

HE1 Health Education Concepts

The teaching of health education in preschool through grade three is guided by an understanding of the nature of human development and learning during early childhood. Teachers integrate the many areas of learning and adapt their teaching to the individual social and cultural needs of students and families. At the first grade level, learning opportunities focus on concrete experiences, providing many opportunities to continue to practice and begin to develop concepts, skills, attitudes, and behaviors that promote lifelong health. By interacting with adults and other students in daily activities, students should begin to understand basic health education concepts, practice applying thinking skills to health-related decision making, and learn to choose health-enhancing behaviors.

The student synthesizes health promotion and risk reduction concepts and attitudes; that is, the student:

HE1a Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

HE1b Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

HE1c Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

HE1d Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

HE1e Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

HE1f Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Recognizes appropriate personal hygiene practices (care and cleanliness). **1a**
 - ◇ describing proper hand washing and drying techniques;
 - ◇ describing why people should avoid touching their eyes;
 - ◇ appreciating clean bodies, clothes, and hair;
 - ◇ valuing need for adequate rest, water consumption, and physical activity;
 - ◇ discussing proper dental care;
- ◇ discussing proper sun protection.
- Recognizes environmental health mediums by which children can get sick. **1a**
 - ◇ describing unclean water;
 - ◇ describing unclean land;
 - ◇ describing unclean food;
 - ◇ describing excessive noise;
 - ◇ describing dirty air.
- Recognizes the risks of disease transmission through contact with the body fluids of others. **1a**

- ◇ realizing the importance of not touching the body fluids (including blood) of others;
- ◇ recognizing that germs enter the body either through openings cut in the skin or through natural body openings (mouth, nose, etc.).
- Identifies stages of sickness. **1a**
 - ◇ citing the catching of germs;
 - ◇ citing actively being sick;
 - ◇ citing beginning to get better;
 - ◇ citing returning to good health (convalescence).
- Appreciates the importance of being nurturing for others. **1a**
 - ◇ appreciating that giving and receiving affection contribute to good health.
- Explains how to be safe when in the community. **1b**
 - ◇ explaining how to dial and communicate with 911 or counterpart for emergency help;
 - ◇ being safe around animals.
- Explains how to be safe when on the move. **1b**
 - ◇ describing how to use safety restraints;
 - ◇ describing how to use car seats;
 - ◇ describing how to ride bicycles safely;
 - ◇ describing how to ride on busses safely;
 - ◇ describing how to roller-blade safely;
 - ◇ describing how to be a safe pedestrian.
- Explains how to be safe when in school. **1b**
 - ◇ describing proper use of playground equipment;
 - ◇ identifying and reporting playground hazards.
- Explains strategies that prevent or intervene with violence when in the community or at school. **1b**
 - ◇ recognizing potential for violence;
 - ◇ describing how to avoid threatening situations;
 - ◇ describing how to deal with bullying.
- Recognizes personal safety rules related to sexual assault. **1b**
 - ◇ respecting the privacy of self and others;
 - ◇ distinguishing among good, bad, confusing, and unkind touch;
 - ◇ preventing sexual assault (“no, go, tell”);
 - ◇ describing how to report sexual assault.
- Recognizes how to dial and communicate with 911 or counterpart when seeking emergency help. **1b**
- Describes first aid skills used to control bleeding. **1b**
 - ◇ describing techniques for controlling bleeding;
 - ◇ describing control of bleeding from the nose.
- Comprehends use of the Food Guide Pyramid. **1c**
 - ◇ identifying specific nutrients and foods containing them;
 - ◇ describing food groups and number of servings;
 - ◇ describing concepts of cultural differences and variety as external elements influencing eating.
- Recognizes relationships among food intake, physical activity, and health. **1c**
- Analyzes the benefits of physical activity. **1c**
 - ◇ describing physical benefits;
 - ◇ describing intellectual benefits;
 - ◇ describing social benefits.

