



Grade 2 Health: Decision Making Skills

Unit Focus

In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of content areas: nutrition, safety, disease prevention, and body systems. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education PK-2 - Explain that medicines are drugs that are helpful when needed and used correctly. (ANOD 1.2.2) - Define consent (e.g., personal space and boundaries). (HR 1.5.2) - Identify a variety of healthy snacks. (HEPA 1.3.2) - Identify healthy eating patterns that provide energy and help the body grow and develop. (HEPA 1.5.2) - Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth). (SH 1.1.2) - Identify different ways that disease-causing germs are transmitted (i.e., skin, mucus membranes, coughing, and contact with bodily fluids). (OWDP 1.1.2) - Identify ways to prevent the spread of germs that cause common communicable diseases (e.g., cover wounds, cover mouth when sneezing/ coughing, wash hands, and do not touch other bodily fluids). (OWDP 1.2.2) - Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (SAAP 1.1.2) - Explain why inappropriate touches should be reported to a trusted adult. (SAAP 1.2.2) - Explain that a child is not at fault if someone touches him or her in an inappropriate way. (SAAP 1.3.2) - Explain why everyone has the right to tell others not to touch his or her body. (SAAP 1.4.2) - Explain the importance of respecting the personal space and boundaries of others (SAAP 1.5.2) - Describe how injuries can be prevented. (SIP 1.5.2) - Identify safety hazards in the home. (SIP 1.8.2)	<i>Students will be able to independently use their learning to...</i> T1 Analyze risk factors and evaluate the consequences to self and others before taking action.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students independently demonstrate how decisions affect themselves and others around them. U2 Students demonstrate various strategies when making decisions to enhance health. U3 Students differentiate between situations requiring peer support and requiring adult professional help. U4 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 Do my actions and/or decisions have a negative or positive impact on myself or others? Q2 What is the main issue and who can help me to deal with it? Q3 What behaviors should I employ in my current situation? Q4 What strategies do I have to make health-enhancing decisions?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 examples of healthy and non-healthy food as well as the importance of a healthy diet to overall health and well-being.	<i>Students will be skilled at...</i> S1 explaining the importance of trying new foods. S2 identifying different ways that disease-causing germs are transmitted and ways to

Stage 1: Desired Results - Key Understandings

- Identify how household products are harmful if ingested or inhaled. (SIP 1.9.2)
- Identify people who can help when someone is injured or suddenly ill. (SIP 1.11.2)
- Demonstrate effective refusal skills including firmly saying “no” and getting away. (IC 4.3.2)
- Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (IC 4.4.2)
- Identify situations which need a health-related decision. (DM 5.1.2)
- Explain the potential positive and negative outcomes from health-related decisions. (DM 5.3.2)
- Describe when help is needed and when it is not needed to make a healthy decision. (DM 5.4.2)

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- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

K2 germs cause sickness and good hygiene can prevent or limit infection.

K3 good hygiene for preventing illness includes covering coughs and sneezes, washing hands regularly, and staying home when you are feeling ill.

K4 names for basic body parts: stomach, feet, hands, ears, eyes, mouth.

K5 there are different people in your life and the amount and way that they behave with you depends on their relationship with you.

K6 if someone makes you feel uncomfortable, you should always talk to a trusted adult such as a parent or and adult at school.

K7 it is important to make decisions and behave in a way that support your overall health and well-being, such as eating nutritious food, staying away from unknown or dangerous substances, protecting your personal space and wearing safety equipment when necessary.

K8 Vocabulary: hygiene, germs, bacteria, viruses, health, trusted adult

prevent the spread of germs that cause common communicable diseases.

S3 identifying dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed.

S4 identifying and describing the functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).

S5 identifying “appropriate” and “inappropriate” or “safe” and “unsafe” touches

S6 demonstrating decision making skills to enhance health.

S7 demonstrating the ability to use decision making skills to enhance health.

S8 identifying situations which need a health-related decision.

S9 explaining the potential positive and negative outcomes from health-related decisions.

S10 describing when help is needed and when it is not needed to make a healthy decision