

HE1 Health Education Concepts

An integrated health education program uses and reinforces many concepts and skills of the language arts, social studies, science, and physical education curricula with health education. It is recommended that the DoDEA English language arts skills and social studies and science themes be integrated where appropriate within health education. Integrated learning activities help students make connections across these disciplines (See Appendix E.) It is important to communicate the established health education curriculum to parents and to encourage parents to help reinforce the health education concepts and skills being taught.

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**.

- Defines the term “health.” **1a**
- Appreciates the importance of maintaining and improving good health. **1a**
- Comprehends wellness as a high level of healthful living. **1a**
 - ◇ recognizing physical wellness (ability to exercise; be active; have nutrition, rest, and sleep; and manage stress);
 - ◇ recognizing intellectual wellness (ability to be a lifelong learner and utilize knowledge effectively);
 - ◇ recognizing emotional wellness (ability to express feelings and react to events in positive ways);
 - ◇ recognizing spiritual wellness (ability to search for meaning and purpose in life);
 - ◇ recognizing social wellness (ability to have enjoyable interactions with others and have fun).
- Distinguishes among healthful and unhealthful personal hygiene practices. **1a**
 - ◇ promoting the appropriate washing of hands;

- ◇ promoting the importance of bathing/showering;
- ◇ promoting the importance of wearing clean clothes;
- ◇ promoting the importance of caring for hair;
- ◇ promoting the importance of caring for teeth (brushing and flossing);
- ◇ valuing the importance of regular dental checkups.
- Describes valid practices and techniques for preventing the transmission of germs (micro-organisms) that could lead to communicable disease. **1a**
 - ◇ identifying “germs” as invisible (microscopic) causes of communicable disease;
 - ◇ citing the importance of preventing the transmission of germs by covering sneezes and coughs;
 - ◇ citing the importance of preventing the transmission of germs by washing hands frequently and covering cuts with bandages;
 - ◇ citing the importance of preventing the transmission of germs by avoiding touching the eyes;
 - ◇ citing the importance of preventing the transmission of germs by avoiding contact with persons or objects that may harbor germs;
 - ◇ describing how to avoid touching or picking up syringes (used “dirty” needles);
 - ◇ describing how to avoid transmission of head lice and other parasitic infections;
 - ◇ describing how to use sunscreen for protection;
 - ◇ describing how to wear appropriate clothing.
- Identifies stages of communicable disease. **1a**
 - ◇ identifying how germs are “caught” (transmitted);
 - ◇ identifying how germs incubate;
 - ◇ identifying how one becomes actively ill (signs and symptoms);
 - ◇ identifying how one should convalesce during illness;
 - ◇ identifying when one should return to regular activity after being ill.
- Explains treatments of common communicable diseases of childhood. **1a**
 - ◇ recognizing symptoms and treatment of colds;
 - ◇ recognizing symptoms and treatment of the flu;
 - ◇ recognizing medicinal remedies;
 - ◇ recognizing nonchemical natural remedies used to treat different illnesses (extra rest, being cared for, cold or warm compresses, nutritious foods, etc.).
- Analyzes the importance of nurturing. **1a**
 - ◇ valuing self by taking responsibility for own health;
 - ◇ describing when to involve or help others;
 - ◇ describing the term “nurture;”
 - ◇ analyzing the importance of “nurturing.”
- Describes how to be responsible for avoiding and preventing violence in school and in the community. **1b**
 - ◇ describing how to deal with aggression and fighting;
 - ◇ describing how to mediate differences.
- Describes injury prevention practices of the home, school, and community. **1b**
 - ◇ identifying hazardous and nonhazardous situations in home and at school;