- Cites important principles of physical activity. **1c**
 - ◊ distinguishing among phases of a workout: warm-up, workout, and cooldown.
- Distinguishes factors that relate to the development of positive self-esteem. **1d**
 - ◊ appreciating individuality and uniqueness;
 - ◊ describing how one can have a sense of empowerment.
- Distinguishes factors that relate to the development of emotional health. **1d**
 - ◊ describing types of emotions;
 - ◊ recognizing that talking to parents, counselors, or other responsible adults can help when dealing with loss;
 - ◊ developing strategies to manage and reduce anger;
- ◊ recognizing ways to cope with frustration and conflict.
- Defines the term “drug” as “a substance that changes the way the body works.” **1e**
- Cites smoking or chewing of tobacco as harmful to health. **1e**
- Cites secondhand smoke as harmful to breathe. **1e**
- Recognizes roles and responsibilities of family members. **1f**
 - ◊ describing how the family meets the needs of its members;
 - ◊ describing relationships that exist within a family.
- Identifies the major stages of human growth and development; e.g., childhood, adolescence, and adulthood. **1f**

HE2 Health Information Literacy

First grade teachers should create an intellectually engaging and responsive learning environment that enables students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, printed, and technological resources. These resources, which may be found within the classroom, school, home, or community, should aid and support students as they gather, organize, and use information to think about and take action toward health and wellness.

The student develops health information literacy concepts, attitudes, and skills; that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Uses valid sources for health-related information accurately and creatively. **1a**
- Uses the Food Guide Pyramid for information about food groups accurately and creatively. **1c**

HE3 Health Communications and Influences

In a caring community of learners, students engage in many forms of communication; e.g.,

reading, writing, speaking, listening, and viewing. These intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. Communication skills, fundamental to success in the workplace, continue to be established at the early childhood level. Through demonstrations, facilitation, and modeling, students are guided by the teacher to reflect on health-related issues and practices. They use appropriate eye contact, voice tone, and body language to communicate clear messages that reduce health-risks and enhance their health and well-being. As first grade students develop their views of the world, they increase their self-identity and sense of self-worth by learning that they can analyze situations, make judgements, and communicate their ideas and feelings to others. Young children who do not learn to question and analyze situations become more vulnerable to potential negative pressure from peers and others and to advertising, entertainment, and other media campaigns that promote risky behaviors.

The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication skills** to enhance health.

HE3b Analyzes influences of the family, peers, laws, culture, media, technology, and other factors on health.

- Communicates benefits of healthful dental care competently. **1a**
- Communicates personal safety rules competently. **1b**
- Communicates a good strategy for dealing with bullying competently. **1b**
- Examines cultural differences and variety as external elements influencing choice of foods critically. **1c**
- Demonstrates use of effective interpersonal skills completely, accurately, and healthfully. **1d**
 - ◊ being an effective speaker; e.g., I-statements, eye contact, posture;
 - ◊ being an effective listener;
- ◊ displaying effective nonverbal communications.
- Communicates a definition of the term “drug” competently. **1e**
- Communicates about the harmfulness of tobacco use competently. **1e**
- Communicates about how medicines can help a person competently. **1e**
- Communicates about what it means to be a responsible family member competently. **1f**
- Communicates about the qualities needed in a healthful relationship competently. **1f**

HE4 Healthful Choices

During the early childhood years, hygiene and safety practices are established as routine behaviors, behaviors that help care for and protect the body and help prevent disease and injury. Students explore and investigate health concepts in learning about personal and

community health; safety; nutrition and physical activity; and alcohol, tobacco, and other drugs in the context of making personal health choices and setting personal health goals. Teachers provide opportunities for students to gather and evaluate the facts about an important relevant health issue, such as the effects of secondhand smoke. Students can then act on this information by applying thinking skills then taking a clear stand on a health-related issue. They can communicate their stand when interacting with people and focusing on a target audience to influence others' thinking about the issue.

The student demonstrates the ability to self manage by thinking then choosing behaviors which promote health and reduce health risks; that is, the student.

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to practice health-enhancing behaviors and reduce health risks.

HE4c Demonstrates the ability to **advocate** for personal, family, and community health.

