

**GRADE 1**

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**GROWTH AND DEVELOPMENT**

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## GROWTH AND DEVELOPMENT

GRADE: 1

LESSON: REVIEW (OPTIONAL)

THEME: BODY SYSTEMS

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CONCEPT: SENSORY ORGANS HELP PEOPLE LEARN ABOUT THE ENVIRONMENT AND ARE IMPORTANT FOR HEALTH

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PREPARATION: 1. Pocket Chart and sentence strips  
2. "Hokey Pokey" song (Activity Sheet GD7)  
3. "Body Helpers," "My World" poems (Activity Sheet GD8)

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VOCABULARY: eyes, ears, mouth, tongue, nose, skin, see, hear, taste, smell, touch

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) name and locate the sensory organs of the body	Students:  1. Review external body parts, by singing "Hokey Pokey" song.  2. Name the body parts used to see, hear, taste, smell, touch.	Refer to Activity Sheet GD7  Ask students to point to the various body parts as they name them.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
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ii) explain what the sensory organs do

3. Identify other things they can do to keep themselves healthy at school.
4. Review the poem "Body Helpers."
5. Identify why the sensory organs are important.

Ask students to tell what they use each sensory organ for. Record student responses using a pocket chart and the sentence pattern as illustrated.

I use my


to
see

Refer to Activity Sheet GD8.

Make an experience chart using the following situations. At the top of the chart write the sentence pattern:

My (ears) help (warn me of danger)

SITUATION	SENSORY ORGANS	USES
Whistle blows	Ears	Stop people Warn me of danger
Ice on lake	Eyes	Warn me of danger
Candle, match	Eyes Nose	Warn me of danger

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
	6. Learn the poem “My World.”	SITUATION	SENSORY ORGANS	USES
		Fresh bannock	Eyes Nose Mouth	Me learn about my world Me enjoy my world
		Refer to Activity Sheet GD8.		

## HOKEY POKEY

You put one hand in.  
You put one hand out.  
You put one hand in  
And shake it all about.  
You do the hokey pokey  
And you turn around.  
That's what it's all about.

(Repeat substituting other body parts.)





**BODY HELPERS**

**MY WORLD**



My ears can see;  
My nose can smell;  
I use my ears  
To hear the bell.

I can see  
Ice and snow,  
A sky that's blue.

My tongue can taste;  
My teeth can chew;  
I use my feet  
To run with you.

I can taste  
Chocolate ice cream,  
Caribou stew.

My fingers touch;  
My lips can tell;  
I use my senses  
To keep me well.

I can hear  
Music, laughter,  
Words you say.  
I can smell  
Moosehide, sealskin,  
Food at "The Bay."

Jim Reid

I can touch  
Fur and duffle,  
A baby's skin.

What a wonderful world  
I'm living in!

Adapted by: Heather Nolsoe  
Cathy McGregor  
Helen Balanoff



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**GROWTH AND DEVELOPMENT**

GRADE: 1

LESSON: 1

THEME: BODY SYSTEMS

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CONCEPT: THE SENSE OF TOUCH HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

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PREPARATION:

1. Prepare sets of matched bags containing familiar objects with different textures
2. Bowls of water - some hot, some cold
3. Several blindfolds
4. "Touch" poem (Activity Sheet GD9)
5. Sears catalogues

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VOCABULARY: touch, skin, safe, take care of/protect, hot, cold, soft, hard, smooth, rough, flat, bumpy, slippery, sticky

