

1ST GRADE HEALTH CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

PRINCIPALS OF HEALTH PROMOTION

- _____ Recall the feelings one had when sick.
- _____ Recognize the importance of covering one's mouth and nose when sneezing or coughing.
- _____ Demonstrate how to avoid infecting others with germs.
- _____ Recognize the necessity of washing hands to prevent the transmission of germs.
- _____ Recite the rules that are in effect on school buses.
- _____ Show knowledge of safety rules that are in effect on the playground.
- _____ Explain the meaning of the colors red, yellow, and green on traffic lights.
- _____ Recognize the color and shape of stop signs.
- _____ Talk about the importance of taking medicines in the presence of a responsible adult.
- _____ Practice procedures to follow during tornado and fire drills.
- _____ Know the proper amount of sleep necessary to maintain good health.
- _____ Demonstrate how to dress properly in varying types of weather.

INFLUENCES ON HEALTH

- _____ Relate to others hygiene habits that improve or maintain health.
- _____ List personal hygiene behaviors/choices that will increase health and safety.
- _____ Recognize skills necessary to ensure safety and cleanliness.
- _____ Know the differences between behaviors that will and will not promote the spread of infectious diseases.
- _____ Identify people and services within the school responsible for health-related issues.
- _____ Demonstrate how to prevent the spread of infectious diseases.

HEALTH AND ENVIRONMENT

- _____ Identify elements of the environment that can become polluted.
- _____ Explain what it means to recycle.
- _____ Be aware of what pollution is.
- _____ Name something in the air that can affect personal health.

BODY SYSTEMS

- _____ Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose).
- _____ Position the eyes, ears, and nose correctly on a human being.
- _____ Recognize why it is important to brush your teeth.
- _____ Describe how germs can cause illness.
- _____ Understand reasons for consulting a responsible adult before using medicines and/or chemical substances.
- _____ Recognize the importance of eating breakfast.
- _____ Identify healthy snacks.
- _____ Recognize that food (nutrients) is needed for growth and development.
- _____ Name healthy behaviors that relate to personal hygiene, nutrition, and exercise.
- _____ List choices that have a positive influence on health.
- _____ List choices that have a negative influence on health.

GROWTH AND DEVELOPMENT

- _____ Discuss the value of practicing good health habits (sleep, nutrition, relationships).
- _____ Describe/discuss healthy family activities (meals, doctor visits).
- _____ Describe how families share time together.
- _____ Give examples of what makes a friend a friend.
- _____ Explain the importance of being physically active.

This checklist is a suggested guideline.

_____ Recognize that food (nutrients) is needed for growth and development.

_____ Recognize basic emotions/ feelings such as mad, sad, happy, frustrated, afraid.

COMMUNICATION AND CONFLICT

_____ Recall safety rules at home, at school, and in the community.

_____ Recognize when to ask an adult for help.

_____ Recognize basic emotions.

_____ Name the components of good listening skills.

_____ Identify good communication skills.

_____ Identify good manners.

_____ List behaviors at home, at school, and in the community that show respect toward others.

_____ Discuss good and bad behaviors.

_____ Define the word 'choice.'

DECISION MAKING SKILLS

_____ Observe how to correctly brush teeth.

_____ Remember to wash hands at appropriate times.

_____ List good personal hygiene practices.

_____ Locate safety hazards at home or at school that affect health.

_____ Define the word 'choice'.

_____ Give examples of good and poor health choices.

_____ Discuss consequences for poor health choices.

ESSENTIAL HEALTH SKILLS

_____ Discuss who strangers are and why one should be cautious around them.

_____ Define 'good touch' and 'bad touch'.

This checklist is a suggested guideline.

- _____ Describe 'uncomfortable situations' as they pertain to strangers.
- _____ Discuss ways to behave around strangers.
- _____ Recite your name, address, and phone number.
- _____ Practice using emergency numbers in your community, including 911 if it is available.
- _____ Explain the role of fire fighters and police officers.