

Health Education, Grade 1

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
 - (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.
- (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (5) Students should first seek guidance in the area of health from a parent or legal guardian.

(b) Knowledge and Skills Statements

- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.
 - (A) demonstrate use of the five senses.
 - Breakouts
 - (i) demonstrate use of the five senses
- (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - (A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;
 - Breakouts
 - (i) identify types of health care professionals
 - (ii) describe the services [health care professionals] provide
 - (B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;
 - Breakouts
 - (i) describe personal hygiene habits that enhance individual health
 - (ii) describe personal health habits that enhance individual health
 - (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and

Breakouts

- (i) describe ways in which germs are transmitted
 - (ii) describe methods of preventing the spread of germs
 - (iii) describe the importance of immunization
- (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.

Breakouts

- (i) describe where head lice are commonly encountered
 - (ii) describe where biting insects that may cause illness, including ticks, are commonly encountered
 - (iii) describe where biting insects that may cause illness, including mosquitos, are commonly encountered
 - (iv) describe how to avoid [head lice]
 - (v) describe how to avoid [biting insects that may cause illness, including ticks]
 - (vi) describe how to avoid [biting insects that may cause illness, including mosquitos]
- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;

Breakouts

- (i) identify their own feelings
 - (ii) identify their own emotions
- (B) discuss and explain how emotions can interrupt thinking and the self-management process;

Breakouts

- (i) discuss how emotions can interrupt thinking
 - (ii) discuss how emotions can interrupt the self-management process
 - (iii) explain how emotions can interrupt thinking
 - (iv) explain how emotions can interrupt the self-management process
- (C) describe and practice calming and self-management strategies;

Breakouts

- (i) describe calming strategies
- (ii) describe self-management strategies
- (iii) practice calming strategies
- (iv) practice self-management strategies

- (D) describe ways in which peers and families can work together to build healthy relationships;

Breakouts

- (i) describe ways in which peers can work together to build healthy relationships
- (ii) describe ways in which families can work together to build healthy relationships

- (E) describe ways to build and maintain friendships;

Breakouts

- (i) describe ways to build friendships
- (ii) describe ways to maintain friendships

- (F) identify ways to respectfully communicate verbally and nonverbally;

Breakouts

- (i) identify ways to respectfully communicate verbally
- (ii) identify ways to respectfully communicate nonverbally

- (G) identify feelings and emotions expressed by others; and

Breakouts

- (i) identify feelings expressed by others
- (ii) identify emotions expressed by others

- (H) identify and practice ways to solve conflicts with friends and peers.

Breakouts

- (i) identify ways to solve conflicts with friends
- (ii) identify ways to solve conflicts with peers
- (iii) practice ways to solve conflicts with friends
- (iv) practice ways to solve conflicts with peers

- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) discuss ways to be kind to self and how to identify areas for growth; and

Breakouts

- (i) discuss ways to be kind to self
- (ii) discuss how to identify areas for [one's personal] growth

- (B) explain the importance of goal setting and task completion.

Breakouts

- (i) explain the importance of goal setting
- (ii) explain the importance of task completion

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;

Breakouts

- (i) discuss how to treat peers with different learning needs with dignity
- (ii) discuss how to treat peers with different learning needs with respect
- (iii) demonstrate how to treat peers with different learning needs with dignity
- (iv) demonstrate how to treat peers with different learning needs with respect

(B) identify situations that can create positive stress and positive emotions; and

Breakouts

- (i) identify situations that can create positive stress
- (ii) identify situations that can create positive emotions

(C) discuss the signs and symptoms associated with negative stress such as loss or grief.

Breakouts

- (i) discuss the signs associated with negative stress
- (ii) discuss the symptoms associated with negative stress

(6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

(A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;

Breakouts

- (i) explain that fruits provide essential vitamins
- (ii) explain that fruits provide essential minerals
- (iii) explain that proteins provide essential vitamins
- (iv) explain that proteins provide essential minerals
- (v) explain that vegetables provide essential vitamins
- (vi) explain that vegetables provide essential minerals
- (vii) explain that dairy provide[s] essential vitamins
- (viii) explain that dairy provide[s] essential minerals

(B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;

