

HOLLAND TOWNSHIP SCHOOL DISTRICT

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1st Grade Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Lesson Objectives with HECAT & NHES Correlations

Grade 1



Lesson 1: Belonging Helps Keep Me Healthy

1. Identify the benefits of healthy family relationships. (MEH1.2.10)
2. Identify the benefits of healthy peer relationships. (MEH1.2.10)
3. Identify trusted adults who can help promote health. (MEH3.2.1, 3.2.2, 3.2.3)

NHES Performance Indicators: 1.2.1; 3.2.1

Lesson 2: Families Are Special and Different in Their Own Ways

1. Analyze ways families are alike and different. (SH1.2.3)
2. Identify the benefits of healthy family relationships. (MEH1.2.10)
3. Identify how family influences personal health. (MEH2.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1

Lesson 3: Having Friends

1. Describe what it means to be a good friend. (MEH1.2.8)
2. Identify the benefits of healthy peer relationships. (MEH1.2.10)
3. Demonstrate how to encourage peers to make healthy choices. (MEH8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 4: Having All Kinds of Feelings

1. Identify different emotions and situations that can influence feelings. (MEH1.2.1, MEH1.2.2)
2. Identify appropriate ways to express and deal with feelings. (MEH1.2.4)
3. Explain the relationship between feelings and behavior. (MEH1.2.3)
4. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)

NHES Performance Indicators: 1.2.1

Lesson 5: Handwashing for Health

1. State why handwashing is important to good health. (PHW1.2.2)
2. Identify when they should wash their hands.
3. Demonstrate the proper way to wash their hands. (PHW1.2.4, PHW7.2.2)
4. Make a pledge to properly wash their hands throughout the day. (PHW7.2.3)

NHES Performance Indicators: 1.2.1, 1.2.3; 7.2.1

Lesson 6: Keeping Teeth Healthy

1. Identify the proper steps for daily brushing and flossing of teeth. (PHW1.2.1)
2. Demonstrate proper tooth brushing. (PHW7.2.2)
3. Make a pledge to properly brush their teeth twice a day. (PHW7.2.3)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 7: Dressing for the Weather

1. Illustrate the proper clothing to wear during different seasons. (PHW7.2.1)
2. Illustrate ways to prevent harmful effects of the sun. (PHW1.2.8, PHW7.2.1)

NHES Performance Indicators: 1.2.1, 1.2.4; 7.2.2

Lesson 8: Getting Enough Sleep

1. State how much sleep children their age need.
2. Explain why sleep and rest are important for proper growth and good health. (PHW1.2.5)
3. Assess their own sleep patterns.
4. Set a goal to manage their sleep patterns for better health. (PHW6.2.1, PHW6.2.2)

NHES Performance Indicators: 1.2.1; 6.2.1; 7.2.1

Lesson 9: Being Safe

1. Describe how they feel when they are safe.
2. Illustrate something they do to be safe.
3. Identify people who can help them stay safe. (S3.2.1, S3.2.2, S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1

Lesson 10: You Can Be Safe Walking and Crossing

1. Describe how to be a safe pedestrian. (S1.2.8)
2. Demonstrate how to walk and cross the street safely. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 11: You Can Think Ahead to Get Places Safely

1. Explain why having a safe route is a good idea.
2. Identify family and friends they can walk with to be safe. (S3.2.1)
3. Identify places in the community they could go to for help. (S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1, 3.2.3

Lesson 12: You Can Be Safe in a Car

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Describe the importance of using safety belts, child safety restraints and motor vehicle booster seats. (S1.2.2)
3. Demonstrate the proper way to wear a safety belt. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2; 8.2.2

Lesson 13: You Can Be Safe on a School Bus

1. Identify safety behaviors when getting on and off and while riding on a bus. (S1.2.3)

NHES Performance Indicators: 1.2.4; 2.2.2

Lesson 14: We Can Play Safely on the Playground

1. Identify safety rules for playing on the playground. (S1.2.4)

NHES Performance Indicators: 1.2.4; 2.2.2

Lesson Objectives with HECAT & NHES Correlations

Grade 1 (continued)

