

HEALTH EDUCATION

DISTRICT 4J ESSENTIAL LEARNING SKILLS PLANNING DOCUMENT GRADE 2

Eugene School District 4J
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HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of 4J health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills. That information is included in a separate document, *Health Education, Prioritization of Oregon Health Education Standards, Grade Level Curriculum Map (grades K-3, 4-5,6-8, and 9-12)* and includes the essential skills, important skills, and condensed skills that students are to attain. It also includes resources and alignment with the district adopted health curricula. It is available on the 4J Prevention/Wellness web site.

This tool may be helpful to schools as a beginning planning guide in developing their articulated program and includes only the essential skills. This document also identifies the eight basic health skills that students will develop in order to make healthy decisions, identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach the essential concepts. The eight skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). For some grade levels, resources are listed, aligning the district adopted health curricula with the concept. Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet, developed for each grade level, is available through the 4J print provider and provides additional resources for the classroom teacher. When schools feel they have developed a program providing the essential skills they will want to continue this process, including important and condensed skills, which are listed in the first referenced document.

Grades K-3

HEALTH SKILLS – The study of health education prepares students to makes healthy decisions and takes healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways, which are health enhancing.

Common Curriculum Goals – Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

<i>Skills</i>	<i>K</i>	<i>1</i>	<i>2</i>	3
Accessing Information Demonstrate ability to access valid health and safety related information. Identify and access resources for basic health and safety information.	E	E	E	E
Self-Management Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. Demonstrate ways to avoid unsafe situations and practice healthy behaviors.	E	E	E	E
Analyzing Influences Demonstrate ability to analyze influences of culture, media, technology and other factors on health. Identify influences on health related behaviors including methods of persuasion.	E	E	E	E
Interpersonal Communication Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Demonstrate positive communication skills.	E	E	E	E
Goal Setting Demonstrate ability to use goal-setting skills to enhance health and safety. Set short-term personal goals to enhance health and safety.	E	E	E	E
Decision Making Demonstrate ability to use decision-making skills to enhance health and safety. Use a decision making model to make decisions that involve health and safety.	E	E	E	E
Advocacy Demonstrate the ability to advocate for personal, family, and community health and safety. Advocate for healthy and safe behaviors at home and at school.	E	E	E	E

Grade 2
ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Essential Skills	Resources	Week or Date	Person Responsible
Identify that alcohol and tobacco, including cigarettes; cigars, pipes, and smokeless tobacco are harmful to one’s health. SKILL IC (Demonstrate refusal skills towards using tobacco and alcohol products)	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 2 pp. 23 - 36		
Identify that secondhand smoke is harmful. SKILL: SM (Demonstrate behaviors to avoid secondhand smoke when possible)	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 3 pp. 37 -48		
Describe safe use of “over the counter” and prescription drugs. SKILL: AC (Explain who is an appropriate person to dispense medication to children)	Michigan Model, Alcohol, Tobacco and Other Drugs, Lesson 1 p. 13		

Grade 2
PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals: Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.

Essential Skills	Resources	Week or Date	Person Responsible
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<p>Explain ways to prevent communicable and non-communicable disease. SKILL: SM (Demonstrate strategies for proper personal health care) SKILL: DM (Use the decision making model to make healthy decisions for preventing disease)</p>	<p>Healthy Kids: Keeping Safe, Lesson 1, 2, 4, pg. 75-94, 97-100</p>		
<p>Identify important personal health care practices that prevent the spread of communicable disease (including HIV/ AIDS, and Hepatitis B and C) SKILL: GS (Develop personal goals to prevent the spread of communicable diseases) SKILL: AV (Share strategies for preventing the spread of communicable disease to others)</p>	<p>Healthy Kids: Keeping Safe, Lesson 1, 2, 3,4,6, Pg. 75-100,105-108</p>		

Grades 2

PROMOTION OF ENVIRONMENTAL HEALTH – Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.

There are no essential skills for Grade 2 for this area.

