

Health Education: Grade 1

In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

HESK Health Literacy Skills

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

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

Strand:

HE1 Personal and Community Health

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standards:

- HE1a:** define health;
- HE1b:** describe barriers to prevent disease transmission (e.g., bandage, glove, skin);
- HE1c:** explain roles of familiar health professionals;
- HE1d:** explain why good hygiene is important to health; and
- HE1e:** describe stages of common childhood illnesses (i.e., cold, flu, eye infection, blisters).

Strand:

HE2 Safety and Injury Prevention

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

- HE2a:** distinguish between safe and unsafe behaviors practiced at home, at school, and in the community (i.e., car, pedestrian, bicycle, playground, bus);
- HE2b:** list appropriate safe behaviors with others (e.g., being assertive, recognizing personal space);
- HE2c:** explain how to get help in an emergency (e.g., dial and communicate with 911 or counterpart);
- HE2d:** distinguish between good, bad, confusing, and unkind touch; and
- HE2e:** compare responsibilities of several health professionals.

Strand:

HE3 Nutrition and Physical Activity

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

- HE3a:** identify food groups that make up a healthful diet;
- HE3b:** share cultures and customs as elements influencing food choices; and

HE3c: recognize types of physical activity that help the body.

Strand

HE4 Mental Health

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

HE4a: recognize uniqueness and similarities of self and others;

HE4b: demonstrate appropriate ways to express needs, wants, and feelings; and

HE4c: discuss ways emotions are expressed verbally and non-verbally.

Strand

HE5 Alcohol, Tobacco, and Other Drugs

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standard:

HE5a: explain the meaning of warning labels and signs on commonly used household products; and

HE5b: define the term “drug.”

Strand

HE6 Family Life and Human Sexuality

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

HE6a: identify what it means to be a responsible family member;

HE6b: cite the qualities needed in a healthful relationship; and

HE6c: describe childhood, adolescence, and adulthood.