Lesson 15: You Can Think Ahead to Prevent Fires

1. Identify fire safety hazards in the home. (S1.2.9)
2. Apply safety rules for preventing fires. (S1.2.7)

NHES Performance Indicators: 1.2.4

Lesson 16: What to Do During a Fire

1. Identify safety rules for being around fire. (S1.2.7)
2. Demonstrate how to crawl low to avoid smoke from a fire. (S7.2.2)
3. Demonstrate how to stop, drop and roll to put out flames. (S7.2.2)
4. *Optional:* Demonstrate proper fire drill procedures. (S7.2.2)

NHES Performance Indicators: 1.2.4; 2.2.2; 4.2.3; 7.2.2

Lesson 17: You Can Call for Help in an Emergency

1. Demonstrate how to call 9-1-1 for help in an emergency (S3.2.6)
2. Demonstrate how to effectively ask for help in an emergency (S4.5.4)

NHES Performance Indicators: 3.2.2; 4.2.3, 4.2.4; 7.2.2

Lesson 18: We Don't Bully at Our School

1. Describe the difference between bullying and teasing. (V1.2.1)
2. Explain why it's wrong to tease or bully others. (V1.2.2)
3. Explain what to do if someone is being bullied. (V1.2.3)
4. Demonstrate how to ask for help if they or someone else were being bullied. (V4.2.4)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.3, 4.2.4

Lesson 19: Sharing the Safety Smart Message

1. Describe how injuries can be prevented (S1.2.6)
2. Advocate for others to be safe. (S8.2.2)

NHES Performance Indicators: 8.2.1, 8.2.2

Lesson 20: You Can Get Help for Unsafe Touch

1. Identify "safe" and "unsafe" touches. (V1.2.6)
2. Explain that a child is not at fault if someone touches them in an inappropriate way. (V1.2.8)
3. Explain that everyone has the right to tell others not to touch their body. (V1.2.9)
4. Explain that unsafe touches should be reported to a trusted adult. (V1.2.7)
5. Demonstrate what to say and do if they are touched in an inappropriate way. (V4.2.3, V4.2.4)

NHES Performance Indicators: 1.2.4; 4.2.3, 4.2.4

Lesson 21: I Eat Breakfast Every Day

1. Identify healthy breakfast foods.
2. Describe the benefits of eating breakfast every day. (FN1.2.8)

NHES Performance Indicators: 1.2.1

Lesson 22: We Drink Plenty of Water

1. Identify the benefits of drinking plenty of water. (FN1.2.6)
2. Describe the benefits of drinking plenty of water before, during, and after physical activity. (PA1.2.6)
3. Encourage peers to drink plenty of water. (FN8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 23: Setting a Goal to Eat Breakfast or Drink More Water

1. Identify reasons people don't eat breakfast and suggest solutions.
2. Identify reasons people don't drink water and suggest solutions.
3. Set a goal to eat breakfast daily or drink more water and take steps to achieve it. (FN6.2.1, FN6.2.2, FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 24: I Like and Move My Body

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Describe the benefits of being physically active. (PA1.2.5)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 25: Move More and Sit Less to Be Healthy

1. Identify the recommended amount of physical activity for children. (PA1.2.1)
2. Explain ways to be active every day. (PA1.2.2)
3. Describe behaviors that are physically active and physically inactive. (PA1.2.3)

NHES Performance Indicators: 1.2.1

Lesson 26: Tobacco Smoke Hurts the Body

1. Identify short-term effects of using tobacco. (T1.2.2)
2. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. (T1.2.6)
3. Identify family rules about avoiding tobacco use. (T1.2.5)
4. Identify actions they can take to avoid exposure to secondhand smoke and aerosol.

NHES Performance Indicators: 1.2.1

Lesson 27: Why People Smoke

1. Describe the dangers of experimenting with tobacco. (T1.2.4)
2. Name influences on the decision to smoke or vape.
3. Express intentions to be tobacco free.

NHES Performance Indicators: 1.2.1; 2.2.1, 2.2.3

Lesson 28: Sharing the Tobacco-Free Message

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Advocate for others to be tobacco free.

NHES Performance Indicators: 8.2.1, 8.2.2

Lesson 29: Family and Friends Want You to Be Tobacco Free

1. Identify family rules about avoiding tobacco use. (T1.2.5)
2. Identify how their families can help them stay tobacco free.
3. Make requests to others to help support tobacco-free choices. (T4.2.1, T8.2.1)

NHES Performance Indicators: 2.2.1; 3.2.1; 4.2.1; 8.2.1