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) name and locate the body parts most sensitive to touch	Students:  1. Select identical objects from two matched bags, using only the sense of touch.  2. Put their hands into two bowls of water, one hot and one cold. Tell what they feel.	Divide students into small groups. Give each group a set of matched bags. Students take turns selecting identical objects from the two bags.  Be sure hot water is safe for students to put their hands in.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe the important of	<p>3. Touch a blindfolded student on different parts of the body with different objects.</p> <p>4. Name and point to body parts that are most sensitive to touch.</p> <p>5. Identify why the sense of touch is important.</p>	<p>Group students in pairs or small groups. Blindfold one student. Touch an object to different body parts (e.g., arm, foot, lips, fingers). The student:</p> <ul style="list-style-type: none"> <li>- names the object</li> <li>- names the body part used to identify the object</li> </ul> <p>Objects can include:</p> <ul style="list-style-type: none"> <li>- ice cube</li> <li>- feather</li> <li>- fur</li> <li>- sandpaper</li> <li>-</li> </ul> <p>These are:</p> <ul style="list-style-type: none"> <li>- lips</li> <li>- fingers</li> <li>- bottoms of feet</li> </ul> <p>The skin is sensitive to temperature, pain, pressure and texture. Emphasize that the sense of touch enables people to:</p> <ul style="list-style-type: none"> <li>- learn about/enjoy their world</li> <li>- keep safe (at home, camping, playing, etc.)</li> </ul> <p>Make an experience chart using the following situations. Have students respond using the sentence pattern:</p> <p>When I touch a <u>(situation)</u> my skin <u>(use)</u>.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES	
		Situation	Uses
		Carving	Helps me learn about my world
		Sharp object	Warns me of danger
		Hot Coleman stove	Warns me of danger
		<p>6. Learn the "Touch" poem.</p> <p>7. Make a "feeling" bulletin display of different textures.</p>	<p>Refer to Activity Sheet GD9.</p> <p>Use a fake bug, ice cube, etc.</p> <p>Have students name and bring to class objects which are:</p> <ul style="list-style-type: none"> <li>- soft (e.g., fur)</li> <li>- smooth (e.g., plastic)</li> <li>- hard (e.g., rock)</li> <li>- rough (e.g., sand-paper)</li> <li>- etc. (Refer to vocabulary.)</li> </ul>
iii) identify positive health	<p>8. Make a collage of clothing appropriate for different kinds of weather.</p> <p>9. Name other things to do to protect the skin.</p>	<p>Have students cut out a variety of clothing for different weather and make a collage. Ask them why they wear different clothes in different weather.</p> <p>Ask students what other things they do to protect the skin.</p>	

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**OBJECTIVES****STUDENT ACTIVITIES****TEACHER NOTES**

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Have students answer, using the sentence pattern:

I can take care of my skin by \_\_\_\_\_.

- not walking on sharp objects
- washing the skin
- wearing appropriate clothing for the weather

Encourage students to practice these positive health habits.

## TOUCH

Clap your hands  
And wiggle your toes.  
Feel that bug  
Land on your nose.

"Ouch! That's sharp"  
And "Ooh! That's cold."  
Our fingers help  
Feel things we hold.

Road's too bumpy  
And that's too hot!  
Our sense of touch  
Helps us a lot.

Jim Reid



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## GROWTH AND DEVELOPMENT

GRADE: 1

LESSON: 2

THEME: BODY SYSTEMS

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CONCEPT: THE SENSE OF TASTE HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

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PREPARATION:

1. Check for student allergies prior to Student Activity 1
2. Bring food samples e.g., bannock, peanut butter
3. A bowl of hot soup

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VOCABULARY: mouth, lips, tongue, metal, taste, take care of/protect

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) name and locate the body parts that are responsible for taste</p>	<p>Students:</p> <ol style="list-style-type: none"><li>1. Identify foods using the sense of taste.</li><li>2. Name and locate the body parts responsible for taste.</li></ol>	<p>Blindfold students and have them taste small food samples and name each. Samples may include:</p> <ul style="list-style-type: none"><li>- peanut butter</li><li>- honey/sugar</li><li>- bannock</li><li>- fish</li><li>- salted crackers</li><li>- dry meat</li><li>- pickles</li></ul> <p>Ask students to point to and name parts of the body responsible for taste:</p> <ul style="list-style-type: none"><li>- mouth</li><li>- lips</li><li>- tongue</li></ul>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
<p>ii) describe the important of taste</p>	<p>3. Describe why the sense of taste is important.</p>	<p>Discuss what would happen if they didn't have a tongue. Emphasize that the sense of taste enables people to:</p> <ul style="list-style-type: none"> <li>- enjoy food</li> <li>- identify food</li> <li>- keep safe</li> </ul> <p>Make an experience chart using the following and other situations. Have students respond using the sentence pattern:</p> <p>When I taste <u>(situation)</u> my <u>(mouth/tongue)</u> <u>(use)</u>.</p> <table border="1" data-bbox="1213 738 2003 993"> <thead> <tr> <th data-bbox="1213 738 1602 771">Situation</th> <th data-bbox="1602 738 2003 771">Use</th> </tr> </thead> <tbody> <tr> <td data-bbox="1213 771 1602 881">ice cream</td> <td data-bbox="1602 771 2003 881">helps me enjoy food</td> </tr> <tr> <td data-bbox="1213 881 1602 993">hot soup</td> <td data-bbox="1602 881 2003 993">warns me of danger</td> </tr> </tbody> </table>	Situation	Use	ice cream	helps me enjoy food	hot soup	warns me of danger
Situation	Use							
ice cream	helps me enjoy food							
hot soup	warns me of danger							
<p>iii) identify positive health habits related to the sense of taste</p>	<p>4. Discuss how to protect the sense of taste.</p>	<p>Using a bowl of hot soup as an example, ask students what they can do to protect the sense of taste.</p> <p>Ask students what other things they do to protect the sense of taste. Have students answer using the sentence pattern:</p> <p>I can take care of my <u>(mouth/tongue)</u> by _____.</p> <ul style="list-style-type: none"> <li>- eating or drinking foods that are not too hot</li> </ul>						

