

Grade 2

Students will comprehend concepts related to health promotion and disease prevention to enhance health, including: ¹

a Mental and Emotional Health ^{1A}

Emotions

- 1 Demonstrate a variety of strategies to express and manage emotions. ^{1A.2.1}

Self and social awareness

- 2 Describe a variety of personal emotions and the ways the body signals these emotions. ^{1A.2.2}
- 3 Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. ^{1A.2.3}
- 4 Recognize personal strengths in the context of different roles or relationships. ^{1A.2.4}

Relationships

- 5 Describe healthy and rewarding social interactions. ^{1A.2.5}

Teasing, bullying, and harassment

- 6 Explain why it is hurtful to tease or bully others and what to do if someone is bullied. ^{1A.2.6}

Trusted adult

- 7 Explain the importance of talking with trusted adults about emotions and concerns. ^{1A.2.7}

b Substance Abuse Prevention ^{1B}

Medicine

- 1 Explain how to use medicine correctly. ^{1B.2.1}
- 2 Describe the harmful effects of using medicine incorrectly. ^{1B.2.2}

Household products

Alcohol and nicotine

- 3 Identify alcohol, nicotine, and electronic smoking devices. ^{1B.2.3}
- 4 Identify family and school rules about alcohol, nicotine use, and electronic smoking devices. ^{1B.2.4}

c Family Life and Human Sexuality 1C

Healthy relationships and consent

- 1 Explain why it is important to respect different kinds of families (e.g., single-parent, same-gender, intergenerational, cohabitating, adoptive, foster). **1C.2.1**
- 2 Describe healthy family and peer relationships. **1C.2.2**
- 3 Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries. **1C.2.3**
- 4 Practice communicating personal boundaries. **1C.2.4**

Gender identity and expression

- 5 Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. **1C.2.5**

d Safety and Violence Prevention 1D

Physical safety

- 1 Identify ways to reduce injuries from firearms, falls, and fire. 1D.2.1
- 2 Describe how to safely ride a bike, a skateboard, a scooter, and inline skates. 1D.2.2
- 3 Identify ways to reduce the risk of injuries while riding in a motor vehicle. 1D.2.3
- 4 Identify ways to reduce injuries as a pedestrian 1D.2.4
- 5 Identify safety procedures to follow if in the presence of a firearm. 1D.2.5
- 6 Model actions that help one to stay safe around strangers. 1D.2.6
- 7 Describe actions that help one to stay safe around familiar people. 1D.2.7

Relationships

- 8 Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people. 1D.2.8

Safety around people

- 9 Model ways to tell someone when feeling unsafe. 1D.2.9
- 10 Explain how familiar people or people in authority can help or harm children. 1D.2.10
- 11 Identify appropriate interactions with community helpers (e.g., nurses, teachers, police officers, and crossing guards) in roles that help children. 1D.2.11
- 12 Demonstrate what to do when asked to keep an uncomfortable secret. 1D.2.12

Trusted adults

- 13 Explain the importance of sharing all information with parents, guardians, or trusted adults. 1D.2.13
- 14 Practice telling trusted adults about feelings. 1D.2.14

Technology safety

- 15 Explain appropriate boundaries when using technology and the internet. 1D.2.15

Boundaries and consent

- 16 Demonstrate age-appropriate privacy as well as setting and respecting healthy boundaries while using technology and face-to-face. 1D.2.16

Private parts

- 17 Identify parts of the body that are private on self or others. 1D.2.17

Compassion for victims

- 18 Explain that it is never a person's fault if someone causes them to feel unsafe. 1D.2.18

e Healthy Eating 1E

Nutritious foods and beverages

- 1 Describe the benefits of drinking water versus other beverages. 1E.2.1
- 2 Explain the benefits of trying new foods and respecting the food choices of others. 1E.2.2
- 3 Explain the importance of choosing nutritious foods and beverages from different food groups. 1E.2.3

Eating patterns

- 4 Describe how different food groups work together to help us feel hungry or full. 1E.2.4

Moderation and “all foods fit.”

- 5 Describe eating patterns that provide energy and help the body grow and develop. 1E.2.5
- 6 Describe how eating breakfast helps a person think, work, and play. 1E.2.6
- 7 Describe the concept of moderation and the idea that “all foods fit.” 1E.2.7

f Disease Prevention and Control 1F

Disease

- 1 Describe potential causes and symptoms of allergic reactions. 1F.2.1

Disease prevention

- 2 Identify basic universal precautions. 1F.2.2

Hygiene

- 3 Explain why hygiene is important to health. 1F.2.3

Food and illness

- 4 Identify food safety strategies that can control germs that cause foodborne illness. 1F.2.4

Teeth

Sun

- 5 Explain how to protect one’s skin and other parts of the body from the sun. 1F.2.5

Sleep

- 6 Describe why sleep and rest are important for proper growth and good health. 1F.2.6

Students will analyze the influence of family, peers, culture, media, technology, and other

- a Identify how the family influences personal health practices and behaviors.** 2.E1.2.A

factors on health behaviors. 2

b Identify what the school can do to support personal health practices and behaviors. 2.E1.2.B

c Describe how the media can influence health behaviors. 2.E1.2.C

Students will demonstrate the ability to access valid information, products, and services to enhance health. 3

a Identify trusted adults and professionals who can help promote health. 3.E1.2.A

b Identify ways to locate school and community health helpers. 3.E1.2.B

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4

a Demonstrate healthy ways to express needs, wants and feelings. 4.E1.2.A

b Demonstrate listening skills to enhance health. 4.E1.2.B

c Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. 4.E1.2.C

d Demonstrate ways to tell a trusted adult if one is threatened or harmed. 4.E1.2.D

Students will demonstrate the ability to use decision-making skills to enhance health. 5

a Identify situations when a health-related decision is needed. 5.E1.2.A

b Differentiate between situations when a health-related decision can be made individually and when assistance is needed. 5.E1.2.B

Students will demonstrate the ability to use goal-setting skills to enhance health. 6

a Identify a short-term personal health goal and take action toward achieving the goal. 6.E1.2.A

b Identify who can help when assistance is needed to achieve a personal health goal. 6.E1.2.B

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7

a Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.E1.2.A

b Demonstrate behaviors that avoid or reduce health risks. 7.E1.2.B

Students will demonstrate the ability to advocate for personal, family, and community health. 8

a Make requests to promote personal health. 8.E1.A

b Encourage peers to make positive health choices. 8.E1.B