessed using a rubric scoring items for accuracy of the message, impact of the message, originality, organization and neatness.

## Nutrition and Physical Activity

### **Essential Questions:** Nutrition, and Physical Activity

- Why is it important to make good food choices and eat the correct amount of foods?
- How many servings of milk, fruits, and vegetables do you need each day?
- What can you do every day to stay physically active?
- What is a food label?

### **Sample Performance Indicators:**

- N-1.1.1 Identify the different food groups.
- N-1.1.3 Define what a food label is.
- N-1.1.4 Identify food portions appropriate for children.
- N-1.1.5 List ways to be physically active daily.

### **Sample Teaching Strategies and Activities**

- The teacher assembles index cards with pictures of food items that can be easily identified as belonging to one of the food groups. There should be one index card per student. Fewer cards should be made of foods that represent less healthy foods that are high in fat, sugar and salt. The teacher creates stations around the room representing each food group. The picture index cards are placed face down and students select a card and move to the station representing the item on their card. The teacher checks to make sure students find their correct stations.
- Students draw a picture of physical activities they can do at recess or after school.
- Students play a food label and food group matching game using principals of the “Go Fish” card game.
- The teacher uses the downloadable coloring sheets found at this website to illustrate equal food serving amounts found in different fruits and vegetables. [http://www.fruitsandveggiesmorematters.org/?page\\_id=81](http://www.fruitsandveggiesmorematters.org/?page_id=81)

### **Sample Assessment Strategies**

- Students move to the appropriate station representing the food group of the food cards they are holding.
- Students pair the correct food items and labels.

### **Essential Question:** Nutrition, and Physical Activity

- How do family and friends influence food choices and physical activity?

### **Performance Indicator:**

- N-1.2.1 List ways that a person’s family and friends can influence his or her food choices and physical activity.

### **Sample Teaching Strategy and Activity**

- Students identify factors related to their family’s eating habits and patterns. Students answer questions such as “Does my family eat....” pizza at home, pizza in a restaurant, burgers and fries at McDonalds, dinner in front of the television, and dinner together at a table.

**Essential Questions: Nutrition, and Physical Activity**

- What is a goal you can set to make good food choices?
- What is a goal you can set to be physically active every day?

**Performance Indicators:**

N-1.6.1 Set a goal to consume healthy foods and beverages.

N-1.6.2 Set a goal to be physically active daily.

**Sample Teaching Strategies and Activities**

- Students develop a physically active goal attainable at school, (for example, keeping moving all through recess without stopping, and tries and keep it up for a week). They also set a goal to reduce the number of time they engage in an unhealthy snack activity. An example might be to replace unhealthy snacks they consume while watching television with healthy options, such as potato chips being replaced with carrot sticks.
- Students complete a five day journal recording things they were doing while they were walking. Examples are: I walked down the hall to go to lunch at school, I walked to the school playground during recess and, I walked around the yard to count butterflies.

**Sample Assessment Strategy**

- Students maintain personal charts of their progress and explain the reason they did or did not obtain their goals.
- Students include more daily walking and more daily consumption of fruits vegetables.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 1<sup>st</sup> Grade

### 3<sup>rd</sup> Nine Weeks

#### Mental, Emotional, and Social Health

**Essential Question:** Mental, Emotional, and Social Health

- What are good character traits?

**Sample Performance Indicator:**

M-1.1.1 Identify good character traits (for example, honesty, respect for self, respect for others, dependability).

**Sample Teaching Strategy and Activity**

- Students make a bar graph showing how classmates are different in eye color, hair color, hair length, height, the number of people in their household, their favorite color and, some of their favorite food. The teacher leads the discussion about how these differences are positive, special qualities that individuals possess.

**Sample Assessment Strategy**

- Students successfully identify positive qualities in classmates.

**Essential Question:** Mental, Emotional, and Social Health

- How can family and friends help with your feelings?

**Performance Indicator:**

M-1.2.1 List ways that family and friends influence mental, emotional, and social health.

**Sample Teaching Strategies and Activities**

- The teacher shows magazine pictures of families engaged in group activity and guides discussion about what kinds of activities families engage in to have fun.
- The teacher has students form a line and asks a series of questions about family and personal preferences. For example: If green is their favorite color, the student moves two steps forward. If they have a sister, they take one step back.

**Essential Question: Mental, Emotional, and Social Health**

- What can a person do to be a good friend?

**Performance Indicators:**

M-1.7.1 Describe ways to express personal feelings.

M-1.7.2 Discuss ways to be a good friend.