- ◇ describing how to conduct safety inspections at home and at school;
- ◇ describing when and how to report hazardous and nonhazardous situations in home and at school.
- Describes injury prevention practices when on the move. **1b**
 - ◇ describing safe use of helmets;
 - ◇ describing safe use of pads;
 - ◇ describing safe use of safety belts;
 - ◇ examining school crossings;
 - ◇ describing railroad crossing related safety practices.
- Examines personal safety strategies related to sexual assault. **1b**
 - ◇ recognizing that individuals have a right for privacy;
 - ◇ distinguishing among “good; bad, confusing, and unkind touch;”
 - ◇ reviewing strategies that prevent sexual assault (“no, go, tell”);
 - ◇ describing how to practice assertiveness and get help;
 - ◇ recognizing that sexual assault laws protect people.
- Identifies first aid skills for treating symptoms of poisoning. **1b**
 - ◇ describing how to control bleeding;
 - ◇ recognizing when and how to get help from poison control for possible poisonous hazards.
- Examines benefits of healthful eating. **1c**
 - ◇ analyzing foods for calories to use for energy;
 - ◇ analyzing foods for health and nutrition benefits.
- Examines food choices. **1c**
 - ◇ examining food labels;
 - ◇ examining choices related to eating healthful meals and snacks.
- Cites sources for information concerning food intake and physical activity. **1c**
 - ◇ relating eating to physical activity and health.
- Summarizes valid data on the benefits of physical activity. **1c**
 - ◇ applying physical benefits data;
 - ◇ applying intellectual benefits data;
 - ◇ applying social benefits data;
 - ◇ applying emotional benefits data.
- Describes how to exhibit sportsmanship. **1c**
 - ◇ describing how to minimize peer pressure;
 - ◇ describing how to resolve conflict;
 - ◇ describing how to apply rules that enable fairness.
- Analyzes preparation for and protection needed during physical activity. **1c**
 - ◇ analyzing the need for protective equipment and its use;
 - ◇ recognizing unsafe settings.
- Recognizes factors contributing to developing positive self-esteem. **1d**
 - ◇ appreciating personal assets and strengths;
 - ◇ recognizing the importance of having a sense of belonging;
 - ◇ describing the importance of developing positive self-esteem.
- Recommends skills that contribute to developing emotional health. **1d**
 - ◇ discussing ways emotions are expressed verbally and non-verbally;
 - ◇ establishing criteria for wisely expressing emotions verbally.
- Describes appropriate and beneficial uses of over the counter (OTC) and prescription medicines. **1e**
- Describes the nature and risks of inappropriate uses of OTC and prescription medicines. **1e**

- Identifies reasons for nonuse of alcohol and tobacco. **1e**
 - ◊ recognizing personal responsibility;
 - ◊ recognizing the toxicity of alcohol and nicotine;
 - ◊ recognizing the harmful effects of secondhand smoke;
 - ◊ recognizing that the majority of people have made a personal commitment to nonuse of tobacco;
 - ◊ recognizing responsible alcohol consumption as either nonuse or only legal, adult use of alcohol in moderation.
- Analyzes roles and responsibilities of family members. **1f**
 - ◊ analyzing how the family meets the needs of its members;
 - ◊ analyzing relationships that exist within a family.
- Examines stages of human growth and development. **1f**
 - ◊ describing the major stages of development; e.g., childhood, adolescence, and adulthood;
 - ◊ describing differences among infants, toddlers, and children.
- Recognizes the importance of giving and receiving care and affection to human growth and development. **1f**
- Formulates a plan for giving and receiving care and affection in healthful ways. **1f**

HE2 Health Information Literacy

At the third grade level, students will develop and learn primarily in the context of their families and communities. Teachers should create an intellectually engaging and responsive learning environment. Such an environment 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 will aid and support students as they gather, organize, and use information to critically and creatively think about and act on health-related issues.

