

<p style="text-align: center;">Health Education Grade 2 Essential Objectives and Content</p>

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

UNIT I: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Objectives- The student will be able to:

- a. Define the term "emotions" and identify words that express a variety of emotions.
 - Other words for happy, upset, calm, and surprised
- b. Demonstrate appropriate methods of communication.
 - Communication for specific situations
 - Communicating anger
- c. Name and practice two cooperation skills, such as sharing and taking turns.
 - What it feels like to cooperate
- d. Utilize strategies for nonviolent conflict resolution.
 - Compromising
 - Talking it out
 - Taking turns
- e. Describe effective stress management strategies.
 - Family stressors
 - Reactions to stress
- f. Identify choices available when making a decision.
 - Factors that influence decisions
- g. Identify qualities valued in friendship.
 - Positive and negative traits of media characters
- h. Describe the physical, social, and emotional growth process.
 - From baby to now
 - From one year ago to now
 - Something you will be able to do next year that you can't do now

UNIT II: Safety, First Aid and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Identify first aid steps used in the treatment of minor injuries.
- b. Practice responding appropriately to emergency situations.
- c. Identify ways to stay safe outdoors.
 - Biking and skating
 - Helmet use
 - Playground equipment
 - Water safety
 - Sun safety
- d. Identify items that may cause an allergic reaction.
 - Things we breathe
 - Things we eat
 - Things we touch
- e. Define the terms “stranger” and “acquaintance” and give examples of each.
- f. Identify ways to stay safe around strangers and acquaintances.
- g. Differentiate between good and bad secrets.
- h. Identify adults who can help in an abusive situation.

UNIT III: Tobacco, Alcohol and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:

- a. Recognize that drugs are substances that affect the way the mind and body work.
 - Helpful drugs (prescription and over-the-counter medicines)
 - Harmful drugs (tobacco, caffeine)
 - Various forms of tobacco (chew, smoking, smokeless)
- b. Identify safe ways of taking prescription and over-the-counter medicines.
 - Functions of medicines
 - Prescription medicines
 - o As directed by a health care professional
 - o Administered by an adult
 - Over-the-counter medicines
 - o As directed by a product label
 - o Administered by an adult
- c. Identify foods and drinks that contain caffeine and recognize their effects on the body.
 - Suggest alternative products that do not contain caffeine.
- d. List products that contain tobacco.
- e. Identify the effects of tobacco use, exposure, and nonuse on the body.
 - Use
 - o Diseases
 - o Difficulty breathing
 - o Bad breath

- Stained teeth and fingers
- Smell
- Early aging
- Habit forming
- Exposure
 - Asthma
 - More frequent colds
 - Smell
- Benefits of not using tobacco
- f. Identify and practice resistance skills for unsafe medicine or drug use.
 - Difference between medicines and illegal drugs

UNIT IV: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives- The student will be able to:

- a. Define “disease” and classify examples as communicable or noncommunicable.
- b. Show care, consideration, and respect to those who are affected with diseases.
- c. Identify the consequences of healthy personal hygiene habits.
 - Positive and negative consequences
 - The role of healthy hygiene habits in preventing diseases
- d. Recognize the importance of healthy dental hygiene habits.
 - Consequences of poor dental hygiene
 - Childhood tooth loss
- e. Identify and practice healthy dental hygiene habits.
 - Brushing
 - Flossing
 - Regular dental check-ups
 - Eating healthy foods
- f. Explain how to improve or maintain personal health.
 - Regular doctor visits
 - Exercising
 - Adequate nutrition
 - Practicing good hygiene
 - Avoiding hazards
- g. Identify health issues created by pollution.
 - Identify three types of pollution (air, water, waste)
 - List how the three types of pollution affect the body and its health

NOTE: HIV and AIDS are NOT to be addressed at this grade level.

UNIT V: Nutrition and Fitness

MSC Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Objectives- The student will be able to:

- a. Name the six major nutrients and a food source for each.
 - Water
 - Fat
 - Vitamins
 - Minerals
 - Carbohydrates
 - Protein
- b. Utilize MyPyramid as a tool to plan a daily balanced diet.
 - Identify an example of a single serving of a variety of foods from each food group.
 - Explain the importance of breakfast to a healthy diet.
- c. Identify factors that may affect food choices.
 - Culture
 - Environment
 - Personal preference
 - Cost
 - Health Benefits
 - Food Labels
- d. Explain the relationship between fitness and a healthy lifestyle.
- e. Identify various physical activities in which students can participate that promote a healthy body.