

# THE GREAT BODY SHOP

Come in and learn about your body!

## THE GREAT BODY SHOP PACING GUIDE

40 Weeks of Instruction (minimum of 1 instructional block/lesson each week)

### GRADE 1

#### **TG101: Look Out!**

##### **LESSON 1: LOOK OUT!**

- K** Define and identify *careless* and *careful behavior*.
- V** Explain the importance of accepting responsibility for your actions.
- LS** Identify ways to make situations safe.
- TS** Predict consequences of careless behavior.

##### **LESSON 2: BE CAREFUL WHEN YOU PLAY!**

- K** List rules for different kinds of safe play.
- V** Show how helping each other helps keep you safe.
- LS** Perform safe ways to play.
- TS** Predict what would happen in different situations if children follow or don't follow the rules of safe play.

##### **LESSON 3: FIRE CAN HURT YOU**

- K** Identify the dangers of fire, ways to prevent fires, and what to do in case of fire.
- V** Explain the importance of protecting others.
- LS** Create a fire escape/safety plan.
- TS** Predict what could happen if children play with fire.

##### **LESSON 4: WHO KNOWS THE RULES?**

- K** Identify community safety helpers.
- V** Demonstrate appreciation to community safety helpers through projects.
- LS** Practice asking for help including reading, writing, and saying your name, address, and phone number.
- TS** Use Decision Making Skill Steps to decide which community safety helper to contact.

#### **TG102: Head to Toe**

##### **LESSON 1: HEAD TO TOE**

- K** Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.
- V** Listen and respond to what your senses tell you.
- LS** Practice protecting the body from harm by learning various safety routines.
- TS** Compare and contrast the function of the body and its parts with a family, a team, and a community.

##### **LESSON 2: BLOOD GOES AROUND AND AROUND**

- K** Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.
- V** Perform experiments to develop respect for the way the body works.
- LS** Practice paying attention to the signals your body gives you.
- TS** Use decision-making skills to help decide what to do when your body gives you certain signals.

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## LESSON 3: I TAKE GOOD CARE OF MY BODY

- K** List age-appropriate ways to take good care of one's body.
- V** Tell what it means to be responsible.
- LS** With parents, set rules for good care and practice keeping them for one week.
- TS** Predict what might happen if you don't take care of your body.

## LESSON 4: MY BODY IS EXTRA SPECIAL

- K** Discover your own body's uniqueness and your own special talents.
- V** Respect the differences in different people.
- LS** Practice looking for special qualities in others.
- TS** Compare and contrast features.

## *TG103: Why Do We Eat?*

### LESSON 1: WHY DO WE EAT?

- K** Explain the words *food*, *fuel*, and *energy* and tell how food is transformed into energy.
- V** Explain the reasons it is important to be responsible in choosing healthful food.
- LS** Chart current breakfast habits for one week.
- TS** Predict what will happen if the body does not get the things it needs to grow and maintain itself.

### LESSON 2: FOOD IN YOUR BODY

- K** Trace the path food takes through the body.
- V** Respect the workings of the body by explaining consequences of food selections.
- LS** Demonstrate proper food handling techniques and explain effects on the body.
- TS** Explain how handwashing protects one's body

### LESSON 3: WHAT IS HEALTHFUL FOOD?

- K** List a variety of healthful and less healthful foods, and their effects upon the body.
- V** Explain the relationship between feelings, appetite, and food choices.
- LS** Plan and prepare a healthful meal with a trusted adult.
- TS** Compare and contrast healthful and less healthful foods.

### LESSON 4: WHICH FOODS TO CHOOSE?

- K** Explain the rules of eating which are represented by ChooseMyPlate.gov.
- V** State acceptance of familial and cultural differences in healthful food, and prepare and try a variety of multicultural foods.
- LS** Prepare a variety of healthful meals using food groups.
- TS** Use the Decision Making Skill Steps to select a healthful meal.

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## TG104: All About Medicine

### LESSON 1: ALL ABOUT MEDICINES

- K** Identify what is and what is not medicine.
- V** Commit to informing others about the dangers of taking medicines not prescribed for them.
- LS** Practice differentiating between medicines and non-medicines.
- TS** Compare and contrast candy to chewable vitamins or chewable pain reliever.

