

**HE1 Health Education Concepts**

Teachers integrate the many areas of learning and adapt their teaching to the individual social and cultural needs of students and families. An integrated health education program uses and reinforces many concepts and skills of the English language arts, social studies, science, and physical education curricula with second grade health education. It is recommended that the DoDEA English language arts skills and social studies and science themes be integrated where appropriate with health education. Integrated learning activities can help students make connections across these disciplines (See Appendix E.)

**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 characteristics of good health. **1a**
- Analyzes appropriate personal hygiene practices (health care and cleanliness). **1a**
  - ◇ washing hands;
  - ◇ bathing/showering;
  - ◇ wearing clean clothes;
  - ◇ caring for hair;
  - ◇ caring for teeth (brushing and flossing);
  - ◇ valuing the importance of regular dental cleaning checkups.
- Identifies valid techniques for preventing communicable diseases. **1a**
  - ◇ preventing disease transmission by covering sneezes and coughs;
  - ◇ undergoing frequent hand washing;
  - ◇ avoiding contact with infectious agents;
  - ◇ avoiding transmission of head lice and other parasitic infections;
  - ◇ using sunscreen;
  - ◇ wearing appropriate clothing.
- Explains correct use of health care products and services. **1a**
  - ◇ valuing regular health care screenings;

- ◇ using over-the-counter medicines and natural remedies to enhance health;
- ◇ recognizing the role of various health care providers.
- Identifies types of immunity that prevent infection. **1a**
  - ◇ recognizing acquired immunity (immunizations);
  - ◇ recognizing natural immunity (body defenses or having had the disease).
- Recognizes that personal choice affects the health of the environment and the community. **1a**
- Recognizes ways to prevent hazardous exposure in the environment. **1a**
  - ◇ describing how to avoid over-exposure to the sun;
  - ◇ describing how to avoid contact with unclean water.
- Explains rules for fire safety when at home and in school. **1b**
  - ◇ describing how to make home and school escape plans;
  - ◇ describing how to use a “stop, drop, and roll” technique;
  - ◇ describing how to take precautions with matches and stoves;
  - ◇ describing how to get help.
- Identifies important water safety practices. **1b**
- Identifies options to enhance being safe when on the move. **1b**
  - ◇ citing how to consistently use bicycle helmets;
  - ◇ citing the importance of consistent use of safety belts;
  - ◇ citing the importance of consistent use of car seats;
  - ◇ citing the importance of being safe in cars (consistently riding in the back seat when young);
- ◇ citing the importance of consistent safety practices on busses and trains;
- ◇ citing the importance of consistent safety practices while moving during sports and play.
- Describes how to be safe when at school. **1b**
  - ◇ describing safe use of playground equipment;
  - ◇ identifying and reporting playground hazards;
  - ◇ avoiding and reporting other unsafe conditions in the school building.
- Comprehends personal responsibility for avoiding and preventing violence when in school and in the community. **1b**
  - ◇ recognizing conflict;
  - ◇ describing how to deal with bullying and conflict without physical fighting.
- Distinguishes among situations involving personal safety related to physical abuse. **1b**
  - ◇ identifying signs of physical abuse;
  - ◇ describing how to prevent physical abuse;
  - ◇ describing how to report physical abuse.
- Describes how to access help for an emergency injury or sudden illness. **1b**
  - ◇ describing how to assess the situation;
  - ◇ describing how to communicate with a responsible adult or the 911 (or equivalent) operator, as needed;
  - ◇ describing how to immobilize an injured person until help arrives.
- Describes how to avoid and treat burns and sunburn. **1b**

- Distinguishes among foods when using the Food Guide Pyramid. **1c**
  - ◊ describing food groups and serving sizes;
  - ◊ recognizing the concept of variety and moderation;
  - ◊ planning to eat many different kinds of food.
- Identifies influences on making food choices. **1c**
  - ◊ analyzing media influences.
- Values the importance of eating breakfast;
  - ◊ valuing healthful breakfast foods.
- Identifies influences on choosing to participate in selected physical activities. **1c**
  - ◊ being aware of family values and influences.
- Plans to apply principles of physical activity with family and/or friends. **1c**
  - ◊ explaining the phases of an exercise workout: warm-up, work out, and cooldown;
  - ◊ recognizing types of exercise: aerobic, stretching, and strengthening.
- Appreciates skills that contribute to the development of healthful relationships. **1d**
  - ◊ appreciating the importance of building and maintaining friendships and support systems;
  - ◊ describing types of interpersonal relationships;
  - ◊ respecting diversity; e.g., mental, and physical disabilities, cultural, race/ethnicity;
  - ◊ appreciating the importance of building relationships with family members or other adults.
- Recognizes appropriate coping behaviors to deal with the demands of daily living. **1d**
  - ◊ discussing ways in which stress can be beneficial;
  - ◊ discussing ways in which stress can be harmful;
  - ◊ describing healthful ways to manage stress.
- Recognizes differences between medicinal and nonmedicinal drugs. **1e**
  - ◊ distinguishing between over the counter (OTC) and prescription medicines bought in a pharmacy;
  - ◊ distinguishing between medicinal (aspirin/cough syrup) and nonmedicinal (heroin/cocaine) use of drugs;
  - ◊ recognizing the safety importance of children not taking any drug without adult supervision;
  - ◊ recognizing that some drugs and candies “look-alike” and these must be avoided and reported to a responsible adult.
- Identifies types of natural remedies (extra rest, water, massage, cold or warm compresses, etc.). **1e**
- Examines differences in family structures and customs. **1f**
  - ◊ describing the family as a basic unit in society;
  - ◊ examining ways in which culture and customs affect family practices.
- Identifies the importance of giving and receiving care and affection to human growth and development. **1f**