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

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

- Accesses valid sources of safety information effectively. **1b**
- Evaluates valid data on the benefits of physical activity critically and competently. **1c**
- Accesses valid sources of health information on using OTC and prescription medicines effectively. **1e**

HE3 Health Communications and Influences

In a caring community of learners, students engage in many forms of communication; e.g. reading, writing, speaking, listening, viewing, and visual interpretation. 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, are established in early childhood. Through demonstrations, facilitation, and modeling, students should be guided by the teacher to use meaningful eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhance their health and well-being. As they develop their views of the world, students 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 to others in healthful ways. Students who do not learn to question and analyze situations become more vulnerable to negative peer and other pressures 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 a desire to make healthful choices to enhance wellness competently. **1a**
- Communicates significant safety rules competently. **1b**
- Communicates resolutions to negative peer-pressure and conflict occurring in games and sports competently. **1c**
- Communicates appreciation of personal assets and strengths that contribute to positive self-esteem competently. **1d**
- Communicates the benefits and risks of using OTC and prescription medicines competently. **1e**
- Communicates a desire to resist peer pressure to use tobacco competently. **1e**

HE4 Healthful Choices

Third grade students should be establishing hygiene and safety practices as routine behaviors that help care for and protect the body and help prevent disease and injury. At school and at home, they have many opportunities to demonstrate their ability to take responsibility for maintaining health habits. Students explore and investigate health concepts in personal and community health, safety, and nutrition and physical activity in the context of making personal health choices and setting personal health goals. The application of critical and creative thinking skills are integrated throughout the health education program. 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 using logical thinking and taking a clear stand when interacting with people and focusing on a target audience to influence others' thinking about the issue. By reflecting on their experiences, students begin to gain

a sense of what one person with knowledge, purpose, and conviction can do to positively influence the health and well-being of others.

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.

- Makes specific and clear decision statements related to hygienic choices based on a health and wellness ethic. **1a**
 - ◇ reflecting on decisions that promote health and wellness as being good for a person's health;
 - ◇ making specified decisions based on a health and wellness ethic (taking personal responsibility to make health promoting hygienic choices).
- Simulates a demonstration of effective hygienic practices completely, accurately, and healthfully. **1a**
- Generates solutions for dealing with aggression and fighting in school and the community based on a health and wellness ethic. **1b**
 - ◇ reflecting on solutions that promote health and wellness as being right and good;
 - ◇ generating specified solutions based on a health and wellness ethic (taking personal responsibility to deal with aggression and fighting in the school and community).
- Simulates a demonstration of first aid skills for treating symptoms of poisoning completely, accurately, and safely. **1b**
- Demonstrates ability to effectively prepare and use protective equipment during physical activity completely, accurately, and safely. **1c**
- Applies logical reasoning in making a personal commitment not to use tobacco. **1e**
 - ◇ reflecting on applying logical reasoning that reduces risks to health and wellness as being right and good (reasoning why tobacco use is harmful);
 - ◇ applying logical reasoning based on a health and wellness ethic in making a personal commitment not to use tobacco (personal responsibility, toxicity of nicotine, harmful effects of second hand smoke, and recognition of majority of people as nonusers of tobacco);
 - ◇ reflecting on the logical reasoning process.
- Advocates for a tobacco free community with supporting reasons and conviction. **1e**
 - ◇ citing personal responsibility, toxicity of nicotine, harmful effects of secondhand smoke, and recognition of majority of people as nonusers of tobacco.

- Develops a plan for reaching a goal of giving and receiving care and affection based on a health and wellness ethic. **1f**
 - ◊ reflecting on goal setting that promotes health and wellness as being good for a person's health;
 - ◊ setting a goal based on a health and wellness ethic (giving and receiving care and affection);
 - ◊ planning for reaching the established goal.