### LESSON 2: WHO CAN GIVE MEDICINE?

- K** Name appropriate adults who can give medicine to a child.
- V** Show how you respect the knowledge and opinions of trusted adults.
- LS** Practice saying “No!” to those persons who are not responsible for giving you medicine.
- TS** Predict what might happen if you took medicine from a person who does not have permission to give medicine to you.

### LESSON 3: WHAT DOES MEDICINE DO?

- K** Discover how medicine helps the body.
- V** Admire the wonder of medicines.
- LS** Demonstrate caring for someone who is ill.
- TS** Predict what would happen if we had no medicines.

### LESSON 4: MEDICINE CAN MEAN TROUBLE

- K** Identify medicines as drugs.
- V** Respect rules about taking medicines.
- LS** Locate and inspect for safety the best places in your home to keep medicines.
- TS** Use decision making skills to decide not to eat something that you are unsure is safe.

## TG105: Talk and Listen

### LESSON 1: HOW DO WE TALK? HOW DO WE LISTEN?

- K** List the different parts of the body that help us to talk and to hear, and show how each process works.
- V** Develop respect for people who have speaking and hearing problems.
- LS** Show how you can take care of your ears to prevent injury.
- TS** Imagine what your hearing or speech would be like if your ears or your voice box and your mouth were a different shape.

### LESSON 2: WE TALK AND LISTEN

- K** Define the word *communication* and describe the importance of communication in the world around you.
- V** Discover the value of good communication skills including being a “good listener” through various role-play situations.
- LS** Practice good communication skills with different people and in different situations, including talking on the phone.
- TS** Use the Predicting Consequences Skill Steps to predict what would happen if people did not communicate with one another or had difficulty communicating.

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## LESSON 3: PEOPLE TALK IN MANY WAYS

- K** List at least five ways that people can communicate with each other.
- V** Develop respect for the amazing variety of languages that people use to communicate.
- LS** Practice speaking and listening in different ways.
- TS** Compare the way you talk when you are sad or mad or glad.

## LESSON 4: TELL HOW YOU FEEL

- K** Explain how talking with someone you trust, including sharing your feelings, can help you.
- V** Define the word *trustworthy* and tell why it is important to have that quality.
- LS** Practice communication skills for getting help in different situations.
- TS** Think about all of the different resources you have for help with different kinds of problems and match the problems to the right helper.

## ***TG106: Happy, Sad, and In Between***

### LESSON 1: WE HAVE MANY FEELINGS

- K** Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.
- V** Demonstrate how to care about people by paying attention to their feelings.
- LS** Practice recognizing various emotions.
- TS** Compare and contrast two opposite emotions, such as happiness and sadness.

### LESSON 2: TALKING HELPS ME FEEL BETTER

- K** Discover why talking to somebody about problems helps you feel better.
- V** Show someone you trust that you appreciate him or her.
- LS** List people you trust to talk to when you feel bad.
- TS** Predict the consequences of talking to someone when you feel bad.

### LESSON 3: COOL DUDE GETS MAD

- K** Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings.
- V** Show why it is important to think before you act when you are mad.
- LS** Practice ways to talk things out or work things out nonviolently.
- TS** Compare and contrast healthy and unhealthy ways to behave when something or someone makes you mad.

### LESSON 4: MY BODY IS PRIVATE

- K** Define the word *private* and identify private parts of your body.
- V** Demonstrate respect for personal safety by selecting the personal safety skills for risky situations.
- LS** Practice yelling and telling when someone does not respect your privacy.
- TS** Analyze the difference between safe, unsafe, and confusing touches.

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## TG107: Drugs Are Trouble

### LESSON 1: WHAT ARE DRUGS?

- K** Define the word *drug* and identify various substances as drugs.
- V** Tell why it is important to have rules and laws about drugs.
- LS** Practice using rules for deciding which substances are okay for you to eat and drink.
- TS** Compare and contrast medicines and drugs that are illegal.

### LESSON 2: NO SMOKING, PLEASE!

- K** Tell what tobacco and nicotine are and explain the harmful effects of smoking.
- V** Build appreciation for laws and community helpers who try to protect people from the dangers of smoking, including passive smoking.
- LS** Make a plan to do things to help keep your lungs healthy.
- TS** Compare and contrast what advertisements say about smoking with what you have learned.

### LESSON 3: DRINKING HURTS YOUR THINKING

- K** Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.
- V** Show how talking out problems with a trusted adult will help you feel better.
- LS** Practice recognizing a “dare” and responding to it with good refusal skills.
- TS** Predict the consequences of various situations in which you do not use good refusal skills.

