

## Health Grade 2

### Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 2 program is comprised of 5 units of study.

### Course Overview

#### Course Objectives

Students should:

- review safety rules for medicine.
- identify why medicines must be used correctly.
- identify substances that are good for their body.
- review dangers of tobacco.
- identify how alcohol can be harmful to the body.
- identify why it is important to have friends.
- identify things that friends do for each other.
- review how to acknowledging feelings and identify appropriate ways of dealing with them.
- identify support systems.
- describe ways they are unique.
- demonstrate ways to respect uniqueness.
- review how germs cause illness.
- explain why good hygiene around food is important.
- advocate good hygiene habits.
- explain benefits of physical activity.
- identify physical activities they enjoy.
- review classifying foods illustrate how good food combinations can provide for balanced meals.
- identify importance of eating breakfast.
- identify healthy breakfasts.
- identify the benefits of drinking plenty of water.
- describe the type of foods and beverages that should be limited.
- describe body signals that tell people when they

#### Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>are hungry and when they are full.</p> <ul style="list-style-type: none"> <li>• identify the role health care providers play in preventing and treating disease.</li> <li>• discuss what humans need for growth and development (i.e. food, physical activity, etc.).</li> <li>• review information on head lice and the steps needed to prevent it.</li> <li>• discuss the many needs of family members.</li> <li>• list the ways adults within a family help children.</li> <li>• explain why his/her family is special.</li> <li>• define responsibility.</li> <li>• identify things that they do that demonstrates responsibility.</li> <li>• identify importance of helmets.</li> <li>• identify appropriate uses of the computer.</li> <li>• identify ways to stay safe during a fire.</li> <li>• create a fire escape plan with their family.</li> <li>• discuss poison safety.</li> <li>• review the rules of personal touch safety.</li> <li>• review the people you could ask for help (i.e. parents or other trusted adults).</li> <li>• review what a stranger is.</li> <li>• review that not only strangers could present a problem to them.</li> <li>• review methods of obtaining help during emergencies.</li> <li>• review the “Be Believed” rule (continue to tell a parent or other trusted adult until something is done).</li> <li>• understand that an “inappropriate touch” is not their fault.</li> <li>• recognize that telling an adult is done to take care of oneself, help protect the community, and as a way of seeking help for the offender, <u>NOT</u> tattling.</li> <li>• review the basic concepts of empathy. (Recognizing feelings, taking others’ perspectives, and responding empathically to others.</li> </ul>		
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<ul style="list-style-type: none"> <li>• review impulsive behavior, calming-down techniques, and using problem solving.</li> <li>• review anger signs, events triggering anger, and the anger-management process.</li> <li>• identify a list of adults that you can go to for help if you feel angry, anxious or sad.</li> </ul>		
<p><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1</a> - Substance Abuse  II. <a href="#">Unit 2</a> - Wellness  III. <a href="#">Unit 3</a> - Family Life  IV. <a href="#">Unit 4</a> - Safety and Accident Prevention  V. <a href="#">Unit 5</a> - Violence Prevention</p>	<p><b><u>Standards</u></b></p> <p><a href="#">State of Connecticut Curriculum Frameworks</a></p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Core Concepts</i></li> <li>• <i>Accessing Health Information and Resources</i></li> <li>• <i>Self-Management of Healthy Behaviors</i></li> <li>• <i>Analyzing Internal and External Influences</i></li> <li>• <i>Communication Skills</i></li> <li>• <i>Decision-Making Skills</i></li> <li>• <i>Goal-Setting Skills</i></li> <li>• <i>Advocacy</i></li> </ul>	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2			Unit 3		Unit 4		Unit 5
<u>Substance Abuse</u>		<u>Wellness</u>			<u>Family Life</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>
6 weeks		8 weeks			5 weeks		6 weeks		6 weeks

## Unit 1 – Substance Abuse, 6 weeks

### **Standards**

#### ***Core Concepts***

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will:

- E 1.1 Describe relationships between personal health behaviors and individual well-being
- E 1.2 Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body.

#### ***Self-management of Healthy Behaviors***

**Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.**

Students will:

- E 3.3 Compare behaviors that are safe to those that are risky or harmful.