Breakouts

- (i) identify recommended portion sizes by comparing portions to familiar objects
- (C) identify the food groups and classify examples of foods into each group; and
 - Breakouts
 - (i) identify the food groups
 - (ii) classify examples of foods into each [food] group
- (D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.
 - Breakouts
 - (i) identify ingredients that make foods unhealthy
 - (ii) identify ingredients that make drinks unhealthy
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
 - (A) identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
 - Breakouts
 - (i) identify examples of health information provided by various media
 - (ii) identify how the examples [of health information provided by various media] affect nutritional habits
 - (iii) identify how the examples [of health information provided by various media] affect physical activity
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - (A) identify common food allergies and explain the importance of respecting others who have allergies; and
 - Breakouts
 - (i) identify common food allergies
 - (ii) explain the importance of respecting others who have allergies
 - (B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
 - Breakouts
 - (i) describe habits that improve individual health

(9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:

- (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and

Breakouts

- (i) discuss strategies to keep self safe by staying away from dangerous situations
- (ii) discuss strategies to keep others safe by staying away from dangerous situations
- (iii) discuss strategies to keep self safe by reporting to a parent or another trusted adult or contacting 911
- (iv) discuss strategies to keep others safe by reporting to a parent or another trusted adult or contacting 911
- (v) demonstrate strategies to keep self safe by staying away from dangerous situations
- (vi) demonstrate strategies to keep others safe by staying away from dangerous situations
- (vii) demonstrate strategies to keep self safe by reporting to a parent or another trusted adult or contacting 911
- (viii) demonstrate strategies to keep others safe by reporting to a parent or another trusted adult or contacting 911

- (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.

Breakouts

- (i) identify the purpose of protective equipment
- (ii) demonstrate proper use of protective equipment

(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:

- (A) practice refusal skills to protect personal space and avoid unsafe situations;

Breakouts

- (i) practice refusal skills to protect personal space
- (ii) practice refusal skills to avoid unsafe situations

- (B) identify appropriate personal boundaries, privacy, and space; and

Breakouts

- (i) identify appropriate personal boundaries
- (ii) identify appropriate personal privacy

- (iii) identify appropriate personal space
 - (C) recall parents'/caregivers' phone numbers as part of a personal safety plan.
 - Breakouts
 - (i) recall parents'/caregivers' phone numbers as part of a personal safety plan
- (11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) describe the difference between safe and unsafe environments; and
 - Breakouts
 - (i) describe the difference between safe and unsafe environments
 - (B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.
 - Breakouts
 - (i) identify ways to avoid weapons by staying away from dangerous situations
 - (ii) identify ways to avoid weapons by reporting to a parent or another trusted adult
 - (iii) identify ways to avoid harming oneself or others by staying away from dangerous situations
 - (iv) identify ways to avoid harming oneself or others by reporting to a parent or another trusted adult
- (12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (A) demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
 - Breakouts
 - (i) demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) describe consequences for both the victim and the bully and the impact of bullying on the victim;
 - Breakouts
 - (i) describe consequences for the victim [of bullying]
 - (ii) describe consequences for the bully

- (iii) describe the impact of bullying on the victim
 - (B) discuss ways of discouraging bullying;
 - Breakouts
 - (i) discuss ways of discouraging bullying
 - (C) explain the differences between teasing, joking, and playing around and bullying; and
 - Breakouts
 - (i) explain the differences between teasing, joking, and playing around and bullying
 - (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
 - Breakouts
 - (i) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify the difference between over-the-counter and prescription drugs; and
 - Breakouts
 - (i) identify the difference between over-the-counter and prescription drugs
 - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
 - Breakouts
 - (i) identify the harmful effects of alcohol on physical health
 - (ii) identify the harmful effects of tobacco on physical health
 - (iii) identify the harmful effects of other drugs on physical health
 - (iv) identify the harmful effects of dangerous substances on physical health
 - (v) describe the harmful effects of alcohol on physical health
 - (vi) describe the harmful effects of tobacco on physical health
 - (vii) describe the harmful effects of other drugs on physical health
 - (viii) describe the harmful effects of dangerous substances on physical health
- (15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (A) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

Breakouts

- (i) describe what poisoning or overdose could look like
- (ii) identify how to respond [to poisoning or overdose], including who to contact for help

(16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.

- (A) identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.

Breakouts

- (i) identify how to get help from a parent or another trusted adult related to alcohol abuse
- (ii) identify how to get help from a parent or another trusted adult related to tobacco abuse
- (iii) identify how to get help from a parent or another trusted adult related to drug abuse

(17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

- (A) identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

Breakouts

- (i) identify unsafe situations to avoid risky behaviors related to alcohol
- (ii) identify unsafe situations to avoid risky behaviors related to tobacco
- (iii) identify unsafe situations to avoid risky behaviors related to other drugs
- (iv) practice strategies to avoid risky behaviors related to alcohol
- (v) practice strategies to avoid risky behaviors related to tobacco
- (vi) practice strategies to avoid risky behaviors related to other drugs