

# Safety and Prevention

## Disease Prevention and Control

### Prevention

- 1 Describe how the body fights germs and disease naturally and with medicines and immunization [CH.SP.08.01](#)
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### Signs, Causes, and Treatment

- 2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness [CH.SP.08.02](#)
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### Health Maintenance

- 3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes) [CH.SP.08.03](#)
  - 4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing) [CH.SP.08.04](#)
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### Prevention

- 5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases [CH.SP.08.05](#)
  - 6 Describe the importance of early detection in preventing the progression of disease [CH.SP.08.06](#)
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### Signs, Causes, and Treatment

- 7 Explain the need to follow prescribed health care procedures given by parents and health care providers [CH.SP.08.07](#)
- 8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community [CH.SP.08.08](#)

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## Health Maintenance

- 9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness [CH.SP.08.09](#)
- 10 Describe the relationship between overexposure to the sun and skin cancer [CH.SP.08.10](#)
- 11 List the factors contributing to tooth decay, diseases of the mouth, and preventive measures [CH.SP.08.11](#)
- 12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep [CH.SP.08.12](#)

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## Prevention

- 13 Explain how the immune system functions to prevent and combat disease [CH.SP.08.13](#)
- 14 Identify positive health behaviors that reduce the risk of disease [CH.SP.08.14](#)
- 15 Learn how to use effective physical self-examination procedures and at what age they become necessary [CH.SP.08.15](#)
- 16 Demonstrate how to discuss procedures and test results with health care providers [CH.SP.08.16](#)

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## Signs, Causes, and Treatment

- 17 Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems [CH.SP.08.17](#)
- 18 Analyze the interaction between genetics and disease [CH.SP.08.18](#)

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## Health Maintenance

- 19 Explain the prevention and control of common communicable infestations, diseases, and infections [CH.SP.08.19](#)

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## Safety and Injury Prevention

### Hazard Prevention

- 1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important [CH.SP.09.01](#)
- 2 Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency [CH.SP.09.02](#)
- 3 Describe personal responsibility for reducing hazards and avoiding accidents [CH.SP.09.03](#)

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**Self Protection**

- 4 Distinguish among safe, unsafe, and inappropriate touch [CH.SP.09.04](#)
- 5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety [CH.SP.09.05](#)

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**Emergency Intervention**

- 6 Follow universal precautions for all first aid involving any blood and other body fluids [CH.SP.09.06](#)
- 7 Apply appropriate first aid for cuts and bruises, including observing universal precautions [CH.SP.09.07](#)

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**Self Protection**

- 8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing) [CH.SP.09.08](#)
- 9 List safety rules for recreational activities, including use of helmets, pads, and the proper use of equipment [CH.SP.09.09](#)
- 10 Recognize sexual abuse and child abuse and how to get help [CH.SP.09.10](#)

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**Emergency Intervention**

- 11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest [CH.SP.09.11](#)
- 12 Apply appropriate first aid for bleeding, choking, and burns [CH.SP.09.12](#)

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**Hazard Prevention**

- 13 Explain the connection between accidents and injuries, including the importance of using seatbelts [CH.SP.09.13](#)
- 14 Describe the precautions necessary for safety during violent weather conditions and natural disasters [CH.SP.09.14](#)

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**Self Protection**

- 15 Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap [CH.SP.09.15](#)
- 16 Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help [CH.SP.09.16](#)
- 17 Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers [CH.SP.09.17](#)
- 18 Describe practices related to safety conditions in the workplace (such as the use of eye protection, gloves, and hard hats) [CH.SP.09.18](#)

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## Emergency Intervention

- 19 Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation - CPR) [CH.SP.09.19](#)
  - 20 Describe symptoms and procedures for sudden illness conditions [CH.SP.09.20](#)
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## Tobacco, Alcohol, and Substance Use/Abuse Prevention

### Effects on the Body

- 1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth [CH.SP.10.01](#)
  - 2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems [CH.SP.10.02](#)
  - 3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body [CH.SP.10.03](#)
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### Healthy Decisions

- 4 Identify whom to seek help from for a possible poisoning or overdose [CH.SP.10.04](#)
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### Effects on the Body

- 5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation [CH.SP.10.05](#)
  - 6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow [CH.SP.10.06](#)
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### Healthy Decisions

- 7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs [CH.SP.10.07](#)
  - 8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers [CH.SP.10.08](#)
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### Effects on the Body

- 9 Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose [CH.SP.10.09](#)
- 10 Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children [CH.SP.10.10](#)

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## Healthy Decisions

- 11 Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired [CH.SP.10.11](#)
  - 12 Explain the physical, financial, social, and psychological cost of addiction [CH.SP.10.12](#)
  - 13 Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs [CH.SP.10.13](#)
  - 14 Describe the influence of drug abuse on family members [CH.SP.10.14](#)
  - 15 Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling) [CH.SP.10.15](#)
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## Violence Prevention

### Awareness

- 1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another [CH.SP.11.01](#)
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### Contributing Factors

- 2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes [CH.SP.11.02](#)
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### Alternatives

- 3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships [CH.SP.11.03](#)
  - 4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups [CH.SP.11.04](#)
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### Awareness

- 5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence [CH.SP.11.05](#)
  - 6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) [CH.SP.11.06](#)
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### Contributing Factors

- 7 Define intolerance and explain how it can contribute to violence [CH.SP.11.07](#)

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### Alternatives

- 8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention [CH.SP.11.08](#)
- 9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts [CH.SP.11.09](#)
- 10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups [CH.SP.11.10](#)

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### Awareness

- 11 Identify shared community and societal beliefs that underlie violence [CH.SP.11.11](#)
- 12 Describe the relationship between negative stress and violence [CH.SP.11.12](#)
- 13 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) [CH.SP.11.13](#)

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### Contributing Factors

- 14 Describe the relationships among attitudes, behaviors, and vulnerability to violence [CH.SP.11.14](#)
- 15 Explain why some people admire others who gain social status through violence and how this can contribute to further violence [CH.SP.11.15](#)
- 16 Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy [CH.SP.11.16](#)

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### Alternatives

- 17 Describe the responsibility of the family in teaching children non-violent attitudes and conduct [CH.SP.11.17](#)
- 18 Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships [CH.SP.11.18](#)
- 19 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them [CH.SP.11.19](#)