Course Title: Health Education

Subject: Health

Grade Level: Kindergarten, Grade One and Grade Two

Duration: Full Year

Prerequisite: N/A

Elective or Required: N/A

Health Mission Statement

The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to a healthy adult lifestyle.

Course Description:

This course prepares students to be health literate, and provides them with the tools needed to address personal, family, and public health issues. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students can modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health–literate students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

Health-literate students communicate effectively. These students set goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.
Health-literate students know the short and long-term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate students take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well being of others.

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Course Name

Unit One: Introduction to Health- Grade Two

Topics

• Rules
• Germs
• Food Allergies
• Goal Setting

Approximate # Of Lessons: 4 lessons (6 day cycles)

Essential Questions:
• What are the foreseen and unforeseen consequences of our choices in terms of wellness?
• What causes optimal growth and development?
• To what extent can we keep ourselves disease free?
• Why do we sometimes take healthy and unhealthy risks?
• How can you learn to like yourself and others?
• How do you know whether or not health information is accurate?
• How do I learn to stand for and communicate my beliefs to others without alienating them?
• Why might educated people make poor health decisions?
• How do I overcome negative influences when making decisions about my personal health?
• How are character and health related?
• What aspects of our character can be changed?
• To what extent do outside influences shape values?

Upon completion of this unit students will be able to:
• Identify five proper rules for classroom behavior
• Recognize four rules to stay safe at school
• Identify five important tools of the school nurse
• Understand the dual role played by the School Nurse/Health Educator
• Identify four ways germs are transmitted and four methods of preventing the spread of germs
• Identify four occasions when it is critical for good health to wash one’s hands
• Define the word germ and name four places where germs can be found
• Recognize the difference between bacteria and viruses
• List and identify two symptoms and causes of common illnesses and health conditions (colds, allergies, asthma, pediculosis, influenza, Lyme disease)
• Explain how the body provides protection from harmful germs
• Recognize four signs and symptoms of an allergic reaction
• Name four things that can cause an allergic reaction
• Explain actions an individual can take when not feeling well
• Understand where to find ingredients that can cause an allergic reaction on a food label
• Name three emergencies that require 911
• Define the word goal in relation to keeping your body healthy
• Understand what personal health goals are

**Interdisciplinary Standards:**

**2.1 Wellness**

- Personal Growth and Development 2.1.2.A.1, 2.1.2.A.2
- Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3
- Safety 2.1.2.D.1
- Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3

**2.2 Integrated Skills**

- Interpersonal Communication 2.2.2.A.1
- Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4
- Character Development 2.2.2.C.1

**Activities:**

- Have each student identify and write three rules of maintaining good health
- Read educational storybooks about manners
- Demonstrate tools used in the health office
- Compare and contrast between being ill and being well and recognize the signals your body gives you
- Complete educational worksheets on the steps of hand washing
- Display and discuss shapes and sizes of bacteria and viruses
- Draw and label cartoon-like pictures of a bacteria and a virus and the disease it causes
- Demonstrate how to cover mouth and nose into the elbow when coughing and sneezing
- Do an experiment showing how the immune system fights disease
- Read educational storybooks about germs and diseases
- Complete grade level educational worksheets on germs
- Watch educational DVD’s about germs
- Demonstrate Giant Microbes and discuss the diseases they cause
- Demonstrate four symptoms of an allergic reaction
- List four parts of the body that may react to an allergen and the resulting outward signs
- Role play with students as to how they would seek help for a friend or themselves during an allergic reaction
- Understand the rules of the lunchroom in relation to allergies (where to sit, clean up, getting help if a friend is having an allergic reaction)
- Make a reminder list about not sharing food or not using food to bully others with food allergies
- Read educational storybooks about food allergies
- Watch educational DVD’s about allergies
- Create groups to present a scenario of the steps for setting and achieving personal health goals
Enrichment Activities:

- Restate the lesson goals and teach a classmate what you’ve learned in the lesson
- Describe what the immune system does to fight disease
- Explain how antibodies protect against disease
- Research a specific disease and find out the disease’s causes, effects and treatment. Present your findings to the class.
- Make a prediction of what would happen if a friend had an allergic reaction to a bee sting
- Explore a “deadly” disease that impacted the course of history and the development of its cure

Methods of Assessments/Evaluation:

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real word experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