**Sample Teaching Strategies and Activities**

- Students select one or two qualities of being a good friend and practice displaying that behavior toward a friend during the day.
- Students sit on the floor in friendship circles. One student begins the activity by holding the end piece of a ball of yarn rolling the ball of yarn to another student identifying that student by name and reciting a characteristic about that person that makes them a friend. Rolling the ball to others is repeated with students citing different reasons for friendship.
- Working in groups, students develop a list of what it means to be a good friend.
- Students make a bar graph showing how classmates are both similar and different (eye color, hair color, hair length, height, how many people are in their families, favorite color, and favorite food). Students discuss how differences are positive special qualities.

**Sample Assessment Strategies**

- Students discuss how they displayed being a good friend during the previous day.
- Students recognize good qualities in people that are their friends.
- Students identify positive qualities in classmates.

# CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

## 1<sup>st</sup> Grade

### 4<sup>th</sup> Nine Weeks

#### Growth, Development, and Sexual Health and Responsibility

**Essential Questions:** Growth and Development

- What are the major body parts and their function?
- What are the major organs and what do they do?
- What are the major bones of the body?

**Sample Performance Indicators:**

G-1.1.1 Identify the major body parts and their functions (for example, eyes, ears, nose, fingers, tongue).

G-1.1.2 Identify the major organs of the body and their functions (for example, heart, lungs, skin).

G-1.1.3 Identify the major bones in the skeletal system (for example, femur, humerus, tibia, skull, ribs).

**Sample Teaching Strategies and Activities**

- The teacher draws an outline of the human torso on a large section of course fabric that felt will adhere to. The fabric is then attached to a board or to a classroom bulletin board. The teacher provides colored felt pieces in the shape of the heart, lung, stomach, and intestines. Students place the felt pieces on the torso as the teacher discusses the function of the major organs.
- Students assemble Mr. Bones on the computer. <http://www.fossweb.com/modules3-6/HumanBody/activities/mrbones.html>
- The teacher draws an outline of an average sized adult torso on construction paper taped to the floor. The teacher uses paper bone sections taken from a full size Halloween paper skeleton and distributes individual paper bones to students. Students work together to tape the correct paper bone in the proper position on the paper torso that is taped to the floor.

**Sample Assessment Strategies**

- Students position the felt pieces in the correct location on the fabric torso.
- Students individually assemble Mr. Bones on the computer.
- Student groups correctly assemble paper bones on the floor torso paper model.

# Resources

## Alcohol, Tobacco, and Other Drugs

<http://kids.niehs.nih.gov/mama/home.htm>

[http://www.lung.ca/children/index\\_kids.html](http://www.lung.ca/children/index_kids.html)

## Growth and Development

<http://www.teacherplanet.com/resource/humanbody.php>

<http://www.fossweb.com/modules3-6/HumanBody/activities/mrbones.html>

## Injury Prevention and Safety

[http://www.usfa.dhs.gov/kids/parents-teachers/lesson\\_plan.shtm](http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm)

<http://www.bowwowow.com/DogBiteLessonPlan2.pdf>

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.njredcross.org/programs/coolCat.pdf>

<http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecfbf43181aa0/?vgnextoid=537b218c37752210VgnVCM10000089f0870aRCRD&currPage=e507d7aada352210VgnVCM10000089f0870aRCRD>

*Don't Lick the Dog, Wendy Wahman, Henry Holt Books*

## Mental Emotional and Social Health

[http://www.nonamecallingweek.org/binary-data/NoNameCalling\\_ATTACHMENTS/file/87-1.pdf](http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/87-1.pdf)

<http://www.lessonplanspage.com/SSOFriendshipFlowers-TeachFriendship13.htm>

## Personal and Community Health

[http://www.usfa.dhs.gov/kids/parents-teachers/lesson\\_plan.shtm](http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm)

<http://www.bowwowow.com/DogBiteLessonPlan2.pdf>

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

<http://www.njredcross.org/programs/coolCat.pdf>

<http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecfbf43181aa0/?vgnextoid=537b218c37752210VgnVCM10000089f0870aRCRD&currPage=e507d7aada352210VgnVCM10000089f0870aRCRD>

*"Don't Lick the Dog" Wendy Wahman* <http://www.youtube.com/watch?v=exoQtUxpHR8>

## Nutrition and Physical Activity

<http://kids.niehs.nih.gov/foodpyr.htm>

[http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving\\_Smiles\\_K%20-%205\\_Oral\\_Health\\_Education\\_Curriculum.pdf](http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%205_Oral_Health_Education_Curriculum.pdf)

<http://www.energybalance101.com/>

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