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

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- asking an adult I trust before tasting an unknown substance
- not sticking my tongue on cold metal
- brushing my teeth and tongue

Encourage students to practice these positive health habits.

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**GROWTH AND DEVELOPMENT**

GRADE: 1

LESSON: 3

THEME: BODY SYSTEMS

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CONCEPT: THE SENSE OF SMELL HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

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- PREPARATION:
1. Bring three samples of foods and other substances for Student Activity 1 (e. g., three onion samples) (Place samples in covered jars with numbers e. g., three jars numbered 1, each containing onion sample)
  2. Prepare a class set of Happy & Sad Faces (Activity Sheet GD10)
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VOCABULARY: nose, smell, take care of, safe, danger, nose bleed, pleasant, unpleasant

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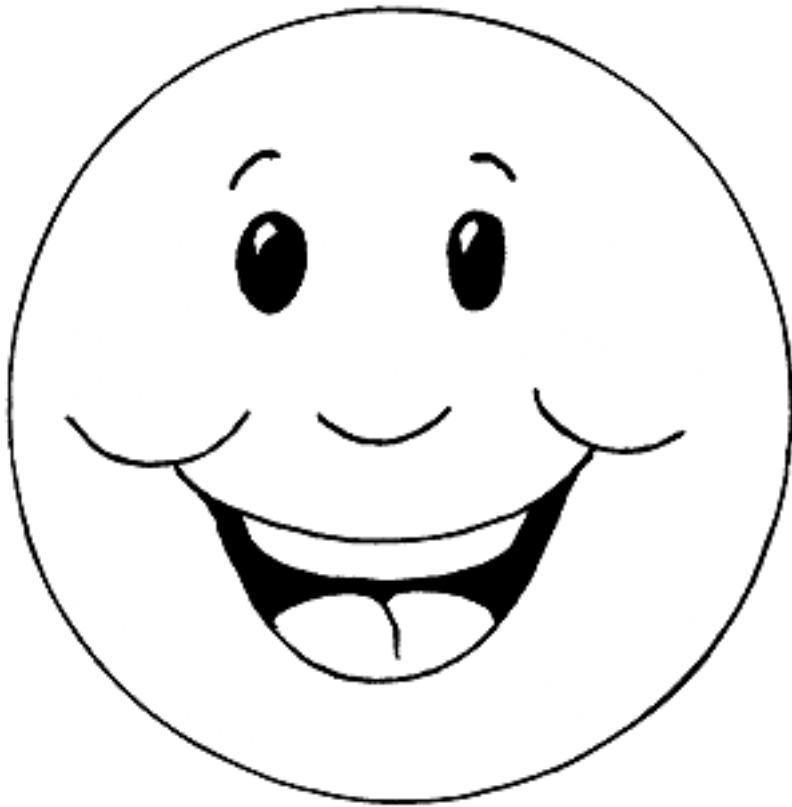
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) name and locate the body parts responsible for taste	Students:  1. Identify foods and other substances using the sense of smell.	Divide students into two or three groups. Give each group a set of sample substances. Have them smell and name each substance. (Assure students that all are safe to smell.) Samples may include: - onion                      - perfume - orange peel              - tanned moosehide - seal meat                - sour milk - banana - chocolate - fish -