- Avoids contact with body fluids of others completely, accurately, and safely. **1a**
- Demonstrates practices related to being safe when on the move completely, accurately, and safely. **1b**
- Demonstrates the ability to use playground equipment accurately, and safely. **1b**
- Demonstrates strategies to prevent violence by simulating identifying and reporting bullying and potentially violent situations completely, accurately, and safely. **1b**
- Demonstrates first aid response skills by simulating getting help at appropriate times completely, accurately, and safely. **1b**
- Simulates providing first aid for controlling bleeding completely, accurately, and safely. **1b**
- Makes specific and clear decision statements related to options for balancing food intake and physical activity based on a health and wellness ethic. **1c**
- ◊ reflecting on decisions that promote health and wellness as being good for a person's health;
- ◊ making specific and clear decision statements related to options for balancing food intake and physical activity based on a health and wellness ethic.
- Promotes daily physical activity for youth with conviction and supporting reasons. **1c**
- Acts in ways that contribute to the development of positive self-esteem completely, accurately, and healthfully. **1d**
- Acts in ways that contribute to coping with emotional frustration and conflict completely, accurately, and healthfully. **1d**
- Simulates acting in ways that contribute to developing positive family relationships completely, accurately, and healthfully. **1d**
- Encourages others not to smoke or chew tobacco with conviction and supporting reasons. **1e**
- ◊ citing harm to user;

- ◇ citing harmful effects of secondhand smoke.

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ Imagine "being a tooth" and by creating a brief skit, role-play, taped performance, video presentation, or participating in a partner or group discussion, explain where "the tooth" would go (inside the body), who "the tooth" would see, and what "the tooth" needs in order to benefit from healthful dental care. **HE1a, HE2a, HE3a***
- ◆ Draw a picture of one good safety rule to use on the playground. Explain why this is an important playground safety rule. Make an "art gallery" of playground safety rules for school display. **HE1b, HE4a**
- ◆ Role-play answering the door and telephone using personal safety rules to prevent potential sexual assault. **HE1b, HE3a**
- ◆ In a small group session with an adult leader, communicate a message that prevents sexual assault ("no, go, tell"). **HE1b, HE3a**
- ◆ Draw a picture that shows the importance of daily physical activity. Take it home, post it on the refrigerator, and encourage your family members to be physically active everyday. **HE1c, HE4c**
- ◆ In a group session, describe a good strategy for dealing with bullying. **HE1b, HE3a**
- ◆ In a small group, demonstrate skills of anger management and conflict resolution by using a role-play, game, or other group activity to communicate a negative and then a positive approach to conflict resolution in an identified situation. **HE1d, HE4b***
- ◆ Give an oral report to a partner, describing what a "drug" is. **HE1e, HE3a**
- ◆ In small groups, explain how tobacco can harm a person. **HE1e, HE3a**
- ◆ Draw a picture of how the use of medicine can help a person. Explain the picture. **HE1e, HE3a***

*Note: Work samples and commentaries for this activity are being developed.

Work Sample and Commentary: ☺ *Let's All Be "Tobacco-Free"*

The task

Using posters, role-plays, puppet shows, banners, and other productions, the students demonstrated their ability to influence others to consider the health impact of smoking and secondhand smoke. The work demonstrated how tobacco affects

healthful living for people using tobacco and others exposed to it. The project demonstrated a real effort to persuade others of the value of a tobacco-free lifestyle as well as the importance of a smoke-free environment for nonsmokers.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|--------------------------|
| √ alone | √ in a group |
| √ in class | as homework |
| with teacher feedback | with peer feedback |
| timed | opportunity for revision |

What the work shows

HE1e Cites accurate information about the harmful effects of smoke on the health of smokers and those around them. Clearly identifies choosing to be tobacco-free as part of a healthful lifestyle. Conclusions about the importance of choosing to be tobacco-free are drawn.