Resources/Including Online Resources

- Howard B. Wigglebottom and Manners Matter by Howard Binkow
- The School Nurse and the Black Lagoon by Mike Thaler
- Call My Mom by Diane H. McGinnis
- Devin and the School Nurse by Martine Davison
- Bugs in my Hair by David Shannon
- Lyme in Rhyme by Geri Rodda
- Lots of Lice by Bobbi Katz
- I Have Asthma by Jennifer Moore-Mallinos
- Sneezy Louise by Irene Breznak
- Thank You Logan by Valerie Tripp
- Battle with Bugs: An Imaginative Journey Through the Immune System by Heather Manley
- Taking Allergies to School by Ellen Weiner
- The Magic School Bus Inside Ralphie by Scholastic Book and DVD
- Binky Goes Nuts DVD by PBS
- Germbusters The Hand Washing Activity Book by Marjorie T. Cooke
- Kidshealth.org
- Allermates.com
- Allergy and Anaphylaxis Network
- cdc.gov
- pacnj.org
- NASN.org
- Glogermcompany.com
Course Name

Unit Three: Body Systems- Grade Two

Topics

- Skeletal - 1
- Respiratory/Tobacco - 1
- 5 Senses/Disabilities - 5
- Nervous System - 1
- Cardio-Vascular - 1
- Digestive - 1

Approximate # Of Lessons: 10 lessons (6 day cycles)

Essential Questions:

- What are the foreseen and unforeseen consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- To what extent can we keep ourselves disease free?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How do I determine whether or not a medication will be effective?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media, and other pressures?
- Why does one person become an addict and another does not?

Upon Completion of this unit students will be able to:

- Understand how body parts work together as a system to perform a function
- Understand how systems work together as a whole to support wellness
- Understand the jobs of the Skeletal and Muscular Systems
- Understand the difference between pivot and ball-in-socket joints
- Understand the bones that protect soft, internal organs
- Understand how bones heal
• Understand the function of muscles
• Demonstrate how the lungs work in each respiration
• Name four main parts of the Respiratory System
• Name three ways to keep lungs healthy
• Explain how inhaled toxins can be harmful to the lungs
• Name four main parts of the ear
• Understand the process of hearing
• Name two ways to take care of the ears
• Name four main parts of the eye
• Recognize what happens when your sense of sight is diminished
• Name two ways to care for the eyes
• Define the term disability in terms of ability
• Define the emotions of sympathy and empathy
• Name three main parts of the brain and their functions
• Recognize why it is important to protect the brain
• Name the three main parts of the Nervous System
• Understand the interaction between the brain and the five senses
• Understand that the brain sends and receives messages telling the body what to do
• Understand how to take care of the brain
• Name two main parts of the Circulatory System
• Recognize the physical appearance of the heart
• Name three ways to take care of the heart
• Name four main parts of the Digestive System
• Understand the path food takes through the Digestive System
• Understand how the body uses food

Interdisciplinary Standards:

2.1 Wellness
Personal Growth and Development 2.1.2.A.1, 2.1.2.A.2
Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3

2.2 Integrated Skills
Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4
Character Development 2.2.2.C.1, 2.2.2.C.2

2.3 Drugs and Medicines
Alcohol, Tobacco and Other Drugs 2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.5
Dependency/Addiction & Treatment 2.3.2.C.1, 2.3.2.C.2

Activities:
• Read educational storybooks about the Skeletal, Muscular, Respiratory, Nervous, Cardio-Vascular and Digestive Systems
• Demonstrate body systems with teacher-made models
• Draw pictures to show ways you use your muscles
• Discuss ways people with disabilities use aids to navigate
• List what happens if a person loses one or more of his senses
• Make a skeleton model using cotton tipped applicators
• Read educational storybooks about the Senses of Sight and Hearing
• Read educational storybooks about people with different abilities
• Watch educational DVD’s about people with disabilities
• Demonstrate a model of the lungs using a plastic bottle and a balloon
• Demonstrate the differences in a healthy lung versus a damaged lung
• Demonstrate what happens in the alveoli
• Complete educational worksheets on body systems
• Make a brain mold from jello
• Show educational DVD’s on the body systems
• Sing songs about the systems and how they work
• Write a poem about the organs of the Digestive System
• Do an experiment showing how the digestive juices work
• Draw the path of how red blood cells travel through the Circulatory System
• Do an experiment showing how much blood is in an adult’s body
• Demonstrate how to take a pulse