#### ***Communication Skills***

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Students will:

- E 5.4 Identify and demonstrate healthy ways to express needs, wants, and feelings.

#### ***Advocacy***

**Students will demonstrate the ability to advocate for personal, family and community health.**

Students will:

- E.8.2 Express opinions about health issues based on accurate health information.

### **Unit Objectives**

Students will be able to:

- review safety rules for medicine.
- review dangers of tobacco.
- review how to acknowledging feelings and identify appropriate ways of dealing with them.
- describe ways they are unique.

### **Essential Questions**

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

### **Focus Questions**

- How can medicines help me and how if used incorrectly will they harm me?
- What do I need to avoid to keep my body

### **Skill Objectives**

Students will:

- identify why medicines must be used correctly.
- identify substances that are good for their body.
- identify how alcohol can be harmful to the body.
- identify why it is important to have friends.
- identify things that friends do for each

	<p>healthy?</p> <ul style="list-style-type: none"> <li>• What makes me unique and why should I respect others uniqueness?</li> <li>• Why do I need friends and what do they do for me?</li> <li>• How do I express my feelings in a way that does not harm myself or others?</li> <li>• What are the harmful effects of tobacco?</li> <li>• Who are the people I can go to for support?</li> <li>• What are the harmful effects of alcohol?</li> </ul>	<p>other.</p> <ul style="list-style-type: none"> <li>• identify support systems.</li> <li>• demonstrate ways to respect uniqueness.</li> </ul>
	<p><b><u>Materials/Resources</u></b></p> <ul style="list-style-type: none"> <li>• Being Me and Drug-Free Workbook</li> <li>• Brainpop Jr  <a href="https://jr.brainpop.com/health/bodies/lungs/">https://jr.brainpop.com/health/bodies/lungs/</a></li> </ul>	

## Unit 2 – Wellness, 8 weeks

### Standards

#### *Core Concepts*

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E 1.1 Describe relationships between personal health behaviors and individual well-being.
- E.1.6 Identify health problems and illnesses that can be prevented and treated early.

#### *Self-management of Healthy Behaviors*

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- E 3.3 Compare behaviors that are safe to those that are risky or harmful.

#### *Communication Skills*

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- E 5.4 Identify and demonstrate healthy ways to express needs, wants, and feelings.

### Unit Objectives

Students will be able to:

- review how germs cause illness.
- explain why good hygiene around food is important.
- explain benefits of physical activity.
- review classifying foods describe the type of foods and beverages that should be limited.
- describe body signals that tell people when they are hungry and when they are full.
- review information on head lice and the steps needed to prevent it.

### Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?

### Focus Questions

- What do head lice look like and what are ways I can prevent myself from getting it?
- What are germs and how do they make me sick?
- What are good hygiene habits that I should practice and how do they keep me well?
- How do we classify food?
- Why do I need to exercise and what activities can I do that would be considered exercise?
- Why should I eat a variety of foods and what combination would make a balanced meal?

### Skill Objectives

Students will:

- advocate good hygiene habits.
- identify physical activities they enjoy.
- illustrate how good food combinations can provide for balanced meals.
- identify importance of eating breakfast.
- identify healthy breakfasts.
- identify the benefits of drinking plenty of water.
- identify the role health care providers play in preventing and treating disease.
- discuss what humans need for growth and development (i.e. food, physical activity, etc.).

	<ul style="list-style-type: none"> <li>• Why do I need to eat breakfast and what makes a healthy breakfast?</li> <li>• Why do I need to go to the doctor, nurse, and/or dentist and what do they do that helps prevent and treat disease?</li> <li>• What healthy habits do I need to practice in order to grow and develop? (i.e. food, physical activity, etc.)</li> </ul>	
	<p><b><u>Materials Resources</u></b></p> <ul style="list-style-type: none"> <li>• MyPlate – a Yummy Curriculum</li> <li>• Whitson’s dietician lesson</li> <li>• Nurse visit to discuss lice</li> <li>• Scrubby Bear</li> </ul>	



### Unit 3 – Family Life, 5 weeks

#### **Standards**

##### ***Core Concepts***

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.4 Explore how families can influence personal health.