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

- ◆ Keep a daily record of personal hygienic habits by using charts, diaries, and/or graphic organizers. Demonstrate the ability to take personal responsibility to make health enhancing hygienic choices. **HE1a, HE4a**
- ◆ With a partner, think then discuss how to deal with aggression and fighting in the school and community. **HE1b, HE3a, HE4a**
- ◆ Cite five valid sources of information about safety rules. Present the information to the class. Design a poster or visual aid to help explain the presentation. **HE1b, HE2a, HE3a**
- ◆ Choose a favorite sport activity. Create a public service announcement for using protective equipment properly. Use props to help in the presentation. **HE1b, HE2a, HE3a**
- ◆ Conduct research and report on school and community physical activities available to young people. Include the physical, social, intellectual, and emotional benefits of activities. Also, identify the risks of the cited activities as well as safe use of equipment; training and conditioning requirements; and strategies for injury prevention. This analysis, whether in a chart, brochure, or computer format, should draw conclusions about what activities should be provided by the school and community, identify validated sources of information, and conclude with a strong statement related to the benefits of physical activity to lifelong health and wellness. **HE1c, HE2a***
- ◆ Use pantomime to express pride in developing personal assets and strengths that contribute to positive self-esteem. **HE1d, HE3a**

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

- ◆ With a partner, create a poster that shows the benefits and potential risks of medicinal drug use. **HE1e, HE3a**
- ◆ Develop a play or short story where the main character is refusing to use alcohol, tobacco, or other nonmedicinal drugs. Read or present it in class. **HE1e, HE3a**
- ◆ Make a comic strip that shows a character resisting some form of peer pressure to use tobacco (smoking and chewing). **HE1e, HE3a**

Work Sample and Commentary:  *Helpful Hygiene*

The task

Students developed a project using charts, diaries, and/or graphic organizers for daily record keeping to list and track personal hygienic habits. Record keeping included proper tooth care, hand washing, bathing, wearing of clean clothes, and hair care. Habits were tracked for one week, then using personal introspection, evaluated for their impact on good health and hygiene. Students demonstrated the ability to take personal responsibility to make health-enhancing hygienic choices.

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 demonstrates accurate and comprehensive knowledge of which hygienic habits are health enhancing and how often they are recommended. The work shows a relationship between personal hygienic habits and health. Conclusions about the effectiveness of personal hygienic habits are drawn.

HE4b Completed projects include personal introspection on the effectiveness of hygienic habits. The work demonstrates proper technique for toothbrushing, flossing, hand washing, etc.

Scale	Score	Commentary
Concept	2	Includes a good record of personal hygienic habits. No consequences listed. Relationship shown - "when I got home, I felt hungry and had a snack."
Self-Management	2	Shows no personal reflection. Hygienic habits not complete and not always health-enhancing (use of Q-tips.)

Intro

I am going to represent my data by making a diary.

- ① I wash my face in the morning.
- ② I clean my ears in a week.
- ③ I brush and floss a day.
- ④ I take one showers a day.
- ⑤ I change under clothes and clothes once or even twice a day.
- ⑥ I change my socks a day.
- ⑦ I shampoo my hair every other day or sometimes a week.
- ⑧ I wash my hands before I eat anything and after I eat some times I wash my hands.

1

Feb. 2

In the morning I wash my face. Then I washed my hands before I ate breakfast. After I ate breakfast I got ready for school and I put on clean clothes and a pair of clean socks. When I got home from school I felt hungry and had a snack. Before I ate, I washed my hands. When I was done I watched a movie. It was suppertime and I washed my hands. Then my mom and I brushed our teeth.

2

Feb. 3

In the morning I washed my hands before I ate breakfast. I changed my clothes and got ready for school and put clean clothes on. Then I brushed and flossed my teeth. Then I went to school. When I got home I washed my hands before I ate supper. Then it was time to brush my teeth.

3

Feb. 4

today I washed my hands before eating. I brushed and flossed my teeth. I shampooed my hair and took a shower. I changed with clean clothes. Then I brushed my teeth at night.

Feb. 5

In the morning I ate breakfast. I washed my hands. I took a shower. I flossed and brushed my teeth. Then I changed with clean clothes. I brushed my teeth again at night before supper.

Feb. 6

Today before eating breakfast, lunch, supper, I washed my hands. In the morning I brushed my teeth and flossed. I brushed my teeth at night.

4

Feb. 7

In the morning I brushed, flossed
and washed my hands. Then I
took a shower and changed with
clean clothes. Then I played
Playstation. After that I went
over to my friend's house. At
night I forgot to brush my teeth.

