

Grades K, 1, 2

Adopted 2012

Health Information, Products and Resources:
Students will access, analyze and evaluate health information, products and resources.

1. Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD [HE2.1.1](#)
2. Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B [HE2.1.2](#)
3. Demonstrate the ability to locate help at school to reduce or avoid health risks (e.g., knowing where to find custodian, principal, school nurse). PCD, PH, IP/S [HE2.1.3](#)
4. Identify ways to contact or find help for health and safety emergencies (e.g., call 911, find playground monitor). VP/B, IP/S, FA [HE2.1.4](#)

Problem Solving and Decision Making:
Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.

1. Identify situations where a health related decision is needed. IP/S, PH, FAM [HE2.2.1](#)
2. Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD [HE2.2.2](#)
3. Describe how health related decisions can affect self or others (e.g., decision to sneeze into sleeve prevents spreading germs to others). IP/S, PCD [HE2.2.3](#)
4. Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts). FAM, PH, PCD [HE2.2.4](#)
5. Recognize health-related problems that exist at home and school (e.g., soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground). PH, IP/S, VP/B [HE2.2.5](#)

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

1. Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM [HE2.3.1](#)
2. Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM [HE2.3.2](#)
3. Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B [HE2.3.3](#)

4. Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA [HE2.3.4](#)

Personal and Social Responsibility: Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

1. Identify behaviors that improve or maintain personal health. PA, NUT, PH [HE2.4.1](#)

2. Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD [HE2.4.2](#)

3. Identify behaviors that prevent the spread of disease. CEH, PH, PCD [HE2.4.3](#)

4. Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B [HE2.4.4](#)

5. Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S [HE2.4.5](#)

6. Describe why health goals are important. PH [HE2.4.6](#)

7. Identify goals for enhancing health. PA, PH, NUT [HE2.4.7](#)

8. Describe the ways people are similar and different. FAM, VP/B [HE2.4.8](#)

9. Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B [HE2.4.9](#)
