



Preview Materials

Grade 1



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

Lesson Plans: The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

Student Activities: Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

Parent Activities: These blackline masters are provided to keep parents informed and engaged in the health education of their children.

Evaluations and Assessments: These blackline masters are provided ready made in our program. These tools are one of the many options given to teachers to gauge students' progress in mastering the knowledge and skills vital to make healthy choices.

Family Life

Sessions 15-16 **Respect for Others**

GOALS To promote respect and diversity, and learn how to make new friends.

OBJECTIVES

1

Celebrating Differences

Illustrate the importance of sharing our many differences and learning from one another's uniqueness.

Skills: *interpersonal relations, self-concept, bonding*

2

Pride and Respect

Enable students to take pride in their many differences and respect differences in others.

Skills: *interpersonal relations, self-concept, responsibility, communication*

3

Making New Friends

Learn and use appropriate ways to make new friends.

Skills: *communication, bonding, interpersonal relations*

PARENT/ COMMUNITY CONNECTION

4

Parent Component

Demonstrate their understanding of uniqueness and diversity with family members.

Skills: *personal responsibility, self-concept, bonding*

MATERIALS

Book: *The Bravest Mouse*, by Maria Barbero

Student Activity 5, Proud to be Different

Herbie, the Duck Puppet

Art Materials: multi-color ink pads, paper, crayons, markers

CD: *Travel The World with Timmy*, by Edmark

Assessment 5, Getting Along with Others

Book: *Friends*, by Helme Heine

Parent Activity 9, Respecting Our Differences

CURRICULUM CONNECTION



literature, drama, art, social skills, technology

Introduction

Living in a culture rich in diversity provides each of us with the unique opportunity to learn more about ourselves, others, and the world around us. Diversity in religion, race, background, beliefs, and abilities also makes the world an exciting place to live.

Respect for others is a necessity in a country rich in diversity. Respect takes time, effort, and skill. Skills that are particularly important for respecting others and their differences include: strong self-concept, interpersonal relations, communication skills, and conflict resolution.

This segment focuses on the importance of respecting others—their opinions and their differences. It challenges students to explore differences among people as a means of enriching their own lives.

Celebrating Differences

Purpose: To illustrate the importance of sharing our many differences and learning from one another's uniqueness.

Skills: *interpersonal relations, self-concept, bonding*

OBJECTIVE

1

Introductory Activity

ACTIVITY 1

Materials: Book: *The Bravest Mouse*, by Maria Barbero
Art Materials for coloring and drawing



Time: about 25 minutes

1. Read the book, *The Bravest Mouse*, by Maria Barbero. This story explores the importance of recognizing and taking pride in our differences. It further emphasizes that being different can be positive and just one more way we are special and unique.
2. Use the following questions as a guide to discuss the story:
 - *How was Sasha different?* [He was born with a black circle around his eye]
 - *What caused the black circle?* [Heredity; genes]
 - *What are some ways that people are different due to their genes?* [Down Syndrome, Cerebral Palsy]
 - *What are some other ways that children are different?* [Size, shape, skin color, ethnicity, religion, language]
 - *How did Sasha try to hide his circle? Did it work?*
 - *What were some of Sasha's unique and special qualities?* [Brave, clever, fast]
 - *In the end, how different was Sasha?* [Remind students that all of the mice were drawing circles around their eyes!]
3. Complete this activity by distributing construction paper and art materials. Have each student draw a picture showing how he or she is different. Create a mural on the bulletin board of your special class.

See extensive literature selection in the Teacher Resource Guide.

Family Life

OBJECTIVE **Pride and Respect**

2

Purpose: To enable students to take pride in their many differences and respect differences in others.

Skills: *interpersonal relations, self-concept, responsibility, communication*

ACTIVITY 1 **Unique Fingerprints**



Materials: Student Activity 5, Proud to be Different
Art Materials: paper, several colored washable ink pads

Time: about 25 minutes

1. Copy and distribute Student Activity 5, Proud to be Different. Provide ink pads to each small group of students.
2. Demonstrate to students how to ink one finger at a time and print it in the space provided on the activity sheet.
3. Allow time for students to print their fingerprints. Repeat this until all 10 fingers are fingerprinted.
4. Use the following questions to discuss this activity:
 - *Are anyone's fingerprints the same as anyone else's?* [No, we each have a unique fingerprint, distinct from all others]
 - *What does it mean to be different?* [You are unique; you are not the same as others; you are special]
 - *Are you proud to be unique and different from other people?*
 - *How can you find out more about people that are different from yourself?* [Talk to them; adapt classroom activities to include others; become friends; read about different cultures; ask your parents]
 - *How can you show respect for others who are different from yourself? (e.g., skin color, disability, gender, age, religion)?* [Learn more about others; take an interest in people around you; don't dislike someone just because they are different; give everyone a chance to be your friend; do not judge others]

