

## Second Grade Health Standards

**Unifying Idea: Acceptance of personal responsibility for lifelong health.**

**Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, including caring for teeth, gums, eyes, ear, nose, skin, hair, and nails.	Watch and practice how to care for eyes, ears, nose, skin, hair, and nails.
	Explain benefits of regularly brushing and flossing one's teeth.	Make a poster describing personal benefits of tooth brushing and flossing, including the prevention of plaque formation.
	Explain the role and function of bones and muscles in the human body.	Write a paragraph telling how bones and muscles are important to the human body.
	Students learn habits related to physical care of the body and those related to protect the body.	Identify ways to protect the body in various situations, i.e., sports, and outdoor playing, traveling, and playing at school and home.
Food Choices	Performance Indicators	Sample Activities
	Identify the parts of the food pyramid.	Draw or cut various foods from magazines and place them on a large food pyramid. Label each part.
	Categorize simple and processed foods into food groups to create a balanced diet.	Given pictures of groceries, identify foods and categorize them according to the food pyramid.

	Demonstrate an understanding of nutrition as related to personal fitness.	Students should explain that working muscles use oxygen and nutrients at a faster rate than resting muscles.
	Identify consequences resulting from a diet unbalanced in sweets, fats, and oils.	Describe potential behaviors and physical characteristics of persons who have poor eating habits.
	Identify food snacks that are good for the body and teeth.	Name several favorite snack foods and identify which are best for physical and dental health.

Physical Activity	Performance Indicators	Sample Activities
	Develop social behavior skills by helping others needing assistance in game situations.	Demonstrate providing assistance and positive feedback to students who engage in positive behaviors.  Observe cooperative teamwork in a game played indoors or outdoors.
	Develop social behavior skills dealing with responsibility of equipment use in Physical Education classes.	Discuss and chart the proper use of physical education equipment.
	Students learn the benefits of sufficient sleep.	Discuss appropriate amount of sleep. Graph the hours students sleep.

**Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.**

Disease Prevention	Performance Indicators	Sample Activities
	Demonstrate how to prevent the spread of germs through food, drink, air, and touch.	After viewing video clips or pictures of children engaged in everyday activities, discuss those activities which are conducive to the spread of germs and describe a more appropriate behavior.
	Name examples of body fluids, explain the reasons for avoiding contact with the body fluids of others, and describe how contact can be avoided.	Discuss and chart ways to prevent contact with the body fluids of others.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize and describe symptoms of common illnesses, such as: fever, rashes, coughs, congestion, and wheezing.	Role-play a trip to the doctor. Describe symptoms to one's parent or care giver.
	Recognize rules for using and handling medicines.	Provide the following two rules in response to an appropriate prompt: 1) take medicine only if adult family member says it is okay, and 2) never touch unknown medicine.

**Standard: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to**

**potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Summarize health risks for own age group.	Identify injuries from vehicle crashes, falls, burns, and pedestrian collisions with cars as the most important health risk.
	Predict the consequences of various health-related behaviors.	Given several examples, such as playing alone near water or canals, playing with fire, and getting in a car with a stranger, describe what might happen that could be unpleasant or dangerous.
	Demonstrate an understanding of how to seek help in an emergency.	Name several types of emergencies and specifically describe the most appropriate course of action.
	Demonstrate how to extinguish a fire on your body using the stop, drop, and roll response.	At the teacher's prompt indicating stop, drop, and roll, students demonstrate their knowledge of this technique.
	Given pictures of flammable liquids, state that the best way to deal with them is not to touch or inhale them. Further explain that flammable liquids should never be near a fire or hot object.	Discuss safe handling of flammable liquids.
	Demonstrate appropriate behavior during fire drills, earthquake drills, and other disaster drills.	Regularly participate in fire, earthquake, and disaster drills.

Alcohol, Tobacco, and	Performance Indicators	Sample Activities
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Other Drugs	Analyze the impact of smoking and using other tobacco products.	In teams, students identify several ways in which smoking impacts both those who smoke and those who don't, and evaluate the seriousness of both the problems.
	Analyze the impact of alcohol.	Each student talks to several adults to identify possible impacts of alcohol use, and then students discuss in groups the most serious impacts.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Differentiate between appropriate and inappropriate touch.	Discuss those areas of the body that are not appropriate for others to touch.
	Seek adult assistance in response to inappropriate touch.	Identify a source of adult assistance.

**Unifying Idea: Respect for and promotion of the health of others.**

**Standard: Students will play a positive, active role in promoting the health of their families.**

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members.	Discuss family members and the importance of their role in the family structure. Illustrate your immediate family.
	Demonstrate ways to support positive family interactions, such as listening to and following directions, following rules, showing concern toward other family members, and interacting appropriately with family members.	Discuss the importance of rules and the consequences that can occur from not following established rules.

	Identify feelings related to changes within the family and effectively expressing them to others in a positive way.	Discuss different kinds of change that can occur in a family and how to talk about them.
	Use effective strategies to cope with change in the family, such as learning how to handle emotions by talking with a parent or other trusted adult about those feelings.	Role play different situations about how to deal with family change.

**Standard:** **Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Recognize and respond to the feelings of others.	In response to video clips of children exhibiting various emotions, identify each feeling and state a healthful and acceptable way of responding to the feeling.
	Identify behaviors as friendship promoting or friendship hindering.	Given a list of specific behaviors, select those that promote friendships.
	Appropriately give and receive compliments.	The teacher observes students giving and receiving compliments appropriately (sincerely, timely), over the period of a special "compliment week."
	Interpret situations to determine when an apology is appropriate.	Given a variety of specific interactions, identify those behaviors that infringe on the rights of others and describe an appropriate apology.

School and Community – Based Efforts to Promote and Protect Health	Performance Indicators	Sample Activities
	Understand and follow school rules related to health.	Practice washing hands before breakfast and/or lunch.
	Participate in school efforts to promote health – for example, a walk-a-thon, fundraising events, or practices that support health food choices.	Participate in fundraising events such as Jump for Heart.
	Assume responsibility for helping to take care of the school, such as picking up trash on the school grounds or helping other students assume responsibility for that action.	Participate on teams to assist with trash pick-up on the school grounds.
	Participate in community efforts to address local health and environmental issues.	Participate in classroom and school efforts to recycle.

**Unifying Idea: An understanding of the process of growth and development.**

**Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Life Cycles	Performance Indicators	Sample Activities
	Demonstrate an understanding of the aging process.	Discuss and chart the basic needs of infants, children, parents, and grandparents.  Monitor personal growth on a class chart.

**Standard:** **Students will understand and accept individual differences in growth and development.**

Growth and Development	Performance Indicators	Sample Activities
	Demonstrate an understanding of individual differences.	Discuss and chart basic differences in the class – hair and eye color, height and weight, etc.
	Recognize that different people have many different abilities.	Name two abilities that you have and two different abilities that you observe in others.

**Unifying Idea:** **Informed use of health-related information, products, and services.**

**Standard:** **Students will identify information, products, and services that may be helpful or harmful to their health.**

Products and Services	Performance Indicators	Sample Activities
	Gain knowledge of how the health-care system functions.	Discuss and identify the places to receive health care.
	Identify types of health-care workers.	From pictures, identify health care providers and their services.
	Recognition of self as a consumer making purchasing decisions.	Be able to tell how the consumer is influenced by media and advertising.