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES								
ii) describe the importance of	2. Name and locate body parts responsible for smell. 3. Describe why the sense of smell is important.	<p>Ask students to point to and name the body part responsible for smell.</p> <p>Discuss what would happen if they didn't have a nose. Emphasize that the sense of smell enables people to:</p> <ul style="list-style-type: none"> <li>- learn about their world</li> <li>- enjoy their world</li> <li>- keep safe (detect smoke, harmful substances, spoiled meat)</li> </ul> <p>Make an experience chart using the following situations.</p> <p>When I smell <u>(situation)</u> my nose <u>(use)</u>.</p> <table border="1" data-bbox="1184 870 2003 1162"> <thead> <tr> <th data-bbox="1184 870 1598 915">Situation</th> <th data-bbox="1598 870 2003 915">Use</th> </tr> </thead> <tbody> <tr> <td data-bbox="1184 915 1598 987">smoke</td> <td data-bbox="1598 915 2003 987">warns me of danger</td> </tr> <tr> <td data-bbox="1184 987 1598 1052">bad meat</td> <td data-bbox="1598 987 2003 1052">warns me of danger</td> </tr> <tr> <td data-bbox="1184 1052 1598 1162">flowers, plants, trees</td> <td data-bbox="1598 1052 2003 1162">helps me learn about my world/enjoy my world</td> </tr> </tbody> </table>	Situation	Use	smoke	warns me of danger	bad meat	warns me of danger	flowers, plants, trees	helps me learn about my world/enjoy my world
Situation	Use									
smoke	warns me of danger									
bad meat	warns me of danger									
flowers, plants, trees	helps me learn about my world/enjoy my world									

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
iii) identify positive health habits related to the sense of smell	<p>4. Classify smells from various objects into pleasant and unpleasant smells.</p> <p>5. State why people use tissues.</p> <p>6. Demonstrate and practice the correct way to blow their nose.</p> <p>7. Name other things to do to protect the sense of smell.</p>	<p>Refer to Activity Sheet GD10.</p> <p>Have students cut out the faces, and colour the happy face yellow and the sad face red.</p> <p>Show each substance from Student Activity 1. Each student decides whether the substance has a pleasant or unpleasant smell, and holds up the appropriate face. Lead a discussion about the reasons for differences of opinion.</p> <p>Give students tissues. Ask them why we use tissues. Tissues are used:</p> <ul style="list-style-type: none"> <li>- to blow the nose</li> <li>- to protect it</li> </ul> <p>Points to include are:</p> <ul style="list-style-type: none"> <li>- keep the mouth slightly open when blowing the nose (prevents pressure build up in eustachian tubes)</li> <li>- cover nose with tissue</li> <li>- do not blow too hard</li> </ul> <p>Ask students what other things they do to protect the sense of smell. Students can answer using the sentence pattern:</p> <p>I can take care of my nose by _____.</p> <ul style="list-style-type: none"> <li>- caring properly for a nose bleed</li> <li>- not sniffing unknown substances</li> </ul>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	8. Demonstrate the proper way to care for a nose bleed.	Encourage students to practice these positive health habits.  Proper care includes: <ul style="list-style-type: none"><li>- sit <u>forward</u> in a chair</li><li>- apply pressure to nose until bleeding stops</li><li>- apply cold to nose until bleeding stops</li><li>- report nose bleed to an adult</li></ul>

# HAPPY AND SAD FACES



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**GROWTH AND DEVELOPMENT**

GRADE: 1

LESSON: 4

THEME: DISEASE PREVENTION

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CONCEPT: THE BODY HAS WAYS OF SHOWING SICKNESS

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PREPARATION: 1. "Miss Polly Had A Dolly" song (Activity Sheet GD11)  
2. A doll

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VOCABULARY: sick, hurts, tummy, runny, watery, hot, cold, tired

