

Olathe Public Schools Second-Grade Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

Personal and Community Health

NHES Performance Indicators

Standard 1 — Essential Concepts

- 1.2.1: Identify that healthy behaviors impact personal health.
- 1.2.2: Recognize that there are multiple dimensions of health.
- 1.2.3: Describe ways to prevent communicable diseases.
- 1.2.5: Describe why it is important to seek health care.

Standard 2 — Analyzing Influences

- 2.2.1: Identify how the family influences personal health practices and behaviors.
- 2.2.2: Identify what the school can do to support personal health practices and behaviors.
- 2.2.3: Describe how the media can influence health behaviors.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.1: Make requests to promote personal health.
- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Identify and discuss behaviors that help prevent illness (hand washing, sleep, exercise, brushing teeth, clothing for weather, restroom habits, regular check-ups with the doctor and dentist, school hearing and vision screening).
- Explain germs and how disease is spread.
- Discuss and practice strategies to prevent spread of illness (avoid sharing food or drink, cough or sneeze into a tissue or your sleeve, hand washing, avoid sharing hats, combs, brushes).
- Practice sun safety by wearing sunscreen, sunglasses, and hats when necessary.
- Recognize that doctors and dentists are our partners in maintaining good health.
- Explain how the media and other influences (family, community) can affect our health.

Suggested Lesson Plans / Resources / Activities

➤ **Hand Washing:**

- Use Lessons 3 & 4 in Glo-Germ kit to demonstrate how germs spread through objects as well as hands
https://s3.amazonaws.com/cdn.teachersource.com/downloads/lesson_pdf/GLO-210.pdf
- Informational writing to explain how germs spread in various ways and how hand washing keeps germs from spreading.

Technology Extensions:

- Students use iPads to share their learning.
- Read Aloud/Guided Reading/Shared Reading books related to germs.

➤ **Dental Health:**

- Dental Screening
- Local Dental Community Resources for presentations

➤ **Media:**

- The media including T.V. and radio advertisements, billboards, movies, books and YouTube can have positive influences on overall health. Share advertisements for local 5K runs, gym memberships. View a fitness infomercial like the one shown here: <https://youtu.be/2hL00RC0j2U>
- Apply and connect with ELA - Author's Purpose. RI.2.6
 - ✓ How does can media persuade us to make better decisions related to our eating habits and physical fitness?
 - ✓ How can we know if a source is reliable?
 - ✓ In what ways can the media influence our health in a negative way?

➤ **Sun Safety:**

- SunWise Curriculum: Grade K-2 Lessons - Wacky Paper Sunglasses Activity (SunWise resource housed with school nurse.)
- CDC Sun Safety Teacher Information - http://www.cdc.gov/cancer/skin/basic_info/sun-safety.htm

➤ **Healthy Habits Unit:**

- Reading A-Z: Healthy Habits Close Reading
 - ✓ Clean Habits
 - ✓ Food For Thought
 - ✓ Ready, Set, Go
 - ✓ Show Some Respect
 - ✓ Get Some Rest

- **Healthy Habits Text - Jigsaw Cooperative Learning:**

- ✓ Have one student from each table group meet to close read one of the Healthy Habits text and make tracks using the note-taking guide pictured at right. ([access links on Grade 2 webpage](#))
- ✓ Meet with the teacher in a small group to discuss text and plan a Keynote to then share with their table group.
- ✓ Each group will meet to work on their Keynote.
- ✓ Once each group has finished their Keynote, table groups will meet back together and share each Keynote with the main points from each text.
- ✓ Students can use the Keynotes and Healthy Habits texts to pull information for informational writing or the 2nd Grade Writing Assessment prompt, How to Be Healthy.

What are some clean habits?	
What is the body's largest organ?	What is the skin's job?
What can we do to protect our skin from the sun?	
How many hairs are on our head?	How often should we brush our teeth? Why?
What is their job?	