## HE2 Health Information Literacy

At this level, teachers create an intellectually engaging and responsive learning environment that enables students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, and 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 hopefully choose healthful behaviors.

**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 of information for describing health care products and services accurately and creatively. **1a**
- Accesses valid sources of information for describing being safe when on the move effectively. **1b**
- Accesses valid mental health-related resources and support within the home, school, and community effectively. **1d**
- Accesses valid sources of information for describing ways in which culture and customs affect family practices effectively. **1f**

### **HE3 Health Communications and Influences**

Communication skills, fundamental to success in the workplace, are established in early childhood. 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, respect for self, and the development of constructive and meaningful relationships. Through demonstrations, facilitation, and modeling, students should be guided by the teacher to reflect on health-related issues and practices. They should use appropriate eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhance their health and well-being. As second grade students develop their views of the world, they develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and communicate their ideas and feelings in healthful ways to others. Children who do not learn to question and analyze situations become more vulnerable to 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 fire safety rules competently. **1b**
- Communicates rules for being safe when on the move competently. **1b**
- Communicates that physical abuse is not the child's fault. **1b**
- Analyzes a variety of media influences on food choices and effects on overall eating habits critically. **1c**
- Communicates differences between medicinal (over the counter [OTC] drugs, natural remedies, and prescription drug) and nonmedicinal (illicit) drugs competently. **1e**
- Communicates the qualities needed in healthful relationships competently. **1f**

#### **HE4 Healthful Choices**

During the early childhood years, hygiene and safety practices are established as routine behaviors, which help care for and protect the body and help prevent disease and injury. At school and at home, students have many opportunities to demonstrate their ability to take responsibility for maintaining health habits. Students explore and investigate health education concepts in personal and community health, safety, and nutrition physical activity in the context of making healthful choices and setting personal health improvement goals. Teachers help students develop a sense of themselves as initiators of action and people who are competent in performing important tasks. Second grade students can distinguish poor health habits from positive health practices and understand concrete ways to prevent poor vitality, illness, and injury as well as promote healthful choices.

**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.

- Demonstrates proficiency in practicing good hygiene completely, accurately, and healthfully. **1a**
- Advocates for the prevention of communicable diseases (minimizing the spread of germs) with conviction and accurate reasons. **1a**
- Makes specific and clear decision statements related to being safe when on the move based on a health and wellness ethic. **1b**
- ◇ reflecting on decisions that promote being safe on the move as being good for a person's health;
- ◇ making specific and clear decisions based on a health and wellness ethic (the principles of using bicycle helmets, safety belts, and car seats and being safe in cars, on busses and trains, and while moving during sports and play consistently).

- Demonstrates responsible strategies and techniques for dealing with bullying and conflict without physical fighting completely, accurately, and healthfully. **1b**
- Makes specific and clear decision statements related to situations involving physical abuse based on a health and wellness ethic. **1b**
  - ◇ reflecting on decisions that reduce the risks of physical abuse as being good for a person's health;
  - ◇ making specific and clear decisions based on a health and wellness ethic (the principles related to identifying, preventing and reporting physical abuse).
- Demonstrates first aid response skills by simulating getting help for emergency injuries or sudden illness completely, accurately, and safely. **1b**
- Simulates providing first aid for burns and sunburn completely, accurately, and safely. **1b**
- Makes specific and clear decision statements related to making breakfast choices based on a health and wellness ethic. **1c**
  - ◇ reflecting on decision that promotes eating healthful as being good for a person's health;
- ◇ making specific and clear decision statements based on a health and wellness ethic (choosing foods for breakfast and analyzing why these choices were made).
- Applies important principles of physical activity in aerobic, stretching, and strengthening activities completely, accurately, and healthfully. **1c**
- Advocates for building and maintaining friendships with conviction and accurate supporting reasons. **1d**
- Applies logical reasoning when categorizing specified drugs as medicinal (aspirin/cough syrup) or nonmedicinal (heroin/cocaine) based on a health and wellness ethic. **1e**
  - ◇ reflecting on applying logical reasoning that promotes health and wellness as being good for a person's health;
  - ◇ applying logical reasoning based on a health and wellness ethic (categorizing drugs as medicinal or nonmedicinal).