### LESSON 4: SAFE AND STRONG

- K** Describe people in your community who are there to help keep you safe and healthy.
- V** Show that you feel proud that you can say “No!” when you need to.
- LS** Make a pledge to make healthy choices
- TS** Create a plan to help your community be safe and healthy.

## TG108: Get Well Soon

### LESSON 1: GETTING SICK

- K** Identify signs of illness.
- V** Show you like yourself enough to promise to take care of yourself when you are sick.
- LS** Identify those you can tell when you do not feel well.
- TS** Predict the consequences of not staying home when you are sick.

### LESSON 2: GERMS

- K** Define *germs* and discover how they spread.
- V** Show respect for others by promising to try not to spread germs.
- LS** Practice ways to keep germs from spreading.
- TS** Compare and contrast a communicable and noncommunicable illness.

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## LESSON 3: GETTING BETTER

- K** Identify things you can do which help you get better.
- V** Do something to thank your family for taking care of you when you are sick.
- LS** Practice different ways to express sympathy for those who are sick.
- TS** Use the Decision Making Skill Steps to make a choice to cooperate in following directions to get better.

## LESSON 4: DO NOT SHARE YOUR GERMS

- K** Identify rules which help to keep our community free from illness caused by germs.
- V** Let those in charge know how important you feel it is to keep the community as clean and germ free as possible.
- LS** Practice ways to help keep the community clean.
- TS** Predict what would happen to the cleanliness and health of a community without rules to keep it clean.

## **TG109: How I Breathe**

### LESSON 1: HOW I BREATHE

- K** Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.
- V** Tell why it is important to always have good, clean air to breathe.
- LS** Set up an exercise routine with your family to help your lungs grow strong and healthy.
- TS** Compare and contrast the breathing of humans with other animals, including fish.

### LESSON 2: DON'T HURT YOUR LUNGS

- K** Define the word *pollution* and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.
- V** Set a goal to stay away from tobacco use in all forms, including trying to avoid secondhand smoke.
- LS** Practice different behaviors to avoid pollution that will harm your lungs.
- TS** Analyze why smoking hurts your lungs.

### LESSON 3: RUNNY NOSE, STUFFY NOSE

- K** Define *respiration* and describe what can happen to breathing because of colds, allergies, and asthma.
- V** Commit to sharing any symptoms of respiratory problems you may have with a trusted adult.
- LS** Practice recognizing symptoms of allergies, colds, and other respiratory problems.
- TS** Compare and contrast the symptoms of colds, allergies, and asthma.

### LESSON 4: BREATHING FASTER, BREATHING SLOWER

- K** Describe how exercise affects your breathing and your respiratory health.
- V** Tell why you need to be responsible about getting exercise.
- LS** Practice breathing exercises that will help you with your speech, your ability to play musical instruments, and your general respiration.
- TS** Compare how you feel when you breathe very fast and when you breathe very slowly.

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## **TG110: Run, Jump, And Skip**

### **LESSON 1: RUN, JUMP, AND SKIP**

- K** Discover how exercise is needed at all ages to make the body healthy and strong.
- V** Demonstrate that you are responsible about getting exercise every day.
- LS** With your family, make and put into action a daily family exercise plan for at least a week.
- TS** Predict consequences of being a “couch potato.”

### **LESSON 2: WONDER WILLIE**

- K** Define the words *physically fit* and explain how good food, exercise, and sleep help you to be physically fit.
- V** Show how good it makes you feel to set a goal and reach it.
- LS** Set a health goal that you can reach in one week.
- TS** Predict the consequences of having a positive attitude while trying to reach a goal.

### **LESSON 3: GETTING BETTER ALL THE TIME**

- K** Describe how much more you are able to do with your muscles and bones than you were able to do when you were a baby.
- V** Show how you can help to make exercise important in your family.
- LS** Plan and practice different games and exercises that are good for different parts of your body.
- TS** Use the Decision Making Skill Steps to choose healthful ways to have fun alone and with others.

### **LESSON 4: FAIR PLAY**

- K** List the rules for playing fairly.
- V** Show how you value a friend who is a good sport.
- LS** Practice controlling anger when you get mad at someone with whom you are playing.
- TS** Compare and contrast fair and unfair play.