ACTIVITY 2 **Respecting Differences**



Materials: Herbie, the Duck Puppet
Other class puppets (optional)
Simple stage or puppet theater

Time: about 20 minutes

1. Use Herbie, the Duck Puppet, to reinforce the importance of accepting and respecting differences.

Herbie wants to know:

- *How are you different from other children your age?* [Size, shape, hair color, ethnic background, special talent, handicap, religious background]
- *Why is it important to have differences?* [Life would be very boring if everyone were the same; we would never learn anything new]
- *Why is it sometimes hard to be different?* [Some people do not respect others who are different from themselves; they may be unkind to others or afraid of differences and change]
- *How does it make you feel when someone does not accept you because you are different?* [Unwanted, rejected, unhappy, angry]
- *How can you help to respect and accept people who are different than yourself?* [Don't exclude others; help everyone to feel included and wanted. Remember, to some people you are different]

2. Use Herbie, the Duck Puppet, and other class puppets, with the following roleplay scenarios to help students practice respecting others and accepting differences.

Helping Herbie Scenarios

- Herbie meets a child in a wheelchair at the library.
- Herbie is at the playground when a child comes over and asks him to play. His skin color is different than Herbie's.
- Herbie takes karate (his favorite sport) with a deaf girl.
- Herbie's best friend belongs to a different religion that celebrates different holidays.
- Herbie's close friend Ozzie is sick with a disease that keeps her out of school. Other friends make fun of Ozzie.
- Herbie is the only duck on the school bus.

3. Emphasize that differences make us unique and exciting; differences help us to learn and experience new things.

Exploring Other Cultures

ACTIVITY 3

Materials: CD: *Travel the World with Timmy*, by Edmark
Assessment 5, Getting Along with Others



Time: about 15-20 minutes

1. This activity uses interactive software to help students appreciate and respect cultural differences by understanding the world around them. Using stories, songs, games, and crafts, students discover how their international neighbors live, dress, sing, eat, and play.

Family Life

2. Allow students sufficient time to explore the different stories and games throughout the CD: *Travel the World with Timmy*, by Edmark. Have students discuss the similarities and differences between the cultures explored.

3. If you wish, copy and distribute Assessment 5, *Getting Along with Others*, to assess student gains in knowledge and behavior related to getting along.

OBJECTIVE **Making New Friends**

3

Purpose: To learn and use appropriate ways to make new friends.

Skills: *communication, bonding, interpersonal relations*

ACTIVITY 1 **Friends**



Materials: Book: *Friends*, by Helme Heine

Time: about 20 minutes

1. Read the book, *Friends*, by Helme Heine. This is a delightful story about three very different friends who do everything together.

2. Use the following questions for discussion after reading the story.

- *How would you describe a friend?* [Answers will vary; point out some important qualities of friends: caring, sharing, trustworthy]
- *What are some of the important qualities the friends in the story had?* [sharing, caring, fair, fun, always made decisions together]
- *How close are these friends?* [They did everything together]
- *How different are they?* [Emphasize their different shapes, sizes, looks, backgrounds]
- *What are some important qualities of your friends?*
- *What did you learn from these friends?*

3. Complete this activity by having volunteers tell a story about how they made a new friend.

Different Friends

ACTIVITY 2

Time: about 20 minutes



Advanced preparation: *You may want to think about how you will pair students for this activity. Ideally, pairs should not be friends, and they should have some recognizable differences.*

1. Begin this activity with the following discussion questions:

- *Should friends always be alike?*
- *Should friends always look like us?*
- *How different were the friends in the story?*
- *What would happen if we only made friends with people who were just like us?* [Point out that friends teach us new things; we would never learn anything new if we didn't have different kinds of friends]

2. Next, pair students and tell them they will be interviewing each other. They should share new knowledge about themselves; information that a new friend would like to hear. You may want to provide students with a few examples: what their hobbies are; what they like to do with their friends; what is unique about them.

3. After both partners have had sufficient time, have students share what they learned about their partners. Complete this activity by going around the room and having each student complete the following open-ended question: My partner would make a good friend because _____.

Role Playing

ACTIVITY 3

Time: about 20 minutes



1. Begin this activity by telling students they will be practicing making new friends. Begin by having students review some friendly behaviors. You may want to give children a hint, such as “polite,” or “courteous”. Make a list of friendly behaviors on the chalkboard.