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

- ◆ Create a campaign for communicable disease prevention. Convince others to use preventive health care techniques to help reduce the transmission of germs. **HE1a, HE4c**
- ◆ Develop a safety poster or pamphlet on being safe on the move while using a common mode of transportation; e.g., riding in a car, riding in a train or bus, or riding a bicycle. Present what was learned to the class. **HE1b, HE2a, HE3a**
- ◆ Plan a bicycle journey that minimizes the possibility of injury while operating the bicycle. Use a book report or create a list, display, poster, collage, or diorama to demonstrate understanding of what is needed to operate a bicycle safely. Describe safety practices and identify the options that should be considered and reasons for their choices. **HE1b, HE4a\***
- ◆ Write a story about a first grader who is having trouble with a bully. In the story, explain how the first grader solves the problem. **HE1b, HE4a**
- ◆ Design a T-shirt with a water safety slogan that is really important. **HE1b, HE4c**
- ◆ Be told by the teacher to provide a personal response to this request: “imagine that it's your birthday and your parents say you can have anything you want for breakfast, but try to make it as healthful as possible.” Draw a picture of your choices. Write why you made your choices. **HE1c, HE4a**
- ◆ Identify a print advertisement or television commercial that influences the selection of a food item and then compare this influence with what is known about good nutrition from studying the Food Guide Pyramid. By using an oral presentation or written report or creating a poster, collage, or video production, illustrate this comparison and analyze how this media influence (print or TV) plays a part in food choices and affects overall eating habits. **HE1c, HE3b\***
- ◆ Sing a rap or song that advocates for building and maintaining friendships. **HE1d, HE4c**
- ◆ List, using a graphic organizer, the differences between medicinal and nonmedicinal drugs. **HE1e, HE2a, HE3a**
- ◆ Present a play about using medicines correctly. **HE1e, HE3a**
- ◆ Choreograph a dance showing how culture and customs affect family practices. **HE1f, HE2a**

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

**Work Sample and Commentary:**  *An Ounce of Prevention is*

## *Worth a Pound of Cure* \*

### **The task**

Students demonstrated the ability to influence others to use preventive health care techniques to help reduce the transmission of germs. Students designed and created a campaign project to convey the importance of covering sneezes and coughs and washing hands frequently to prevent disease transmission. They created posters, banners, advertisements or commercials, skits, plays, or other projects.

### **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**

**HE1a** The project includes accurate and comprehensive information regarding the prevention of disease transmission, either by using proper hand washing techniques or by covering coughs and sneezes. A conclusion about the relationship between the prevention of disease transmission and maintaining good health is evident.

**HE4c** The project is directed toward others and shows an understanding of how the message is appropriate for the audience. The message contains points to persuade others to make healthful choices. The project shows passion or conviction.

\* Note: Quotation source is Benjamin Franklin

<b>Scale</b>	<b>Score</b>	<b>Commentary</b>
Concept	2	Shows relationship between getting sick and seeking medical care.

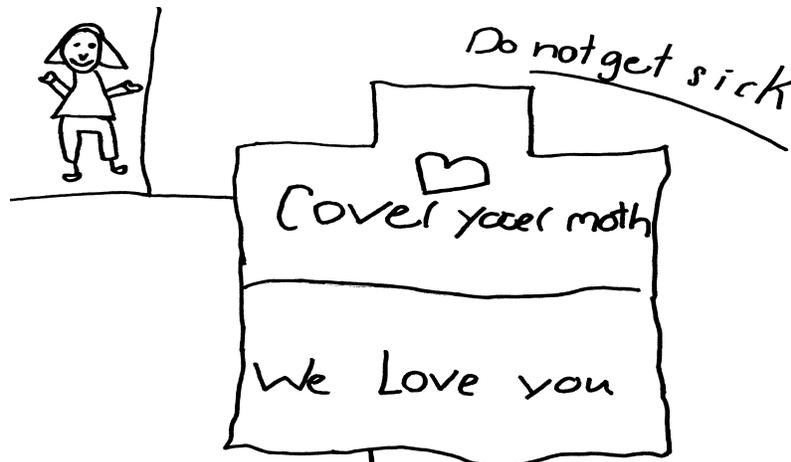
Advocacy

1

Directed toward others, appropriate to audience; no points to persuade; no passion or conviction.



Scale	Score	Commentary
Concept	2	Shows relationship between healthful behavior and preventing illness.
Advocacy	2	Directed toward others; positive message with passion; shows conviction.



Scale	Score	Commentary
Concept	4	Shows relationship between hand washing and prevention of illness; conclusion drawn, "if you don't,

you might get sick.”

Position supported by reason; positive message, “PLEASE stay healthy” shows conviction; clear stand.

When you play with dirt  
and frogs and swings, and  
your friends toy when you go home wash  
your hands. If you don't you might get sick