Enrichment Activities:
  • Restate the lesson goals and teach a classmate what you’ve learned in the lesson
  • Research an invertebrate and discuss how the animal is classified
  • Make a list of all the muscles you use in one day
  • Draw a picture and label the path air follows when you breathe
  • Draw and label the parts of the inner ear
  • Explain the process of sight including color vision
  • Make a model of the Nervous System and explain how it works
  • Compare and contrast neurons and electrical wires
  • Assemble the puzzle “Squishy Human Body”
  • Calculate and measure how much blood a child has
  • Journey the route of a red blood cell through the Circulatory System
  • Research and report on the purpose of the villi in the small intestine

Methods of Assessments/Evaluation:
  • Self-Assessment
  • Peer Assessment
  • Observation of students transferring knowledge to real word experiences
  • Demonstration of skills
  • Informal assessments
  • Formal assessments

Resources/Including Online Resources
- Osteoblasts to the Rescue: An Imaginative Journey Through the Skeletal System by Heather Manley
- Skeletons Hiccups by Margery Cuyler
- Bones by Steve Jenkins
- Young Genius Bones by Kate Lennard
- What Does X-Ray Say? by Scholastic
- Muscles by Seymour Simon
- Your Muscles on the Move by Carole H. Gerber
- Breathe In Breathe Out by Pamela Hill Nettleton
- It’s My Body by Lory Freeman
- The Magic School Bus Inside the Human Body by Joanna Cole
- Your Insides by Joanna Cole
- Your Tongue Can Tell by Vicki Cobb
- Your Skin Holds You In by Becky Baines
- The Sense of Sight by Ellen Weiss
- Why Do I Have to Wear Glasses? by Greg Williamson
- The Sense of Hearing by Elaine Landau
- My Friend Isabelle by Eliza Woloson
- Who Was Helen Keller? by Gare Thompson
- Young Genius Brains by Kate Lennard
- Your Fantastic Brain by JoAnn Deak
- Thump Thump Learning About Your Heart by Pamela Hill Nettleton
- A Heart Pumping Adventure: An Imaginative Journey Through the Circulatory System by Heather Manley
- What Happens to a Hamburger? by Paul Showers
- Gurgles and Growls by Pamela Hill Nettleton
- Bill Nye, The Science Guy DVD’s: Digestion, Heart, Brain and Respiration
- The Miracle Worker DVD by Disney
- Donnie the Dinosaur’s Tobacco Trouble DVD and Workbooks
- The Human Skeleton Interactive Whiteboard Chart by Daydream Education
- Scholastic Smart Words Readers: Bones and Muscles, Your Five Senses, You’ve Got Guts, Your Amazing Brain, Inside Your Heart
- Eye Wonder Human Body
- It’s All in Your Head by Sylvia Funston and Jay Ingram
- See Inside Your Head by Usborne
- See Inside Your Body by Usborne
- Alive The Living, Breathing Human Body Book by DK
- My Body Works by Jane Schoenberg- Book and CD
- The Amazing Human Body by Scholastic
- The Organic Puppet Theatre by Terry Louis Schultz and Linda M. Sorenson
- Models of the eye and ear
- Posters of the Body Systems
- Squishy Human Body Puzzle by Smart Lab
- The Body Book Workbook by Donald M. Silver and Patricia J. Wynne
- Fascinating Facts About The Human Body Workbook by The Education Center
- Human Body Workbook by Carson-Dellosa Publishing Company
• Easy Make and Learn Projects Human Body Workbook by Scholastic
• Posters from The Bureau At Risk Youth
• Harcourschool.com
• Macmillanmh.com
• Kidshealth.org
• thesafeside.com
• fda.gov
• nlm.nih.gov
• samhsa.gov
• inhalants.org
• neurosciene for kids - faculty.washington.edu
• cdc.gov
• aap.org
• brainpop.com
• Smart Board Technology
• Librarythinkquest.org
• Abcya.com/skeletal
• Kidsbiology.com
• Lung.org
• Educationworld.com
• Watchknowlearn.org
• Pbskids.org
• Childrenheartfoundation
• Childrenheartinstitute

Course Name

Unit Four: Healthy Habits- Grade Two

Topics

• Good Personal Hygiene - 1
• Dental - 1
• Nutrition - 3
• Environment - 1
• SunWise - 1