2. Next, have students identify unfriendly behaviors (e.g., loud, bully, mean, etc.). Write this list on the board. Ask children if they would want to be friends with someone who behaved in any of these ways?

3. Ask for two volunteers at a time (you may also want to keep students paired the same way as in the second activity). Have pairs demonstrate ways to make new friends using the friendly column as a reminder of what to do, and the unfriendly column as reminders of what not to do!

Family Life

OBJECTIVE Parent Component

4

Purpose: To demonstrate their understanding of uniqueness and diversity with family members.

Skills: *personal responsibility, self-concept, bonding*

ACTIVITY 1 Respecting Differences



Materials: Parent Activity 9, Respecting Our Differences

Time: about 15 minutes

1. Copy and distribute Parent Activity 9, Respecting Our Differences, to be completed with a family member.
2. Students are responsible for identifying differences in their families and their neighborhoods, and discussing ways to show respect for differences and learn more about each other.
3. On the due date, have students share what they learned from their parents. You may wish to use the following questions as a guide for discussion:
 - *How many of you come from small families? From large families?*
 - *What is special about each?*
 - *How different are the families in your neighborhood from each other?*
 - *What is one thing you have learned from a neighbor who is different than you?*
 - *What are some ways you show respect for your neighbors?*



Proud to be Different

NAME _____

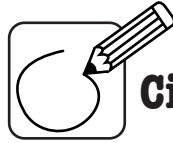
right thumb	right index	middle finger	ring finger	pinky finger

left thumb	left index	middle finger	ring finger	pinky finger

Getting Along With Others

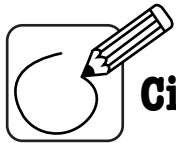
NAME _____

Is this a way to stop conflict?

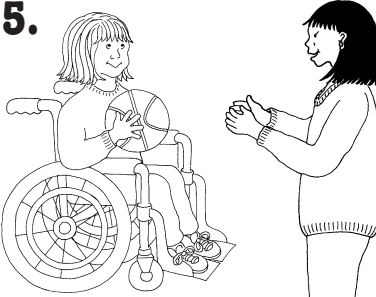
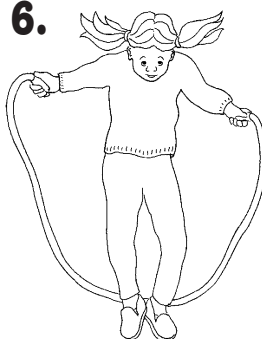
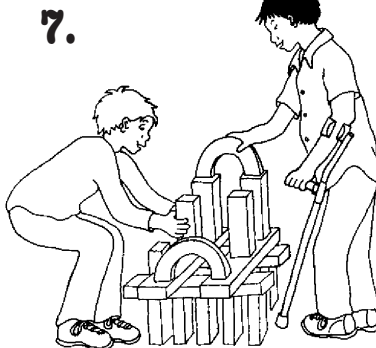



Circle yes or no.

1. Talk things out. yes no
 2. Take time to think about a problem. yes no
 3. Yell at each other. yes no
 4. Get an adult to help. yes no
-



Circle two ways to get along with others.

5. 
 6. 
 7. 
 8. 
-

Name two adults you can ask for help with a conflict.

9. _____
10. _____



Parent Activity 9, Respecting Our Differences

Dear Parent,

This week in health class, we have been discussing the importance of accepting and respecting others and their differences, including differences in skin color, religious background, gender, ethnicity, and disabling conditions.

Young people often have difficulty accepting differences because they lack experience dealing with diversity. This health segment focuses on the importance of respecting the opinions and differences of others. It challenges students to explore differences among people as a means of enriching their own lives.

Some of the activities students have participated in include: literature on respecting diversity, unique fingerprints, collages, roleplaying, and puppeteering.

To help reinforce the importance of accepting and respecting others, we would like you to complete the attached activity sheet together which focuses on:

- Differences that exist in your family (hair color, size, age, sex)
- Differences that exist in your neighborhood
- Methods of showing respect for others who are different from him/herself

The due date for this activity is _____.

Thank you for your time and energy and I look forward to your comments.

Parent Comments:

Respecting Our Differences

NAME _____

1. What are some of the ways your family members differ?

2. How is your family different from other families in your neighborhood?

3. Why is it important that we celebrate our differences?

4. What are some things your family does to welcome new neighbors?

5. What can you learn from your neighbors?

6. How can you show respect for people who are different from yourself?
