

Health Education, Grade 2

(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 understanding 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 describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.

(A) describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.

Breakouts

(i) describe ways to protect 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) describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;

Breakouts

- (i) describe the importance of individual health maintenance activities

- (B) explain actions an individual should take when not feeling well;

Breakouts

- (i) explain actions an individual should take when not feeling well

- (C) discuss the importance of practicing personal hygiene and health habits;

Breakouts

- (i) discuss the importance of practicing personal hygiene habits

- (ii) discuss the importance of practicing personal health habits

- (D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

Breakouts

- (i) explain ways in which germs are transmitted

- (ii) explain methods of preventing the spread of germs

- (iii) explain the importance of immunization

- (E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and

Breakouts

- (i) identify common illnesses

- (ii) identify common diseases, including asthma

- (iii) identify common diseases, including diabetes

- (iv) identify common diseases, including epilepsy

- (v) identify symptoms [of common illnesses]

- (vi) identify symptoms [of common diseases, including asthma]

- (vii) identify symptoms [of common diseases, including diabetes]

- (viii) identify symptoms [of common diseases, including epilepsy]

- (F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.

Breakouts

- (i) discuss the signs of illness that may occur after contact with biting insects, including ticks

- (ii) discuss the signs of illness that may occur after contact with biting insects, including mosquitos
 - (iii) discuss the symptoms of illness that may occur after contact with biting insects, including ticks
 - (iv) discuss the symptoms of illness that may occur after contact with biting insects, 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) communicate needs, wants, and emotions in healthy ways;
Breakouts
 - (i) communicate needs in healthy ways
 - (ii) communicate wants in healthy ways
 - (iii) communicate emotions in healthy ways
 - (B) 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
 - (C) discuss and explain how thoughts and emotions are related;
Breakouts
 - (i) discuss how thoughts and emotions are related
 - (ii) explain how thoughts and emotions are related
 - (D) explain the effect of peer influence on an individual's social and emotional health;
Breakouts
 - (i) explain the effect of peer influence on an individual's social health
 - (ii) explain the effect of peer influence on an individual's emotional health
 - (E) describe the qualities of a good friend;
Breakouts
 - (i) describe the qualities of a good friend

- (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;

Breakouts

- (i) describe respectful ways to communicate with family members
 - (ii) describe respectful ways to communicate with peers
 - (iii) describe respectful ways to communicate with teachers
 - (iv) describe respectful ways to communicate with others
 - (v) demonstrate respectful ways to communicate with family members
 - (vi) demonstrate respectful ways to communicate with peers
 - (vii) demonstrate respectful ways to communicate with teachers
 - (viii) demonstrate respectful ways to communicate with others
- (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and

Breakouts

- (i) identify the feelings of others by interpreting their verbal cues
 - (ii) identify the feelings of others by interpreting their nonverbal cues
 - (iii) identify the perspectives of others by interpreting their verbal cues
 - (iv) identify the perspectives of others by interpreting their nonverbal cues
- (H) identify ways to prevent and repair broken friendships.

Breakouts

- (i) identify ways to prevent broken friendships
- (ii) identify ways to repair broken friendships

- (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 others;

Breakouts

- (i) discuss ways to be kind to self
 - (ii) discuss ways to be kind to others
- (B) define personal growth and identify areas for one's personal growth; and

Breakouts

- (i) define personal growth

(ii) identify areas for one's personal growth

(C) list the steps and describe the importance of goal setting and task completion.

Breakouts

(i) list the steps of goal setting

(ii) list the steps of task completion

(iii) describe the importance of goal setting

(iv) describe 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) identify strategies for managing different learning needs of self and others; and

Breakouts

(i) identify strategies for managing different learning needs of self

(ii) identify strategies for managing different learning needs of others

(B) identify positive and negative stressors and how they impact emotions and learning.

Breakouts

(i) identify positive stressors

(ii) identify negative stressors

(iii) identify how [positive stressors] impact emotions

(iv) identify how [positive stressors] impact learning

(v) identify how [negative stressors] impact emotions

(vi) identify how [negative stressors] impact learning

(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) identify types of nutrients;

Breakouts

(i) identify types of nutrients

(B) use familiar objects to identify healthy food portions from different food groups;

Breakouts

(i) use familiar objects to identify healthy food portions from different food groups

(C) identify healthy and unhealthy choices within the food groups; and

Breakouts

- (i) identify healthy choices within the food groups
- (ii) identify unhealthy choices within the food groups

(D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.

