Second Grade

Comprehensive Health Strands:

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

Competencies and Suggested Objectives:

1. **Comprehend concepts related to health promotion and disease prevention. (D, C, PH, N, H)**
   a. Identify how dietary habits affect health.
   b. Discuss ways to prevent injury.
   c. Explore some of the causes of illnesses and chronic disease.
   d. 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)**
   a. Identify differences among health products and services.
   b. Understand the importance of warning labels.
   c. 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)**
   a. Identify ways to resolve conflicting situations.
   b. Demonstrate and explain proper use of seat belts.
   c. Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, visit to the principal's office).
   d. 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)**
   a. Appreciate the diversity of peers (i.e., uniqueness of individual qualities) and how it relates to culture.
   b. Describe how the media (i.e., Terrance the Rat) influences health choices.

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).