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## Health Education: Grade 2

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The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

### **HESK Health Literacy Skills**

Essential Understanding:   **2HESK**    Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:                   **2HESK1:** access valid health information;  
                                  **2HESK2:** practice health-enhancing behavior;  
                                  **2HESK3:** analyze influences on health;  
                                  **2HESK4:** use interpersonal communications skills to enhance health;  
                                  **2HESK5:** use goal setting and decision making skills to enhance health; and  
                                  **2HESK6:** advocate for health.

Strand:

### **HE1 Personal and Community Health**

Essential Understanding:   **2HE1**    Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:                   **2HE1a:** explain age-appropriate disease prevention behaviors;  
                                  **2HE1b:** compare good health choices with poor health choices;  
                                  **2HE1c:** explain why good health habits and practices are important, examples are:  
  • sleep,  
  • dental care,  
  • hydration,  
  • sun exposure, and  
  • food safety;  
                                  **2HE1d:** list signs and symptoms of common childhood illnesses.

Strand:

### **HE2 Safety and Injury Prevention**

Essential Understanding:   **2HE2**    Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 2HE2a:** determine remedies for unsafe situations found in homes, at school, and in the community;
  - 2HE2b:** identify personal responsibility in unsafe situations, examples are:
    - fire,
    - anima, and
    - entry or near water/pool;
  - 2HE2c:** identify appropriate adults available for help in a variety of situations;
  - 2HE2d:** differentiate between threatening and nonthreatening situations;
  - 2HE2e:** describe the steps for reporting threatening situations, example is:
    - no, go, tell, and
    - steps for helping others;
  - 2HE2f:** describe techniques for controlling bleeding.

Strand:

### **HE3 Nutrition and Physical Activity**

Essential Understanding: **2HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 2HE3a:** describe food choices that provide the body with energy;
  - 2HE3b:** describe the relationship between food intake and good health;
  - 2HE3c:** describe how to keep foods safe from harmful germs;
  - 2HE3d:** explain cultural differences and variety as factors influencing food choices;
  - 2HE3e:** formulate healthful breakfast choices and identify the influences in making these choices; and
  - 2HE3f:** distinguish between more and less energetic physical activities.

Strand:

### **HE4 Mental Health**

Essential Understanding: **2HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 2HE4a:** identify ways to manage the feeling of anger;
  - 2HE4b:** identify healthful ways to manage needs, wants, and emotions; and
  - 2HE4c:** identify ways to develop and maintain healthful friendships.

Strand:

### **HE5 Alcohol, Tobacco, and Other Drugs**

Essential Understanding: **2HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 2HE5a:** explain why children should not take any drug without adult supervision;
  - 2HE5b:** identify types of non-drug remedies, examples are:
    - extra rest,
    - water,
    - massage, and
    - cold or warm compresses;
  - 2HE5c:** explain the difference between prescription and nonprescription medicines
  - 2HE5d:** recognize that drugs can be used in ways that are helpful and harmful; and
  - 2HE5e:** Identify ways to refuse when confronted or pressured to use alcohol, tobacco, or other drugs, examples are:
    - clear “no” statement,
    - walk or run away, and
    - change subject.

Strand:

**HE6 Family Life and Human Sexuality**

Essential Understanding: **2HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 2HE6a:** describe families and responsibilities within family units;
  - 2HE6b:** examine the role of the family as a basic unit in society;
  - 2HE6c:** describe ways in which friends support each other for healthful living; and
  - 2HE6d:** describe how humans grow and change from infancy to older adult.