Grade 2

PROMOTION OF HEALTHY EATING – Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

Common Curriculum Goals: Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

Essential Skills	Resources	Week or Date	Person Responsible
<p>Identify the food groups in the current USDA recommended guidelines. SKILL: AI (Examine the food groups in the USDA guidelines and identify examples from each) SKILL: GS (Set a short-term personal goal with a family member for healthy eating and track progress)</p>	<p>Michigan Model Nutrition and Physical Activity Lesson #1 pp. 9 – 19</p>		

Recognize the importance of variety and moderation in food selection and consumption. SKILL: SM (Choose a variety of foods to eat from different food groups) SKILL: AV (Advocate for more fruits and vegetables at school)	Michigan Mode, Nutrition and Physical Activity, Lesson 2, pp. 21 – 26		
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Grade 2

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH – Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.

Essential Skills	Resources	Week or Date	Person Responsible
Describe pro-social behaviors within healthy family and peer relationships. SKILL: IC (Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers)	Michigan Model, Social and Emotional Health, Lesson 1, 2,3 pp. 15 -44		
Recognize diversity among people, including body size, disability, gender, race, and sexuality. SKILL: AV (Advocate for respect)	Michigan Model, Social and Emotional Health, Lesson 4, 5, 6, pp. 47 - 74		

Grade 2

PROMOTION OF PHYSICAL ACTIVITY -- Acquire knowledge and skills to understand the role physical activity has in promoting health.

Common Curriculum Goals: Demonstrate accessing information skills while understanding the components of physical activity.

There are no essential skills for Grade 2 for this area.

Grade 2

PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.

Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.

Essential Skills	Resources	Week or Date	Person Responsible

Understand to stay away from potentially unsafe body fluids and objects, including condoms and needles. SKILL: AI (Identify who to talk with at school, home and in the community if you see unsafe objects)	Healthy Kids: Keeping Safe, Lessons 3,4,5,6, pg.92-108,		
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Grade 2

UNINTENTIONAL INJURY PREVENTION – Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.

Common Curriculum Goals: Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

Essential Skills	Resources	Week or Date	Person Responsible
Identify ways to prevent fires and reduce the risk of injuries in case of fire. SKILL: SM (Develop a home fire escape plan and practice it during the day and at night with family) SKILL: INF (Analyze the role of fire throughout history) SKILL: GS (Set a goal to test the smoke alarms at home monthly)			
Identify safe behaviors when traveling to and from school and in the community, SKILLS: DM (Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school)	Michigan Model, Safety, Lesson 5 p. 87		
Identify what to do during an emergency and/or natural disaster, including floods, earthquakes SKILL: AI (Demonstrate how to dial 911, poison control, and other emergency numbers and provide appropriate information) SKILL: SM (Demonstrate what to do during an earthquake including methods of “duck, cover and roll”) SKILL: DM (Use the decision making process to identify safe locations and meeting places at school and at home in the event of an emergency)			

Grade 2

VIOLENCE AND SUICIDE PREVENTION – Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals: Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.

Essential Skills	Resources	Week or Date	Person Responsible
Identify pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: SM (Demonstrate ways to prevent violence and unsafe situations) SKILL: GS (Set a goal to engage in positive, helpful behaviors)	Michigan Model, Social and Emotional Health, Lesson 4, 5 pp. 47 - 64		
Identify bullying, harassment and teasing. SKILL: AI (Identify how to report unsafe situations in the home, school, or community) SKILL: IC (Demonstrate assertiveness and conflict resolution)	Michigan Model, Social and Emotional Health, Lesson 6,7,8,9, pp. 65 - 116		
Identify safe, unsafe and confusing touch. SKILL: AI (Identify safe people and places to go to if you feel unsafe or threatened)	Michigan Model, Safety, Lesson 4 pp. 63 - 83		
Explain the difference between appropriate touch and inappropriate touch. SKILL: IC (Practice and use refusal skills if someone is touching you inappropriately)	Michigan Model, Safety, Lesson 4,5 pp. 63 – 85		
Identify that media contains violent messages. SKILL: INF (Explain how helpful and hurtful messages in media can affect an individuals' behavior)			