Approximate # Of Lessons: 7 lessons (6 day cycles)

Essential Questions:
• What are the foreseen and unforeseen consequences of our choices in terms of wellness?
• What causes optimal growth and development?
• What makes a food healthy?
• How do you determine appropriate portion sizes?
• To what extent can we keep ourselves disease free?
• Why do we sometimes take healthy and unhealthy risks?
• How do you know whether or not health information is accurate?
• How do I learn to stand for and communicate my beliefs to others without alienating them?
• Why might educated people make poor health decisions?
• How do I overcome negative influences when making decisions about my personal health?
• How can you inspire others to address health issues?
• Where do I go to access information about good health and fitness services?
• What is the minimum amount of exercise I can do to stay physically fit?

Upon Completion of this unit students will be able to:
• Understand how healthy habits and self-help skills support wellness
• Understand the concept of wellness
• Define good and bad habits
• Identify four good self-care practices (brushing teeth, taking a bath or shower, eating healthful foods, exercising daily, getting plenty of sleep, etc.)
• Label four main parts of the tooth
• Explain how to prevent cavities and how they are repaired
• Understand the function of three types of permanent teeth
• Understand MyPlate.gov and its value in maintaining nutritional wellness
• Understand how to check a list of ingredients for fat, sugar, salt and fiber
• Understand the importance of drinking water
• Understand how family members and trusted adults can influence food choices
• Describe the effects of a healthful diet on the body
• Recognize how media ads can influence an individual's health choices
• Understand how participating in regular physical exercise promotes overall personal wellness
• Understand how to use decision-making steps to choose healthful snacks
• Understand why it is important to eat a balanced meal
• Understand why it is important to take care of our environment and how it affects our health
• Name four ways to protect our environment
• Understand the three R's of recycling
• Identify four ways to protect the skin from sunburn
• Recognize the definition of UVA and UVB rays
• Understand how to read a label on sun products
• Name four good things and three harmful things about the sun

Interdisciplinary Standards:
2.1 Wellness
Personal Growth and Development 2.1.2.A.1
Nutrition 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3
Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3
Safety 2.1.2.D.1

2.2 Integrated Skills
Interpersonal Communication 2.2.2.A.1
Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4
Advocacy and Service 2.2.2.D.1
Health Services and Information 2.2.2.E.1

2.6.2. A Regular physical activity in relation to one’s health

Activities:
- Read educational storybooks about personal hygiene
- Keep a chart for one week of personal hygiene goals and record your progress
- Make a list of predictions of what might happen if you did not practice good healthy habits
- Demonstrate proper teeth cleaning practices
- Read educational storybooks about teeth
- Label the parts of the tooth
- Complete educational worksheets on the different types of teeth
- Play Dental Bingo
- Create a menu for breakfast, lunch or dinner that includes healthful foods that are good for your teeth
- Brainstorm lists of information found on labels (food, hygiene products, toothpaste and/or sunscreen products)
- Read educational storybooks about Nutrition
- Demonstrate food groups using the food pocket pyramid and poster of MyPlate.gov
- Compare and contrast the labels on two different boxes of cereal
- Watch educational DVD's on Nutrition
- Complete educational worksheets on Nutrition
- Participate in school-wide activities during Nutrition Month (Healthy Lunch Day, Dr. Seuss Read Across America)
- Identify recycling bins throughout the school
- Name four things that we recycle at school
- Read educational storybooks about the environment in the outdoor learning garden
- Watch educational DVD’s about the environment
- Participate in Sun Wise grade-level presentations

Enrichment Activities:
- Restate the lesson goals and teach a classmate what you’ve learned in the lesson
- Research various media that influence healthful choices
- Explain how healthy gums relate to overall wellness
- Write a story about where your favorite fruit or vegetable is grown and how it is brought to your community
• Explain the difference in sunscreen protection numbers and which are safest to use
• Explain the consequences of eating foods high in fat and salt
• Predict what might happen if products did not have labels

Methods of Assessments/Evaluation:
• Self-Assessment
• Peer Assessment
• Observation of students transferring knowledge to real word experiences
• Demonstration of skills
• Informal assessments
• Formal assessments