Feb. 8

I brushed and flossed my teeth
today. I washed my hand after
went to bathroom. I took a
bath today when I went home.
Then I shampooed my hair.

Feb. 9

Today I flossed and brushed
my teeth. I took a shower, then
I brushed my teeth at night.

5

Techniques

- ① I wash my face by splashing water on my face.
- ② I clean my ears by Q-tips, but I don't put it in too far.
- ③ I brush and floss a day by flossing each tooth first, then brush.
- ④ I take a shower by putting soap and rinsing.
- ⑤ I change my clothes by getting clean clothes and putting them on.
- ⑥ I change my socks by getting a clean pair and putting them on.
- ⑦ I shampoo every part of my hair and I scrub it.
- ⑧ I wash my hands with soap.

Bad Things

Sometimes I forget to brush my teeth at night.
Sometimes I forget to take a shower each day.
Sometimes I forget to wash my hands before eating something.

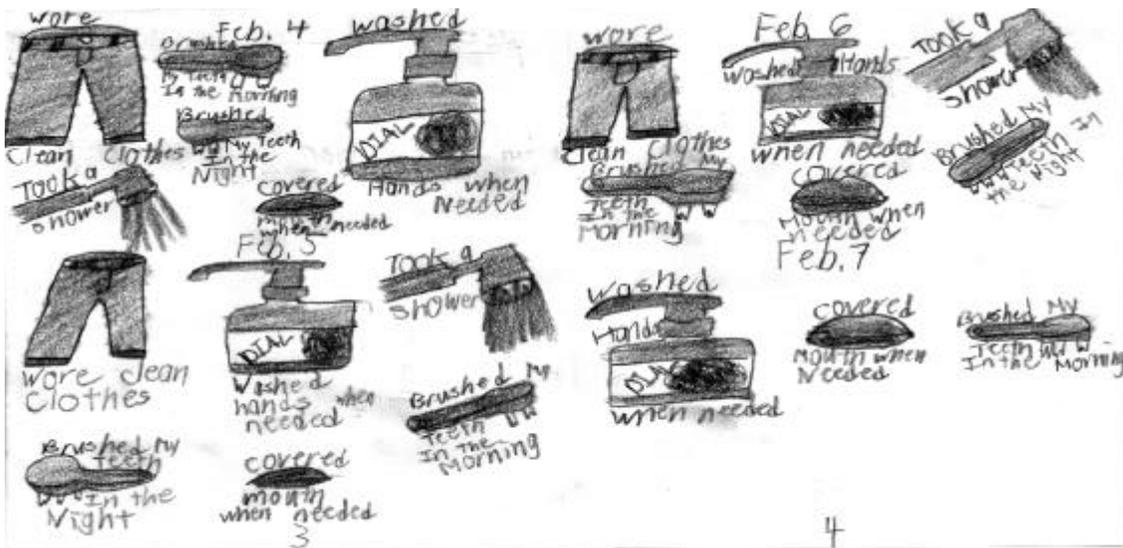
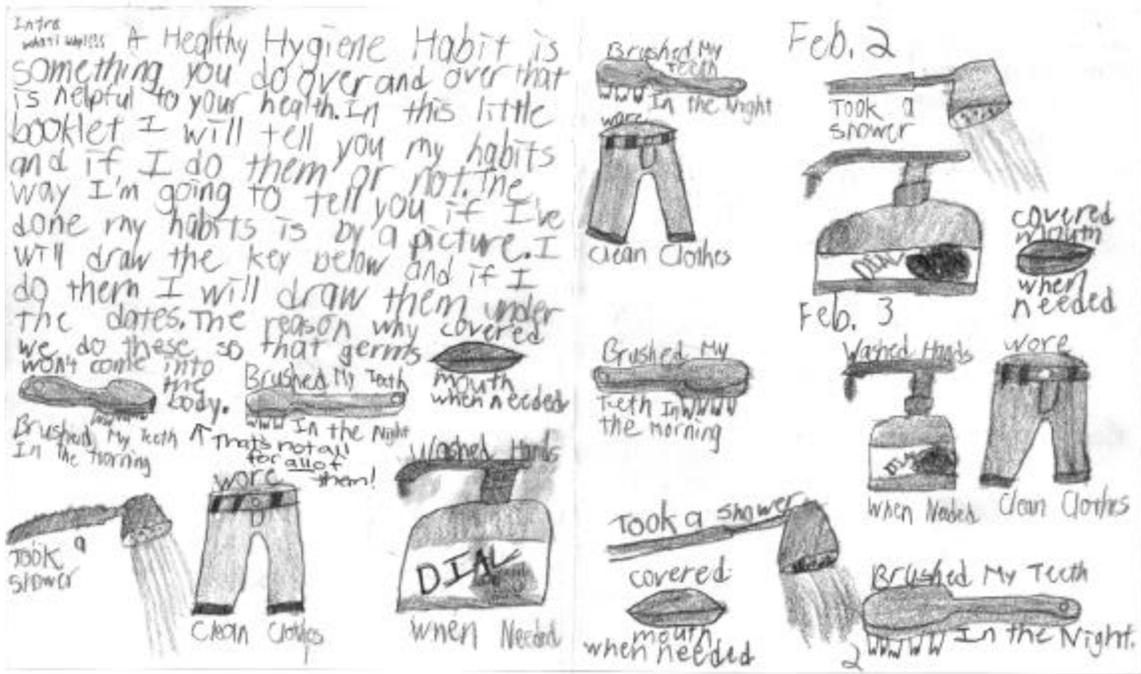
Conclusion