Vocabulary students know and use:

personal & oral hygiene, physical fitness, vision, hearing, germs, exams/check-ups/screening, responsibility, choice, disease, spread, illness, gums, plaque, decay, cavity, UV Rays, sunglasses, sunscreen

Nutrition

NHES Performance Indicators

Standard 1 — Essential Concepts

- 1.2.1: Identify that healthy behaviors impact personal health.
- 1.2.3: Describe ways to prevent communicable diseases.

Standard 2 — Analyzing Influences

- 2.2.3: Describe how the media can influence health behaviors.

Standard 5 — Decision Making

- 5.2.1: Identify situations when a health-related decision is needed.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.1: Make requests to promote personal health.
- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Name the five MyPlate food groups and be able to identify food choices within each group. (Reinforce from K-1)
- Demonstrate proper hand-washing techniques and identify the importance of washing hands before and after preparing food and eating. (Reinforce from K-1)
- Explain and discuss the importance of making healthy food choices for meals and snacks.
- Compare and contrast the results of making healthy and unhealthy food choices.
- Discuss benefits of daily water intake.

Suggested Lesson Plans / Resources / Activities

➤ **Serving My Plate, U.S. Department of Agriculture: Resources and Reproducibles**

https://www.fns.usda.gov/sites/default/files/tn/sump_level1.pdf

- First Course Reproducible- Menu Plan (pages 7-12)
- Third Course Reproducible- Switcharoo (pages 19-24)
Suggested Ideas: Keep a food journal at home, analyze food choices and create a new Menu Plan based on healthy choices.
- Additional Resources: Fruit and Vegetable Test Tasting Grants through PE teachers or school nurse.
- Discover My Plate - Lesson 4: Planting the Seeds for Healthier Eating <http://www.fns.usda.gov/tn/discover-myplate-teachers-guide>
Connect to Next Generation Science DCI - LS2.A

ELA Integration: Journeys Lesson 25 [From Seed to Plants](#)

➤ **Reading A-Z Resources:**

- [Bonk, The Healthy Monster](#) (Level J)
- [An Apple a Day](#) (Level R- Choose pages, paragraphs, sentences or the entire book based on reading levels and/or plan for use.)

➤ **Reading Nutrition Labels and Identifying Added Sugars:**

- [An Apple a Day](#) pg. 15-16 Reading Food Labels and Identifying Added Sugars
- Sugar Cube PowerPoint and Experiment ([access link on Grade 2 webpage](#))

➤ **Handwashing Lessons:** found under Personal and Community Health.

➤ **Media Influences:** Not All Foods are Created Equal

- Advertisements, commercials, restaurants and other persuasive influences often portray unhealthy portion sizes of our favorite “sometimes foods”. The goal of this lesson is not to focus on calorie intake, but rather the concept that portions of fruits, vegetables and proteins may be consumed in greater portions than our “sometimes foods”.
- Portion size (What do 100 Calories Look Like) PowerPoint ([access link on Grade 2 webpage](#)). This activity could also be tied with the student’s food journal.

Vocabulary students know and use: food groups, “anytime” foods, “sometimes” foods, *MyPlate*, breakfast, full, hungry, color, physically active, fuel, hydration, protein, calcium, nutrition

Injury Prevention and Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

- 1.2.4: List ways to prevent common childhood injuries.
1.2.5: Describe why it is important to seek health care.

Standard 2 — Analyzing Influences

- 2.2.1: Identify how the family influences personal health practices and behaviors.
2.2.3: Describe how the media can influence health behaviors.

Standard 7 — Practicing Health-Enhancing Behaviors

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

- 8.2.2: Encourage peers to make positive health choices.