Breakouts

- (i) identify the benefits of making healthy beverage choices, including water
- (ii) identify the benefits of making healthy beverage choices, including milk
- (iii) identify the benefits of limiting sweetened beverages

(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 various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.

(A) identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.

Breakouts

- (i) identify various media that provide health information
- (ii) identify how media can influence an individual's health choices

(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 signs and symptoms of common food allergies; and

Breakouts

- (i) identify signs of common food allergies
- (ii) identify symptoms of common food allergies

(B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.

Breakouts

- (i) identify the benefits of establishing healthy eating habits that will last a lifetime
- (ii) identify the benefits of establishing physical activity habits that will last a lifetime

- (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 describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.

(A) describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.

Breakouts

- (i) describe steps one can take to reduce hazards
- (ii) describe steps one can take to avoid accidents
- (iii) describe steps one can take to prevent accidental injuries for self
- (iv) describe steps one can take to prevent accidental injuries for others

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

Breakouts

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

(B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.

Breakouts

- (i) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe

- (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 unsafe situations, including interacting with strangers;

Breakouts

- (i) describe unsafe situations, including interacting with strangers

(B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult;

Breakouts

- (i) explain ways to avoid weapons
 - (ii) explain ways to report the presence of unsupervised weapons to a parent or another trusted adult
- (C) identify the hazards of unsupervised and improper handling of guns and other weapons; and

Breakouts

- (i) identify the hazards of unsupervised guns
 - (ii) identify the hazards of unsupervised other weapons
 - (iii) identify the hazards of improper handling of guns
 - (iv) identify the hazards of improper handling of other weapons
- (D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.

Breakouts

- (i) identify two trusted adults not part of the immediate family
- (ii) recall phone numbers [of two trusted adults not part of the immediate family] as part of a personal safety plan

- (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:

- (A) identify unsafe requests made in a digital or online environment and how to take appropriate action;

Breakouts

- (i) identify unsafe requests made in a digital or online environment
 - (ii) identify how to take appropriate action [in instances in which unsafe requests are made in a digital or online environment]
- (B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use; and

Breakouts

- (i) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital use
 - (ii) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding online use
- (C) identify consequences that result from cyberbullying and inappropriate digital and online usage.

Breakouts

- (i) identify consequences that result from cyberbullying
- (ii) identify consequences that result from inappropriate digital usage
- (iii) identify consequences that result from inappropriate online usage

(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 the bully and the impact of bullying on the victim;

Breakouts

- (i) describe consequences for the bully
- (ii) describe the impact of bullying on the victim

(B) describe the difference between reporting and tattling; and

Breakouts

- (i) describe the difference between reporting and tattling

(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.

Breakouts

- (i) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety

(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) describe the purposes of prescription and over-the-counter drugs and their intended benefits; and

Breakouts

- (i) describe the purposes of prescription drugs
- (ii) describe the purposes of over-the-counter drugs
- (iii) describe intended benefits [of prescription drugs]
- (iv) describe intended benefits [of over-the-counter drugs]

(B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.

Breakouts

- (i) explain the harmful effects [of] alcohol on physical health
- (ii) explain the harmful effects on physical health [of] tobacco

- (iii) explain the harmful effects on physical health [of] other drugs
- (iv) explain the harmful effects on physical health [of] dangerous substances
- (v) explain how to avoid alcohol
- (vi) explain how to avoid tobacco
- (vii) explain how to avoid other drugs
- (viii) explain how to avoid dangerous substances

(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:

- (A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and

Breakouts

- (i) identify unsafe requests related to alcohol made by friends
- (ii) identify unsafe requests related to tobacco made by friends
- (iii) identify unsafe requests related to other drugs made by friends
- (B) identify a trusted adult such as a parent, teacher, or law enforcement officer.

Breakouts

- (i) identify a trusted adult

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

- (A) identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.

Breakouts

- (i) identify ways to avoid unsafe situations related to alcohol
- (ii) identify ways to avoid unsafe situations related to tobacco
- (iii) identify ways to avoid unsafe situations related to other drugs
- (iv) demonstrate refusal skills [to avoid unsafe situations related to alcohol, tobacco, and other drugs]