Michigan Health

K-2

GENERAL HEALTH EDUCATION CONTENT 2

1 **Self-Awareness and Analyzing Influences: Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences affect health behavior and outcomes.** 2.1

MEH. Mental and Emotional Health 2.1.MEH

1 Recognize and accurately identify basic emotions (e.g., happy, sad, mad, worried, lonely). 2.1.MEH.1

2 Explain that emotions are information and that one's emotions may be the same or different from the emotions of others. 2.1.MEH.2

3 List and demonstrate emotional regulation strategies to support mental and emotional health independently or with support. 2.1.MEH.3

4 Recognize and list challenges and setbacks as a regular part of life. 2.1.MEH.4

5 Demonstrate the ability to persevere despite perceived challenges and setbacks. 2.1.MEH.5

6 Describe personal strengths and the ways that those strengths support mental health. 2.1.MEH.6

7 Articulate and celebrate the individual characteristics that make a person unique and explain that different factors (e.g., peers, media, culture, family, phase of life, etc.) can influence how a person views themselves. 2.1.MEH.7

8 Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing). 2.1.MEH.8

2 **Social Awareness, Relationship, and Communication Skills: Enhance relationships, personal health, and the health of others through social awareness and effective communication.** 2.2

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MEH. Mental and Emotional Health 2.2.MEH

1. Identify and practice strategies to make and keep friends and develop positive peer relationships (e.g., identify and acknowledge other people's feelings, communicate effectively, ask for help). 2.2.MEH.1
2. Identify reasons why it is important to have a variety of supportive relationships. 2.2.MEH.2
3. Identify characteristics of a trusted adult. 2.2.MEH.3
4. Identify feelings and practice talking about them to parents/caregivers, family members, and/or trusted adults. 2.2.MEH.4
5. Express needs, wants, and feelings through verbal and nonverbal actions. 2.2.MEH.5
6. Show respect for the feelings, rights, and property of others. 2.2.MEH.6
7. Demonstrate effective listening and communication skills, including giving and accepting compliments and feedback, individually and in groups. 2.2.MEH.7
8. Recognize and appreciate individual differences in others. 2.2.MEH.8
9. Describe positive qualities in self and others. 2.2.MEH.9
10. Identify reasons for disagreements and/or conflict and identify strategies for resolving and/or managing them. 2.2.MEH.10

HR. Healthy Relationships 2.2.HR

1. Define bullying and teasing, explain their similarities and differences, and how both can be harmful. 2.2.HR.1
2. Define personal boundaries and demonstrate simple ways to communicate them. This includes respecting the boundaries of others, including physical, verbal, and emotional boundaries. 2.2.HR.2
3. Explain how no one has a right to violate personal boundaries and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries. 2.2.HR.3
4. Identify groups to which one belongs and reflect on similarities and differences with others. 2.2.HR.4
5. Recognize the benefits of and strategies for cooperation in various settings. 2.2.HR.5
6. Discuss stereotypes and how these can affect relationships and situations. 2.2.HR.6
7. Appreciate and demonstrate empathy and respect for others. 2.2.HR.7
8. Demonstrate awareness of and respect for a variety of family structures. 2.2.HR.8
9. Anticipate how someone else may feel in various situations and display compassionate and empathetic behaviors. 2.2.HR.9

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BEPA. Balanced Eating and Physical Activity 2.2.BEPA

1 Invite others of various ability levels to join and participate in physical activities. 2.2.BEPA.1

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3 Information and Resource Seeking: Access, evaluate, and use valid and reliable health information, products, services, and related resources. 2.3

SU. Substance Use and Misuse 2.3.SU

1 Recognize that medication comes in many forms and always seek assistance from a parent/caregiver or other trusted adult. 2.3.SU.1

2 Explain the importance of using prescription and over-the-counter medications correctly and safely and the potential risks associated with misusing and/or ingesting household products. 2.3.SU.2

3 Identify trusted adults at home and school who can discuss rules and practices related to medicine use (e.g., only taking medicine with an adult's help, only taking prescriptions prescribed to you). 2.3.SU.3

PHW. Personal Health and Wellness 2.3.PHW

1 Identify school and community health worker resources. 2.3.PHW.1

2 Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, diabetes, allergic reactions, seizures, concussions). 2.3.PHW.2

3 Demonstrate the ability to access help for self or others to support personal health and wellness. 2.3.PHW.3

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4 Decision Making and Problem Solving: Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations. 2.4