Resources/Including Online Resources
• How To Be Comfortable in Your Own Feathers by Julia Cook
• Gorgonzola- A Very STINKYsaurus by Margie Palatini and Tim Bowers
• What you Never Knew About Tubs, Toilets, and Showers by Patricia Lauber
• The Berenstain Bears Come Clean to School by Stan Berenstain
• Wide Open Tooth School by Laurie Keller
• Look After Your Teeth by Claire Llewellyn
• The Missing Tooth by Joanna Cole
• Sweet Tooth by Margie Palatini
• My Food Pyramid by Discover
• The Giving Book by Ellen Sabin
• A River Ran Wild by Lynne Cherry
• Skin Sense: A Story About Sun Safety for Young Children by Lori Lehrer-Glickman
• Nutrition Fun with Brocc and Roll by Connie Liakos Evers
• My Plate poster
• Food Pyramid poster and pocket chart
• My Plate Dietary Guidelines DVD by Learning Zone Xpress
• Health Science Workbook by Ed Shevick
• Sunwise kit by EPA
• Kidshealth.org
• Cybrayman.com/hygiene.html
• Crest.com
• Mysmilekids.com
• Colgate.com
• Mouthhealthykids.com
• Superkidsnutrition.com
• Nourishinteractive.com
• Eatright.org/kids
• Choosemyplate.gov
• Eartheasy.com
• Ecokids.ca/
• Gogreenman.com
Course Name

Unit Five: Relationships and Sexuality/Character Education- Grade Two

Topics

1. Community Service - 2
2. Personal Growth and Development - 1
3. Animals From Eggs - 2
4. Family/Parenting - 1
5. Conflict Resolution - 1
6. Friendship/Bullying - 2

Approximate # Of Lessons: 9 lessons (6 day cycles)

Essential Questions:

• To what extent can we keep ourselves disease free?
• How can you learn to like yourself and others?
• How do you know whether or not health information is accurate?
• How do I learn to stand for and communicate my beliefs to others without alienating them?
• Why might educated people make poor health decisions?
• How do I overcome negative influences when making decisions about my personal health?
• How are character and health related?
• What aspects of our character can be changed?
• To what extent do outside influences shape values?
• How can you inspire others to address health issues?
• Where do I go to access information about good health and fitness services?
• How do we learn to understand and respect diversity in relationships?
• How do we know when a relationship is not worth saving?
• How do you know when the time is right for you to become sexuality active?
• Why does the US have such a high incidence of unintended pregnancies and sexually transmitted infections?
• How do you know when you are ready to have a child?
Upon Completion of this unit students will be able to:

- Name four ways to help others in need
- Understand the benefits gained for others and oneself by participating in service projects
- Recognize the physical differences and similarities of the genders
- Recognize that human beings develop inside their birth and are totally dependent when born
- Understand the basic characteristics of the five stages of life
- Understand how we change physically, emotionally and developmentally
- Identify the factors that contribute to a mother having a healthy baby and how her decisions can harm or help the baby
- Recognize that mammals produce offspring like themselves
- Recognize different kinds of families
- Identify how making decisions can impact healthy relationships
- Identify how to get help for a family in need
- Recognize that we need to treat everyone with respect and kindness
- Identify four ways to show kindness to a friend
- Define four traits that make up a good friend
- Recognize and employ bystander strategies
- Identify three actions you can take if you see someone being bullied
- Name three ways to resolve a conflict

Interdisciplinary Standards:

2.1 Wellness
Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3
Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3

2.2 Integrated Skills
Interpersonal Communication 2.2.2.A.1
Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4
Character Development 2.2.2.C.1
Advocacy and Service 2.2.2.D.1
Health Services and Information 2.2.2.E.1

2.4 Human Relationships & Sexuality
Relationships 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3
Activities:

- Create an individual service project using the Giving Book as a guide
- Participate in school-wide service projects (Thanksgiving Food Pantry, Walk for Diabetes, Pajama/Book Project)
- Read educational storybooks about giving to others
- Complete educational worksheets on Growth and Development
- Make a chart of the “Stages of Life” and list three characteristics of each
- Read educational storybooks about the Stages of Life
- Watch educational DVD’s on “Animals From Eggs”
- Read the educational storybook Whose Egg? and make a personal booklet of an animal of your choice
- Read educational storybooks about families
- Draw a family tree of two generations of your family
- Watch educational DVD’s about Family Life
- Role play various family conflict scenarios and how to use the steps of conflict resolution to solve them
- Read educational storybooks about Friendship and Bullying
- Watch educational DVD’s about Friendship and Bullying
- Make a definition of Bullying poster
- Complete educational worksheets about making friends
- Compare and contrast how to make a friend and how not to make a friend
- List the steps to take if you or someone else is being bullied
- Brainstorm what you would do to make someone feel included

