



PURPOSE

To prepare students to make excellent decisions regarding their body.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Identify an excellent choice for their body.
2. Demonstrate self-control with regards to their body.

MATERIALS & RESOURCES

- **Hand-Washing Song** lyrics (see Materials)
- **My Body & Me** worksheet (see Materials)
- **Parents' Help: My Body & Me** form (see Materials)

VOCABULARY

- **self-control**: the ability to control your body, or how you express your emotions and desires

PROCEDURE

Step 1: Review the previous lessons. Student volunteers should share about their heroes in pairs. Ask: Who is your hero? In what ways did these heroes respect human dignity?

Explain: In this class, we have learned about our human powers to think and to choose. We have learned that, when we make excellent choices, trying again when we fail, and when we show respect for human dignity, we can become heroes! Now we will look at specific kinds of choices that we need to make to achieve human excellence.

Step 2: Establish the importance of making healthy decisions about the body.

Explain: We make choices about many different things. We can make excellent choices for our body, for example. Can you think of some examples of healthy choices?

Teach students the lyrics to the **Hand-Washing Song**. Model for them the process of hand-washing—pouring out soap, tracing hands with soap, rinsing, etc. Finally, encourage students to sing the song and demonstrate the process along with you.

Ask:

- Why is it important for us wash our hands well? What might happen if we don't?
- Does doing this help us become excellent? Why or why not?

Then ask: What are other ways we can make excellent choices for our bodies?

Step 3: Teach self-control.

Tell the story of a hypothetical first grader.

I know a first grader, and her name is Mia. She really, really wants to grow in excellence, so that she can become a hero, showing respect for the dignity of all people. Unfortunately, there are some things that she's struggling with a lot! For example, she has a bad habit. When Mia comes home from school, the first thing she does is grab a bag of potato chips and sits down to watch YouTube videos of girls painting their nails. Sometimes, this makes it hard for her to finish all her homework, and she misses out on playing with friends outside!

Ask:

- How do these decisions affect Mia's body?
- Why does Mia struggle with good choices? (bad habits)
- Do the choices she makes help Mia be excellent? Why or why not?

Write on the board:

- **self-control**

Explain: Living a life of **self-control** means that we choose what is most healthy, and behave in a way that respects those around us. For example, when we have a choice between homework and enjoying video games, we can show self-control by doing homework first, since it will help us grow in excellence. We practice self-control by making little steps every day to grow in excellence.

Tell students that they will practice showing self-control. Play the **Giggle Game**. Name one person as "It." Students can do anything they want to make this person laugh, except touch them. After the person who is "It" laughs, another person takes a turn being "It."

After the game, talk about self-control. Explain that it is usually okay to laugh in life, but there are times when we shouldn't laugh. We should not laugh when someone is hurt or sad, during quiet time at school or church, or if they are somewhere where they have been asked to be quiet.

Ask:

- What was hard about showing self-control?
- Is showing self-control excellent? Why or why not?
- Are there times in our life that we shouldn't laugh?
- Just like laughing, we must control our eating. When have we eaten too much?
- What's one thing we can do to practice our self-control?

Step 4: Summarize: Today we have thought about the first way in which it is important for us to make excellent choices—choices about our bodies! Taking care of our bodies will help us to do everything else that we wish to do as we grow older, on our path to becoming excellent.

FOLLOW-UP & HOMEWORK

Ask students to complete their daily *My Body & Me* goal over the next week, checking daily off whether they've completed their goal. The *Parents' Help: My Body & Me* form can be included for parents.



Human
Dignity
Curriculum

HAND-WASHING SONG
to the tune of
Row, Row, Row Your Boat

Clean, clean, clean your hands
(imitate washing)
Several times a day
(clap, clap, clap)
Rinse and wash, wash and rinse
(scrub one hand, scrub other hand)
Germs all go away, HEY!
(jump up and down)
Clean, clean, clean your hands
Several times a day
Rinse and wash, wash and rinse
Germs all go away, HEY!



MY BODY & ME

Name: _____

Directions: Fill in the goal charts below. Give one example of a way you can complete the goal listed. Track your success this week.

listen to my parents' instructions:

day	x
1	
2	
3	
4	
5	
6	
7	



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Name: _____

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listen to my parents' instructions:

day	x
1	
2	
3	
4	
5	
6	
7	



PARENTS' HELP: MY BODY & ME

Dear Parents,

For one of our Human Dignity Curriculum homework assignments, we are asking our first graders to do one thing before _____: to practice daily listening to your instructions.
(date)

Please sign off when s/he has completed the enclosed worksheet, checking off daily whether they have listened, and return this form to me.

(initial)

Name: _____

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Grade 1, L6A - Choosing for My Body



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