

# Health Education, Grade 1

**Time on Task:** 2½ hours per week (includes Physical Education)

## Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God as Creator is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

## Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

<p><b>Goals and Objectives</b> <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§115.3. Health Education, Grade 1.</b> <b>(a) Introduction.</b></p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.</p>	<p><b>Scope and Sequence</b></p> <ul style="list-style-type: none"><li>• My Growth</li><li>• My Habits</li><li>• My Health</li><li>• Eating Good Foods</li><li>• Exercising Each Day</li><li>• Getting Enough Rest</li><li>• Building Good Posture</li><li>• Taking Care of My Body</li><li>• My Safety<ul style="list-style-type: none"><li>○ In My Home</li><li>○ Away from Home</li><li>○ On the Street</li><li>○ On the Playground</li><li>○ In the Water</li><li>○ In a Storm</li></ul></li><li>• My Manners<ul style="list-style-type: none"><li>○ At Home</li><li>○ At School</li><li>○ At Church</li><li>○ In public</li></ul></li></ul>	<p><b>Spiritual Goals</b> <b>God’s intended purpose for health:</b></p> <ol style="list-style-type: none"><li>1. To develop a knowledge of God as Creator.</li><li>2. To develop a desire for spiritual health.</li><li>3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.</li><li>4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.</li><li>5. To draw the student into a more intimate relationship with Jesus.</li><li>6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.</li></ol>
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	<b>Correlation with TEKS Teacher-generated lessons taught all year combined with P.E.</b>	<b>Biblical Integration Truth Statements</b>
<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Health behaviors.</b> The student understands that personal health decisions and behaviors affect health throughout the life span. <i>The student is expected to:</i></p> <p>(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and</p> <p>(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.</p> <p><b>(2) Health behaviors.</b> The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify and use protective equipment to prevent injury;</p> <p>(B) name safe play environments;</p> <p>(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;</p> <p>(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>(E) identify safety rules that help to prevent poisoning;</p> <p>(F) identify and describe safe bicycle skills;</p> <p>(G) identify and practice safety rules during play; and</p> <p>(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p><b>(3) Health behaviors.</b> The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. <i>The student is expected to:</i></p> <p>(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;</p> <p>(B) describe how decisions can be reached and problems can be solved; and</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p><b>1. <i>What is prime reality, the really real?</i></b> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory.</p>

<p>(C) explain the importance of goal setting and task completion.</p> <p><b>(4) Health information.</b> The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify and demonstrate use of the five senses; (B) identify major body structures and organs and describes their basic functions; and (C) identify and apply principles of good posture for healthy growth and development.</p> <p><b>(5) Health information.</b> The student recognizes health information. <i>The student is expected to:</i></p> <p>(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and (B) list ways health information can be used such as knowing how to brush teeth properly.</p> <p><b>(6) Health information.</b> The student recognizes the influence of media and technology on health behaviors. <i>The student is expected to:</i></p> <p>(A) identify examples of health information provided by various media; and (B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.</p> <p><b>(7) Influencing factors.</b> The student understands the difference between sickness and health in people of all ages. <i>The student is expected to:</i></p> <p>(A) name types of germs that cause illness and disease; (B) identify common illnesses and diseases and their symptoms; and (C) explain common practices that control the way germs are spread.</p> <p><b>(8) Influencing factors.</b> The student understands factors that influence the health of an individual. <i>The student is expected to:</i></p> <p>(A) name various members of his/her family who help them to</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>(Psalm 8:1, Psalm 19:1)</p> <p><b>3. What is a human being?</b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p>
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<p>promote and practice health habits; and</p> <p>(B) describe ways in which a person's health may be affected by weather and pollution.</p> <p><b>(9) Personal/interpersonal skills.</b> The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.</p> <p><i>The student is expected to:</i></p> <p>(A) demonstrate respectful communication;</p> <p>(B) list unique ways that individuals use to communicate such as using body language and gestures;</p> <p>(C) express needs, wants, and emotions in appropriate ways; and</p> <p>(D) describe and practice techniques of self-control such as thinking before acting.</p> <p><b>(10) Personal/interpersonal skills.</b> The student comprehends the skills necessary for building and maintaining healthy relationships.</p> <p><i>The student is expected to:</i></p> <p>(A) describe ways to build and maintain friendships; and</p> <p>(B) practice refusal skills to avoid and resolve conflicts.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p><b>Student Activities</b></p> <p>Games Books Role Play Projects Journal</p> <p><b>Teaching Strategies</b></p> <p>Oral Instruction Demonstration Visual Aids Hands-on Activities Games Cooperative Learning Small Groups Guided Inquiry</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special</p>
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		<p>measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because</p>
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