I have learned to do more healthy hygiene habits. I have learned a little bit more of how to make a diary. I have learned to make a way of putting all the data in this booklet because at first I didn't follow directions. I've learned to do more healthy habits for the future.

HEALTHY HYGIENE HABITS



Scale	Score	Commentary
Concept	3	Shows some relationships, but not comprehensive. Habits not always health enhancing. Evaluation: "I think I do alright...; Conclusion: "I'll stick with them"
Self-Management	2	Skills are usually health enhancing ("covering mouth," "not sharing drink") but technique limited. Limited personal introspection.





TECHNIQUES
 When I Brush my teeth, I usually always start on my bottom left back and on the bottom teeth and then the other ones. When I cover my mouth I try and sneeze or cough into my sleeve. When I wash my hands I try and always use soap. Whenever I take a shower or bath most of the times I wash my hair with shampoo and of course my body.

Bad things done during time period: I didn't do my Healthy Hygiene Habit one or two days, I did not use one of my techniques, and I shared a drink with my dad.

CONCLUSION
 In this booklet, I learned how to do my Healthy Hygiene Habits even better. I learned a lot of different ways to do my habits. I enjoyed doing this project and would not mind doing another project similar to this one. I also improved on my drawing skills with my graphic organizer. I shouldn't have had any circles on this, because it was simple. I think I do alright with H². I will be 10 years old.



Scale	Score	Commentary
Concept	3	Shows a relationship, "Healthful Hygiene Habits... Are important so you won't get sick." Conclusion is drawn "I have a habit of chewing on my pencil which is bad because...." Minor inaccuracies (includes nutrition and exercise in hygiene habits).
Self-Management	4	Shows personal introspection. Shows techniques in an organized manner.

