

Health Education – 2nd Grade

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.

(2.1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) explain actions an individual can take when not feeling well;

(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;

(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;

(E) define stress and describe healthy behaviors that reduce stress such as exercise;

(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and

(G) describe how a healthy diet can help protect the body against some diseases.

(2.2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;

(B) identify ways to avoid deliberate and accidental injuries;

(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;

(D) explain the importance of avoiding dangerous substances;

(E) explain ways to avoid weapons and report the presence of weapons to an adult; and

(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

(2.3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;

(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and

(C) identify the major systems of the body.

(2.4) Health information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:

(A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(B) identify causes of disease other than germs such as allergies and heart disease;

(C) explain how the body provides protection from disease; and

(D) apply practices to control spread of germs in daily life such as hand washing and skin care.

(2.5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:

(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and

(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

(2.6) Health information. The student understands how to recognize health information. The student is expected to:

(A) identify people who can provide health information; and

(B) identify various media that provide health information.

(2.7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to:

(A) describe how the media can influence an individual's health choices such as television ads for fast foods and

breakfast cereals; and
(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.
(2.8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:
(A) describe how friends can influence a person's health; and
(B) recognize unsafe requests made by friends such as playing in the street.
(2.9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
(A) identify characteristics needed to be a responsible family member or friend;
(B) list and demonstrate good listening skills; and
(C) demonstrate refusal skills.
(2.10) Personal/interpersonal skills. The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
(A) describe how to effectively communicate;
(B) express needs, wants, and emotions in healthy ways; and
(C) explain the benefits of practicing self-control.
(2.11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:
(A) explain steps in the decision-making process and the importance of following the steps;
(B) describe how personal-health decisions affect self and others;
(C) list the steps and describe the importance of task completion and goal setting; and
(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.