Enrichment Activities:

- Restate the lesson goals and teach a classmate what you’ve learned in the lesson
- Explain five positive factors that mothers need to exhibit in caring for their young
- Role play the differences between bullying and normal conflict
- Interview a senior citizen about his/her life stage and write a report on your findings
- Explain how to self-control when you are angry
- Using magazine clippings, create a collage of healthy family interactions and responsibilities
- Implement your individual service project and evaluate it
Methods of Assessments/Evaluation:
- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real word experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

Resources/Including Online Resources
- The Kids Guide to Service Projects by Barbara Lewis
- The Pajamas of My Dreams by Laurie Collins
- The Giving Book by Ellen Sabin
- When I Grow Up by Al Yankovic
- I Knew You Could by Craig Dorfman
- Proud to be You by Elizabeth Verdick
- Whose Egg? by Lynette Evans
- Guess What’s Growing Inside This Egg by Mia Posada
- The Kids Family Tree Book by Caroline Leavitt
- The Great Big Book of Famililes by Mary Hoffman
- Cookies and Cake and the Families We Make by Jennifer L. Egan
- The Potato Chip Champ by Maria Dismondy
- My Secret Bully by Trudy Ludwig
- What to Do When Your Temper Flairs by Dawn Huebner
- Let’s Talk About Being Disappointed by Joy Berry
- How Do I Stand In Your Shoes? by Susan Debell
- Don’t Be Afraid to Drop by Julia Cook
- Peer Pressure Gauge by Julia Cook
- Stop Picking on Me by Pat Thomas
- How to Be Comfortable in Your Own Feathers by Julia Cook
- Making Choices And Making Friends by Elizabeth Verdick
- Dude That’s Rude by Pamela Espeland
- Well I Can Top That by Julia Cook
- Dylan Learns About Diabetes by Kim Gosselin
- The Grannyman by Judith Byron Schachner
- The Relatives Came by Cynthia Rylant
- All Families Are Special by Norma Simon
- Amelia Bedelia’s Family Album by Peggy Parish
- I Can’t Decide by Sunburst Communications
- Magic Schoolbus “Cracks a Yolk” DVD
- The Learning To Get Along Series DVD by Cheri Meiners
- All About Families DVD by Discovery Education
- Teasing and Bullying Curriculum by NJ State Bar Foundation and Law Center
- Smart Board Technology
Course Name

Unit Two: Staying Safe- Grade Two

Topics

- Fire Prevention
- Drugs and Medicines
- Community Helpers
- Summer Safety

Approximate # Of Lessons: 5 lessons (6 day cycles)

Essential Questions:
- What is the difference between healthy and unhealthy risks?
- How can you learn to like yourself and others?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How do I determine whether or not a medication will be effective?
• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
• How do I make the “right” decisions in the face of peer, media, and other pressures?
• Why does one person become an addict and another does not?
• Where do I go to access information about good health and fitness services?

Upon Completion of this unit students will be able to:
• Understand the importance of an escape plan
• Identify steps to achieve preparedness for home fires
• Identify ways to avoid injuries from fire
• Identify two symptoms of carbon monoxide poisoning
• Identify the effects of smoke inhalation
• Explain what things you can do by yourself and what things you need the help of an adult
• Identify what information that can be obtained from a prescription label
• Identify drugs as substances that change the way the body works
• Differentiate between medicines and other drugs
• Understand what substances are harmful to the body
• Name two substances that contain alcohol
• Determine why we use medicines when we are not feeling well
• Recognize that drinking and driving is dangerous and illegal
• Identify two foods that contain caffeine and describe the effects on the body
• Identify how certain decisions we make may affect the way we feel
• Describe why using decision-making skills is advantageous to prevent the use of alcohol and other drugs
• Understand what needs, wants, and feelings are in health and safety related situations
• Recognize how harmful effects of alcohol and other drugs impact personal wellness
• Recognize that each person is unique, special and different in many ways
• Recognize the importance of showing responsibility by avoiding and refusing drugs
• Understand that feeling healthy is connected to feeling good about ourselves
• Understand that it is important to like yourself and it helps you to make healthy decisions
• Identify people in the community who provide health and safety information
• Describe the role of health providers for individual health maintenance
• Name five rules to stay safe on the school playground and in the community
• Recognize the importance of staying safe around bodies of water
• Identify ways to stay safe around animals
• Explain safe and sanitary food preparation and storage techniques during warmer weather
• Identify four situations when safety gear must be worn
• Explain why it is advantageous to think before acting and how those decisions impact the health of you and others
• Understand stranger safety
• Recognize the importance of citizenship by following community safety rules