Introduction	Feb. 2
<p>This is my "diary" for recording my Healthy Hygiene Habits. Healthy Hygiene Habits are important so you won't get sick. Some every day healthy habits are:</p> <ol style="list-style-type: none"> 1. brushing teeth 2. eating healthy food 3. exercising 4. wearing clean clothes 5. bathing. <p>The reasons for these are:</p> <ol style="list-style-type: none"> 1. preventing cavities 2. maintaining your body 3. also maintaining your body 4. staying clean to prevent germs and bacteria 5. and again, keeping clean to kill germs. <p>Now, here are some of my healthy habits on the next pages,</p>	<p>First I washed my face. Then after I ate a pop-tart for breakfast I went and brushed my teeth. I also put on clean clothes this morning. Later I washed my hands before I had a snack. I also washed my hands before dinner. Later I brushed my teeth after having a fruit-stix for dessert. I went to bed around 9:35.</p>
	Feb. 3
	<p>This morning I woke up and went and washed my face. Then I got dressed in clean clothes. After a little while I brushed my teeth. Later I washed my hands when I got home. I also washed my hands before I had my snack. For my snack I had an apple which I washed for I ate it. I washed my hands before I had dinner, too. Sometime after dinner I took some cough syrup. I brushed my teeth. Then I went to bed at 9:30.</p>
Feb. 4	Feb. 6
<p>First I woke up and washed my face. Then after I took some cough syrup I brushed my teeth. I also wore clean clothes. After school I washed my hands before I had a snack. Then sometime after dinner I had some more cough syrup. I also washed my hands before I had dinner. A while after I had my cough syrup, I had another snack. Then I brushed my teeth and went to bed around 10:10. I also had a habit.</p>	<p>First I woke up and I went upstairs. Then I had cereal for breakfast. After breakfast I brushed my teeth. For lunch we had pizza which I washed my hands before I had. Later I washed my hands before my snack. Sometime after that I had dinner. Which I washed my hands before. After dinner I brushed my teeth. Then I went to bed at 9:30.</p>
Feb. 5	Feb. 7
<p>The very first healthy thing I did after I woke up was to have breakfast. Then I washed my hands and got breakfast for my mom because she was sick. Then I had two more bowls of cereal for breakfast. I never got dressed because I never went anywhere. After breakfast I brushed my teeth. I didn't really have lunch. Sometime after dinner I brushed my teeth. Then I went to bed sometime around 10:00.</p>	<p>The first thing I did today was wake up. After I woke up I had breakfast. After breakfast I brushed my teeth and got dressed. Again I didn't really have lunch. After lunchtime I had some apple slices. For dinner I had a sandwich. Later I washed my hands after I went to the bathroom. Then I brushed my teeth. After that I went to bed at 9:30.</p>

Feb. 7	Techniques
<p>First I woke up and put on clean clothes. Then I washed my face and brushed my teeth. After school I washed my hands after going to the bathroom. Sometime after dinner I brushed my teeth. Then I went to bed at 8:30.</p>	<p>Here are a few techniques I use when:</p> <p>Flossing- I never floss because my parents don't make me.</p> <p>Tooth brushing- I usually start by brushing the tops of my teeth. Then I brush the fronts of my teeth. Next I brush the insides of my teeth. After that I brush my tongue. Then I spit and rinse my mouth.</p> <p>Bathing- For bathing I usually take baths. First I fill the tub with warm water. Then I take off my clothes and get in. I usually soak my body first. Then I wash my hair. After I wash my hair I rinse it and I put soap on my body and rinse it. Then I get out and dry off.</p> <p>Face Washing- I usually just splash my face with water.</p>
<p>Feb. 9</p> <p>This morning I woke up and got dressed. Then I washed my face and brushed my teeth. After school I had a snack. Sometime after that I washed my hands before dinner. After dinner I took a bath. Then I brushed my teeth and went to bed sometime around 8:30.</p>	

Conclusion "Introspection"

After these eight days I have come to the conclusion that I have fairly good Healthy Hygiene Habits. I think that I could use a little work with washing my hands and flossing. I also have a habit of chewing on my pencil, which is bad because it passes germs into my mouth. I usually don't have breakfast like I should. Some disadvantages of not flossing are getting cavities or gum disease. Not washing you hands can help germs easily spread to other people or objects. All in all I think I have pretty good Healthy Hygiene Habits. On a scale of 1-10 I would give 7 myself and 9½.

H3

Healthy Hygiene Habits



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