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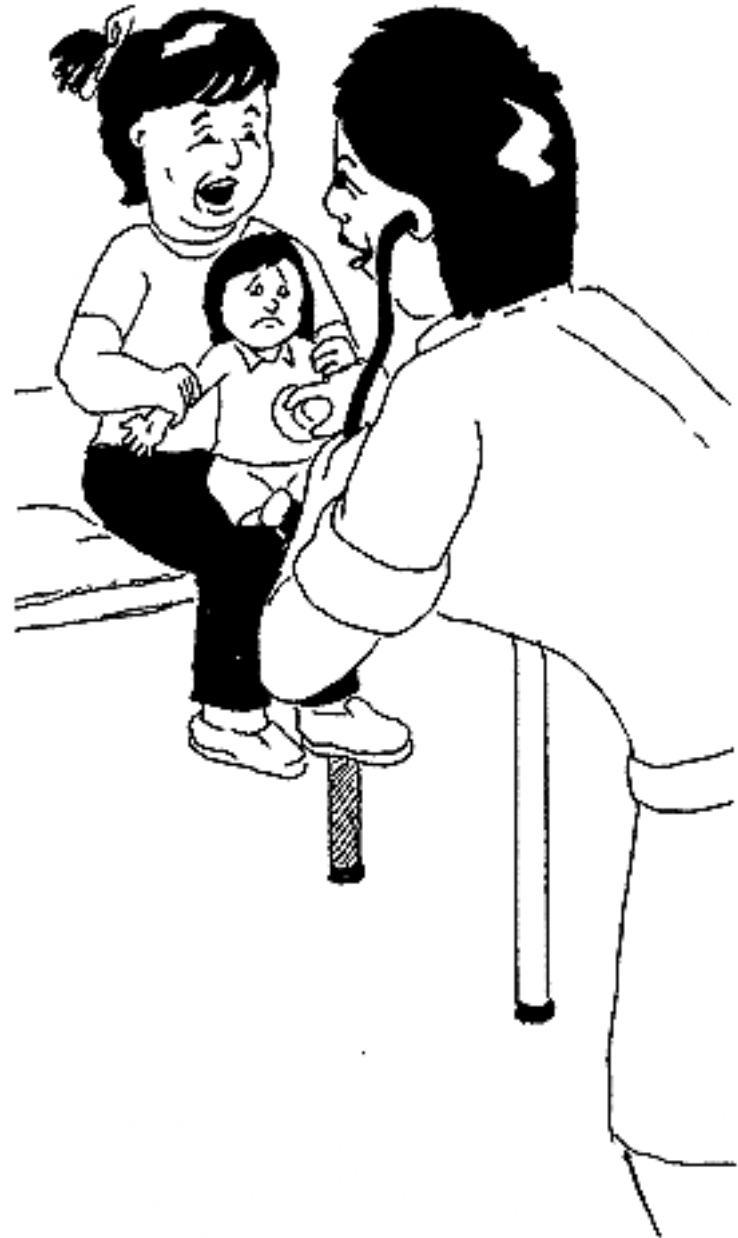
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify common signs of sickness	Students:  1. Discuss how the body tells a person s/he is sick.	Ask students if they have ever been sick. Ask them how their bodies told them they were sick.  I know I am sick when I _____.  - have a pain      - throw up - feel a chill      - have a stomach ache - am not hungry   - feel tired a lot - have a fever      - have a sore throat - have watery eyes

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Practice asking and telling what is wrong with them.</p> <p>3. Learn "Miss Polly Had A Dolly."</p> <p>4. Draw pictures of themselves when they were sick.</p>	<p>Have students practice asking and telling what's wrong with them, using a doll as a prop. Have students form a circle. Point to a part of the doll (e.g., eyes) and ask: "What's wrong with you?"</p> <p>Students respond, "I have (<u>watery eyes</u>)."</p> <p>When students have practiced answering as a group have students respond individually.</p> <p>Refer to Activity Sheet GD11.</p> <p>Have students draw pictures of themselves when they were sick. Have them write under the picture a sentence about how they knew they were sick.</p>

## MISS POLLY HAD A DOLLY

Miss Polly had a dolly  
Who was sick, sick, sick.  
So she took her to the nursing station  
Quick, quick, quick!  
She told the nurse that her doll was ill;  
She had a runny nose and she had a chill.  
The nurse looked at dolly  
And she shook her head  
And she said "Miss Polly  
Put her straight to bed.  
If she stays at home  
For a day or two,  
She will soon be better  
From the flu, flu, flu."