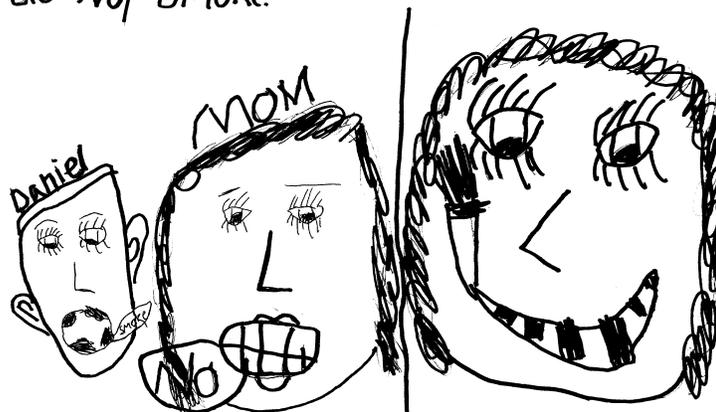
HE4c A clear stand about the adverse health effects of tobacco use is evident. Project is directed toward others and shows an understanding of how the message is appropriate for the audience. The message is clearly stated and persuades the audience to make healthful choices for themselves and others. The project shows passion and conviction.

Scale	Score	Commentary
Concept	1	No relationship is shown; no accurate health information (“blue teeth”).
Advocacy	1	No attempt to advocate; no health message.

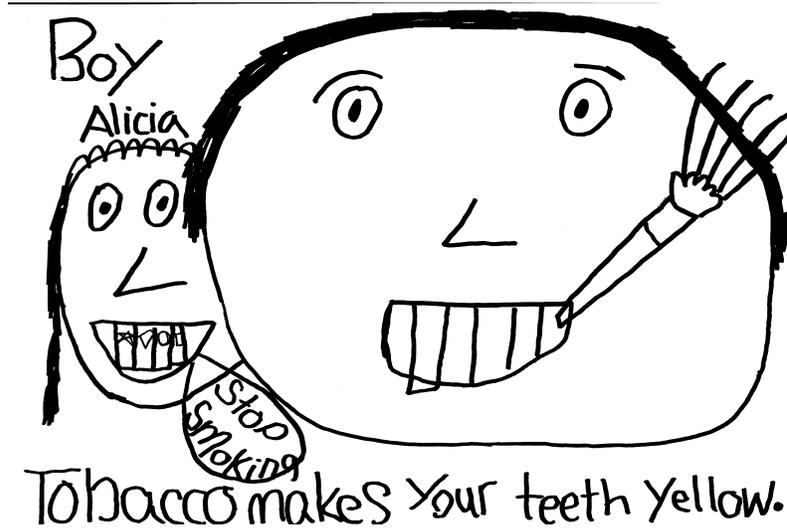


Scale	Score	Commentary
Concept	2	Relationship is shown on effect, “make your teeth yellow”; no conclusions or positives about being smoke free are developed.
Advocacy	2	Directed toward others; “no” statement coming out of mom’s mouth shows the health stand; use of “please” to persuade.

Smoking can make your teeth yellow please do not smoke.



Scale	Score	Commentary
Concept	2	Relationship between smoking and yellow teeth is shown.
Advocacy	3	Position is stated and is supported by a reason (“Tobacco makes your teeth yellow”); “Stop smoking” takes a stand for advocacy.

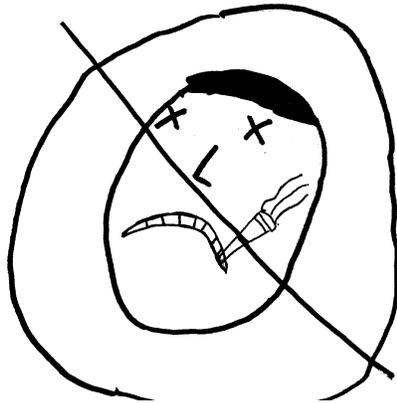


Scale	Score	Commentary
Concept	3	Picture shows effects on teeth and eyes; words show effects (death and coughing); conclusion, “you may die,” smoker/nonsmoker relationship is shown.
Advocacy	3	“Please don’t smoke” – attempt to persuade is shown; also shows respect.



Scale	Score	Commentary
Concept	4	Relationships are shown; conclusions are drawn, "smoking doesn't make you cool."
Advocacy	4	Takes a clear stand; shows person saying "no" with conviction; message is clear – smoking can hurt your body.

Smoking can Cause
can hurt your
lungs turn black
Smoke because
you cool.



Cancer and you
body because your
So think don't
smoking doesn't make