Essential Concepts / Focus Skills

- Identify potential dangers and practice safe behaviors and appropriate responses to:
 - ✓ fire
 - ✓ traffic
 - ✓ recreation/playground
 - ✓ classroom/school (ALICE/safety)
 - ✓ natural disasters
 - ✓ home and community

- Demonstrate the procedure for calling 911 and when it is appropriate to do so
- Apply school wide safety expectations for recess, cafeteria, classroom, and hallway
- Understand and practice appropriate emergency procedures (fire & tornado drill/ALICE)
- Identify what to do if someone is ill or injured and in need of assistance
- Identify and practice self-care versus the need to visit the nurse

Suggested Lesson Plans / Resources / Activities

➤ **Reading A-Z Resource:**

- [Playing it Safe](#) (Level K)
- ELA Integration: Journeys Lesson 15 Officer [Buckle and Gloria](#)

➤ **Teaching Routines and Procedures**

- School Nurse Lesson: When is it appropriate to visit the school nurse?
- Creating Classroom Agreements
- PBIS Lessons
- Fuel UP to Play 60 Team and Coordinator- Recess Safety Topics
- Student Government

➤ **Local Fire Department and Police Department**

Vocabulary students know and use: prevention, drill, safety, helmet, smoke detector, stranger, escape, equipment, ALICE, 911, natural disaster, traffic

Substance Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

1.2.1: Identify that healthy behaviors impact personal health.

Standard 2 — Analyzing Influences

2.2.2: Identify what the school can do to support personal health practices and behaviors.

Standard 3 — Accessing Valid Information

3.2.1: Identify trusted adults and professionals who can help promote health.

Standard 7 — Practicing Health-Enhancing Behaviors

7.2.2: Demonstrate behaviors that avoid or reduce health risks.

Standard 8 — Health Promotion

8.2.1: Make requests to promote personal health.

Essential Concepts / Focus Skills

- Reinforce and practice the district elementary medication policy.

Suggested Lesson Plans / Resources / Activities

- **District Policies and Procedures**
Reinforce district medication policy during beginning of the year procedures.
- **School Resources:** School Nurse visit the class to discuss appropriate situations to visit the nurse and discuss medication safety.
- **Generation RX** medication safety lesson link <http://www.generationrx.org/take-action/elementary/>
 - **Activity Stations**
 - ✓ *Station 1* Medication Safety Patrol Q & A Safety Rounds
 - ✓ *Station 2* Prescription Label Lookouts
 - ✓ *Stations 3* Medicine Hideouts: Safe or Unsafe?
 - **Medication Safety Games**
 - ✓ Is it Candy or Medicine? PowerPoint (to speed opening of link, save the PPT to your “H” drive)
 - ✓ Optional: Parent Introductory Letter in “Getting Started”

Vocabulary students know and use: helpful, harmful, medication, supervision, prescription

National Health Education Standards are supported by the health, physical education and counseling curriculums.

Standards	Performance Indicators for PreK-Grade 2
<p>Standard 1 — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p>	<p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>1.2.2 Recognize that there are multiple dimensions of health.</p> <p>1.2.3 Describe ways to prevent communicable diseases.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>1.2.5 Describe why it is important to seek health care.</p>
<p>Standard 2 — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>2.2.3 Describe how the media can influence health behaviors.</p>
<p>Standard 3 — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.2.1 Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2 Identify ways to locate school and community health helpers.</p>
<p>Standard 4 — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.2 Demonstrate listening skills to enhance health.</p>

Standards	Performance Indicators for PreK-Grade 2
<p>Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>	<p>4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p>
<p>Standard 5 — Students will demonstrate the ability to use decision-making skills to enhance health. Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.2.1 Identify situations when a health-related decision is needed. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>
<p>Standard 6 — Students will demonstrate the ability to use goal-setting skills to enhance health. Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>	<p>6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.</p>
<p>Standard 7 — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>	<p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>
<p>Standard 8 — Students will demonstrate the ability to advocate for personal, family, and community health. Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>	<p>8.2.1 Make requests to promote personal health. 8.2.2 Encourage peers to make positive health choices.</p>