

Second Grade

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

Second grade should focus on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early. Teachers should also continue to reinforce the importance of gaining the basic health skills at an early age.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. The Suggested Objectives are optional, not mandatory. Suggested Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

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Comprehensive Health Strands:

Community/Environmental Health (C)	Nutrition (N)
Personal Health (PH)	Consumer Health (CH)
Human Growth and Development (H)	Mental Health (M)
Disease Prevention and Control (D)	Safety and First Aid (S)
Drug Abuse Prevention (DA)	Family Life (F)

Competencies and Suggested Objectives:

- 1. Comprehend concepts related to health promotion and disease prevention. (D, C, PH, N, H)**
 - Identify how dietary habits affect health.
 - Discuss ways to prevent injury.
 - Explore some of the causes of illnesses and chronic disease.
 - Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water).
- 2. Demonstrate the ability to obtain valid health information and health promoting products and services. (CH, C, S, PH)**
 - Identify differences among health products and services.
 - Understand the importance of warning labels.
 - Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.
- 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, F, D)**
 - Identify ways to resolve conflicting situations.
 - Demonstrate and explain proper use of seat belts.
 - Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, visit to the principal's office).
 - Identify negative effects of using alcohol, tobacco, and drugs.
- 4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, MH)**
 - Appreciate the diversity of peers (i.e., uniqueness of individual qualities) and how it relates to culture.
 - Describe how the media (i.e., Terrance the Rat) influences health choices.

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- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, S, D, M, PH)**
 - a. Identify ways to communicate care, consideration, and respect of self and others.
 - b. Demonstrate refusal skills (i.e., just say no, don't talk to strangers) to enhance health.
 - c. Distinguish between evaluations of performance and personal worth.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**
 - a. Explain the potential results (i.e., accidents, nutrition, physical activity, drug use) of health choices.
 - b. Identify the benefits of making healthy choices (i.e., alternative choice for unhealthy decisions).
 - c. Explain how goal-setting affects decision-making.

- 7. Students will demonstrate the ability to advocate for personal, family, and community health. (PH, C, N)**
 - a. Demonstrate an ability to influence others to make healthy choices.
 - b. Explore ways individual contributions can contribute to community health (i.e., clean-up projects, adopt-a-mile projects).

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Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Use <u>We Are What We Eat</u> to outline the benefits that children receive from eating healthy.	Teacher Observation
1	b	Identify the proper accessories (i.e., tennis shoes, helmet to wear when riding a bike). Practice the proper way to wear a bicycle helmet.	Demonstration Matching Game Assessment
1	c	Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.	Teacher Observation
2	b	Show warning labels and discuss the hazards of each.	Matching Assessment
2	c	Allow health professionals to visit and discuss their roles in health promotion/disease prevention.	Modeling
3	b	Show videos on seat belt safety, discuss the importance and demonstrate the proper way to wear it.	Skills Test Demonstration
3	c	Explain what happens to the body (i.e., eyes widen, mouth becomes dry, muscles tighten, heart rate increases) when one is experiencing a stressful situation.	Rubric/Checklist Demonstration
3	d	Use the RAT and DARE programs to discuss alcohol, tobacco, and drug use as they relate to health. Role play saying no.	Role Play
5	a, b	Have a community helper (police officer) teach students how to avoid being abducted and what to do if approached by a stranger.	Role Play
6	b	Discuss ways to avoid negative peer pressure (i.e., smoking, bullying, drug use).	Role Play
7 4	a b	Discuss ways to influence others to make healthy choices. Show how media uses athletes to influence society to make healthy choices (i.e., why drink milk, not using drugs).	Role Play
7	b	Create a public service announcement encouraging the public to make healthy choices. Place some of these in the school newspaper, on the school's website, and/or radio.	Rubric