Adapted by: Helen Balanoff



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**GROWTH AND DEVELOPMENT**

GRADE: 1

LESSON: 5

THEME: DISEASE PREVENTION

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CONCEPT: DISEASES ARE SPREAD IN MANY WAYS

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PREPARATION: 1. Flour for Student Activity 4  
2. "Germs" poem, "Coughs and Sneezes" poem (Activity Sheet GD12)

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VOCABULARY: spread, germs, dirty, sick, cough, sneeze, disease, common, names of diseases

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) state that germs may cause disease	Students:  1. Tell if they have ever been sick, and what was wrong with them.  2. Tell what they think made them sick.  3. Name some common childhood diseases.	Refer to Grade 1, Lesson 4.  Explain that a germ is something that you can't see, but it is alive and can make you sick. Germs are found everywhere. Germs may enter the body through the skin, the mouth and the nose.  Ask students to name some common childhood diseases. Some childhood diseases caused by germs are: colds, flu, strep throat, chicken pox, T.B., impetigo, etc.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify ways that diseases spread</p>	<p>4. Demonstrate how germs spread.</p> <p>5. Name ways that germs and disease spread.</p> <p>6. Learn the poem “Coughs and Sneezes.”</p> <p>7. Learn the poem “Germs.”</p>	<p>Place some flour in the palm of your hand. Cough or pretend to sneeze at it. Students observe particles of flour spreading. This represents how germs are spread when a person coughs or sneezes.</p> <p>Ask students to name ways that germs and diseases spread. Use the sentence pattern:</p> <p>Germs can spread when we _____.</p> <ul style="list-style-type: none"> <li>- cough</li> <li>- sneeze</li> <li>- eat bad food</li> <li>- touch dirty things</li> <li>- drink dirty water</li> <li>- touch animals</li> <li>- don't wash after going to the bathroom</li> <li>- don't wash before eating</li> <li>- get insect bites</li> </ul> <p>Refer to Activity Sheet GD12.</p> <p>Refer to Activity Sheet GD12.</p> <p>Divide the class into two groups. Have each group learn one of the poems and say it to the other group.</p>

## COUGHS AND SNEEZES

Germs are spread through  
Coughs and sneezes.  
Use a tissue  
To stop diseases.

Cathy McGregor



## GERMS

Johnny's got a sore throat.  
Mary's got the measles.  
Both of them are spreading germs.  
Pop goes the weasel!

Now Betty's got a sore throat.  
Jimmy's got the measles.  
Both of them have caught the germs.  
Pop goes the weasel!

Adapted by: Helen Balanoff



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## GROWTH AND DEVELOPMENT

GRADE: 1

LESSON: 6

THEME: DISEASE PREVENTION

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CONCEPT: THE SPREAD OF DISEASES CAN BE PREVENTED

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PREPARATION: 1. Collect props for healthy habits which prevent or reduce the spread of disease - e.g., soap, tissue, clean cup, medicine, bandaid, garbage bag  
2. Magazines and materials for posters for Student Activity 4

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VOCABULARY: germs, disease, prevent, spread, (props as necessary)

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify ways to prevent the spread of disease	Students:  1. Wash hands with warm, soapy water and tell why people do this.  2. Name other things to do to prevent or reduce the spread of disease.	Take students to the washrooms. Let them wash hands with warm, soapy water. Ask them why people wash hands. Examples are: - to make them clean - to get rid of germs - to prevent or reduce the spread of disease  Use props to stimulate responses: - soap - washcloth - tissues - clean towel

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>6. Act out some healthy habits to prevent the spread of disease.</p> <p>7. Make a poster of healthy habits to prevent the spread of disease.</p>	<ul style="list-style-type: none"> <li>- clean dishes</li> <li>- medicine</li> <li>- bandaid</li> <li>- garbage bag</li> </ul> <p>Students respond using the sentence pattern:</p> <p>I can prevent the spread of disease by</p> <ul style="list-style-type: none"> <li>- washing my hands before eating</li> <li>- washing my hands after going to the bathroom</li> <li>- using a tissue to cover my nose and mouth when I sneeze/cough/blow my nose</li> <li>- throwing dirty tissues in the garbage/toilet</li> <li>- using my own towel, cup, fork, etc.</li> <li>- telling an adult if I feel sick</li> <li>- taking medicine as told by an adult I trust</li> <li>- treating cuts and scratches at once</li> <li>- keeping the area where I live and play clean</li> </ul> <p>Distribute props from Student Activity 2. Students with props role play healthy habits while others guess the healthy habits.</p> <p>Students can cut pictures out of magazines or draw pictures of healthy habits to make posters. Display in the school, nursing station, or elsewhere in the community.</p>