#### **Unit Objectives**

Students will be able to:

- discuss the many needs of family members.
- explain why his/her family is special.
- define responsibility.

#### **Essential Questions**

- What do I need to know to stay healthy?

#### **Focus Questions**

- How are my needs within the family different than my parents or my siblings?
- How is my family special?
- What does responsibility mean and what can I do to show responsibility?

#### **Skill Objectives**

Students will:

- list the ways adults within a family help children.
- identify things that they do that demonstrates responsibility.

#### **Materials Resources**

**Unit 4 – Safety and Accident Prevention, 6 weeks**

**Standards**

***Core Concepts***

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.7- Explain how childhood injuries can be prevented or treated.

***Self-management of Healthy Behaviors***

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- E.3.3- Compare behaviors that are safe to those that are risky or harmful.
- E.3.5- Develop and practice safety techniques to avoid and reduce injury and disease.

**Unit Objectives**

Students will be able to:

- discuss poison safety.
- review the rules of personal touch safety.
- review the people you could ask for help (i.e. parents or other trusted adults).
- review what a stranger is.
- review that not only strangers could present a problem to them.
- review methods of obtaining help during emergencies.
- review the “Be Believed” rule (continue to tell a parent or other trusted adult until something is done).
- understand that an “inappropriate touch” is not their fault.
- recognize that telling an adult is done to take care of oneself, help protect the community, and as a way of seeking help for the offender, NOT tattling.

**Essential Questions**

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

**Focus Questions**

- How does a helmet help to protect me?
- What can happen if I don’t wear a helmet?
- What are the appropriate uses for a computer?
- How can I stay safe on the computer?
- What are the skills I need to stay safe during a fire? (stop, drop, and roll)
- Where do I go if there is a fire in my house?
- What is considered poison?
- What should I do if poison is ingested?
- What are the touch safety rules, in order to keep myself safe? (Say no, tell an adult...)
- What is a stranger?
- Who is safe for me to talk to in a dangerous situation?
- Who else could be a danger to me besides a stranger?
- Who can I go to if I need help?

**Skill Objectives**

Students will:

- identify importance of helmets.
- identify appropriate uses of the computer.
- identify ways to stay safe during a fire.

	<ul style="list-style-type: none"> <li>• What is the “Be Believed” rule?</li> <li>• Why is it important to tell an adult if someone has touched them inappropriately?</li> </ul>	
	<p><b>Materials / Resources</b></p> <ul style="list-style-type: none"> <li>- Talking About Touching</li> <li>- Fire Department visit</li> </ul> <p>Teacher resource: preview the <a href="#">Talking about Touching lesson here</a></p>	

## Unit 5 – Violence Prevention, 6 weeks

### Standards

#### *Communication Skills*

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Students will:

- E.5.4 Identify and demonstrate healthy ways to express needs, wants and feelings.
- E.5.5 Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/ or physical disabilities.
- E.5.6 Demonstrate active listening skills to build and maintain healthy relationships with peers and family members.

#### *Advocacy*

**Students will demonstrate the ability to advocate for personal, family and community health.**

Students will:

- E.8.6 Demonstrate positive ways to show care, consideration and concern for others (eg, persons living with HIV/AIDS, diabetes, cancer)

### Unit Objectives

Students will be able to:

- review the basic concepts of empathy. (Recognizing feelings, taking others' perspectives, and responding empathically to others.
- review impulsive behavior, calming-down techniques, and using problem solving.
- review anger signs, events triggering anger, and the anger-management process.

### Essential Questions

- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

### Focus Questions

- What are the basic concepts of empathy?
- How can I recognize others feelings and respond appropriately?
- What is impulsive behavior?
- What may I do to calm a situation?
- What are the steps to problem solving?
- What are the anger signs?
- What might trigger anger?
- How might a person manage an anger filled situation?

### Skill Objectives

Students will:

identify a list of adults that you can go to for help if you feel angry, anxious or sad.

	<b>Materials / Resources</b> <ul style="list-style-type: none"><li>• Second Step to Violence Prevention</li><li>• Responsive Classroom</li><li>• Mind Up curriculum</li></ul>	
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