Interdisciplinary Standards:
2.1 Wellness
Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3
Safety 2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3

2.2 Integrated Skills
Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4
Character Development 2.2.2.C.1
Health Services and Information 2.2.2.E.1

2.3 Drugs and Medicines
Medicines 2.3.2.A.1, 2.3.2.A.2
Alcohol, Tobacco and Other Drugs 2.3.2.B.1, 2.3.2.B.4, 2.3.2.B.5
Dependency/Addiction & Treatment 2.3.2.C.1, 2.3.2.C.2

Activities:
• Role play strategies for dealing with a dangerous situation
• Draw a home based escape route
• Discuss what preparedness means and its importance
• Make a Fire Prevention poster
• Read educational storybooks about fire safety
• Watch educational fire safety DVD’s
• Complete educational worksheets about fire safety
• Brainstorm the effects of carbon monoxide and smoke inhalation
• Explain the differences between detecting carbon monoxide and smoke from a fire
• Practice fire drills at home using a personal escape plan
• Participate in School-Wide Red Ribbon Week activities
• Draw pictures of medicines that would be locked in a cabinet and explain why
• List four dangers that can occur if directions on a medication label are not followed correctly
• Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
• Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons and cleaning fluids
• Role play the steps for refusal
• Write and draw three things that you are good at doing
• Make a poster showing four steps you would take to report a dangerous situation
• Read educational storybooks about safety
• Role play scenarios for stranger safety rules
• Complete educational worksheets on community helpers and safety

Enrichment Activities:
• Restate the lesson goals and teach a classmate what you’ve learned in the lesson
• Explain why you think refusing is included in the unit on safety
• Research how the body systems can be effected negatively by harmful substances
• Describe how alcohol can affect the way you drive
• Create a warning label for a bottle of alcohol
• Identify four reasons why it is important to know what community helpers do
• Describe three ways that parents, technology, culture and the media influence healthy decision-making

Methods of Assessments/Evaluation:
• Self-Assessment
• Peer Assessment
• Observation of students transferring knowledge to real world experiences
• Demonstration of skills
• Informal assessments
• Formal assessments

Resources/Including Online Resources
• Stop, Drop and Roll by Margery Cuyler
• What Are Drugs? by Gretchen Super
• Me I Am by Jack Prelutsky
• The Bubble Wrap Queen by Julia Cook
• Who is a Stranger and What Should I Do? by Linda Walvoord Girard
• The Berenstain Bears Learn About Strangers by Stan Berenstain
• What Does It Mean To Be Safe? by Rana DiOrio
• Be A Dog’s Best Friend: A Safety Guide for Kids Meeting Dogs by Renee Payne
• Playground Safety Lesson Plans by the National Program for Playground Safety The University of Northern Iowa
• Bill Nye, the Science Guy Fire Safety DVD by Disney
• Let’s Talk About Drugs VHS by Sunburst
• What’s the Safest Thing To Do? School Version Interactive CD by Safety Tots
• Good Touch Bad Touch Activity Workbook by Positive Promotions
• The Great Body Shop Worksheets (When I Feel Afraid, Saying No to Smoking, Drinking and Drugs)
• You’re in Charge Workbook by NJ Department of Human Services
• NASN.org
• Kidshealth.org
• thesafeside.com
• Got2Be Safe! Honeywell.com
• fda.gov
• narconon.org/talktokids
• drugfacts4youngpeoples.com
• theehow.com/list
• cdc.gov
• njsaferoads.com
• nfpa.org
• aap.org
• njpies.org
• smokeybear.com
• care.com
• sparky.org
• firefacts.org
• brainpop.com
• Macmillanmh.com
• Harcourtschool.com
• Smart Board Technology