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BEPA. Balanced Eating and Physical Activity 2.4.BEPA

1 Identify situations when a food-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast). 2.4.BEPA.1

2 Identify, with adult guidance, food-related decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy). 2.4.BEPA.2

3 Describe how food provides nutrients and energy for the body and identify foods that are good sources of energy and nutrients to support informed decision-making. 2.4.BEPA.3

4 Explain the importance of access to fresh and affordable food and clean drinking water on health. 2.4.BEPA.4

5 Explain the benefits of health-promoting eating choices and habits (e.g., eating a variety of foods, staying hydrated, awareness of hunger and thirst signals). 2.4.BEPA.5

6 Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, the way students' families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions), and how they contribute to food-related decisions. 2.4.BEPA.6

7 Recognize that media (e.g., cartoons, characters, advertisements, product placement) can affect food-related decisions. 2.4.BEPA.7

8 Recognize body responses, physiological and emotional, to choices and habits in relation to eating, movement, and physical activity. 2.4.BEPA.8

9 Identify and describe strengths and interests related to physical activity. 2.4.BEPA.9

10 Identify physical activity as a health-promoting habit that contributes to overall health and well-being and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular systems, contribute to fitness and muscle-building) and mental health (e.g., stress management). 2.4.BEPA.10

11 Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment, and challenge. 2.4.BEPA.11

12 Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal. 2.4.BEPA.12

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5 **Self-Management and Goal Setting: Set goals, engage in health-promoting behaviors, and avoid risky behaviors.** 2.5

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MEH. Mental and Emotional Health 2.5.MEH

1. Demonstrate self-control (e.g., delay gratification, wait your turn) independently or with the support of adults in various settings (e.g., on the playground, in the classroom, during physical education, at an assembly). 2.5.MEH.1
2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, physical activity, listening to calming music, play). 2.5.MEH.2
3. Identify what it means to be responsible and list personal responsibilities. 2.5.MEH.3
4. Use positive self-talk to help with emotional regulation and demonstrate supportive behaviors. 2.5.MEH.4

SAF. Safety 2.5.SAF

1. Apply strategies for staying safe in various situations (e.g., on the playground, during physical activity, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons, or in situations of gun violence) and determine when to report potentially unsafe situations to an adult. 2.5.SAF.1
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical activity, threats of violence, personal space, and boundaries). 2.5.SAF.2
3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in various emergency situations including when and how to call 9-1-1. 2.5.SAF.3
4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you). 2.5.SAF.4
5. Demonstrate the ability to ask a trusted adult for help (including problem-solving) in various situations. 2.5.SAF.5
6. Recognize safe and unsafe touching and demonstrate how to tell a parent, guardian, or other trusted adult if this happens. 2.5.SAF.6
7. Identify and practice behaviors for personal safety (e.g., say no, get away, tell a trusted adult). 2.5.SAF.7

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PHW. Personal Health and Wellness 2.5.PHW

1. Identify various habits that can promote health (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.). 2.5.PHW.1
2. Explain how a young person can maintain or enhance the health of both their body and mind. 2.5.PHW.2
3. Use medically accurate names for body parts when communicating about the body and physical health. 2.5.PHW.3
4. Demonstrate independence in health-promoting practices such as hand washing, tooth brushing, sneezing and coughing, disposal of tissues, and physical activity. 2.5.PHW.4
5. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from a parent, guardian, or other trusted adult. 2.5.PHW.5

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6 **Advocacy and Health Promotion: Promote personal, family, and community health and well-being.** 2.6

PHW. Personal Health and Wellness 2.6.PHW

1. Describe personal health habits (e.g., brushing and flossing teeth, hand washing, bathing and/or showering, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health. 2.6.PHW.1
2. Advocate for personal health needs to be met (e.g., needing to wash hands, asking for sun protection, access to bathrooms). 2.6.PHW.2
3. Recognize how the actions of others can affect physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies. 2.6.PHW.3

CEH. Community and Environmental Health 2.6.CEH

1. Identify the effects of personal activities that positively or negatively contribute to the environment. 2.6.CEH.1
2. Identify ways that the communities people live in and connections to others, can affect their health and well-being. 2.6.CEH.2
3. Identify strategies to minimize environmental impact (e.g., reduce, reuse, recycle). 2.6.CEH.3
4. Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off lights). 2.6.CEH.4
5. Encourage peers and family to help in the community (e.g., donate food to a food pantry, clean up litter). 2.6.CEH.5