

Elementary Health – Lessons for Standards K-2

Guidance - Orange

Classroom Teacher - Pink

Nurse – Green

P.E. - Purple

Kindergarten

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

D-K.1.1 Define the terms **drug** and **medicine**.

D-K.1.2 Distinguish between medicines and other substances that may look like medicines.

D-K.1.3 Identify ways that **alcohol, tobacco, and other drugs (ATOD)** and medicines can be helpful or harmful.

D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.

D-K.1.5 Explain ways to identify **safe adults** from whom children can safely take medicine.

G-K.1.1 Name the major body parts.

G-K.1.2 Name the five senses and describe what they do.

G-K.1.3 Name ways children grow and change, mentally, emotionally, socially, and physically.

G-K.1.4 Explain how families are alike and different (e.g., several brothers and/or sisters; only one child; one parent working outside the home; a grandparent living in the home; pets or no pets).

I-K.1.1 Identify ways to prevent common childhood injuries at home (e.g., falling down the stairs, drinking an unknown substance, finding a gun), school (e.g., climbing on playground equipment), or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).

I-K.1.2 Identify when to call 911 with a specific emergency situation.

I-K.1.3 Name ways to stay safe and set and respect **boundaries** around others (e.g., family, peers, friends, acquaintances, strangers).

I-K.1.4 Explain what a person should do to deal with a minor injury (e.g., cut, scrape, and nosebleed).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

M-K.1.1 Define different **feelings** (e.g., happy, sad, angry).

N-K.1.1 Explain why the body needs food, including breakfast, and water.

N-K.1.2 Define the terms **healthy foods**.

N-K.1.3 Explain why the body needs daily physical activity.

P-K.1.1 Define the term **germs**.

P-K.1.2 Define the terms **health, health behaviors, health checkups, and health risks**.

P-K.1.3 Name behaviors that affect personal health (e.g., bathing; washing hands; eating **healthy foods**).

P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.

P-K.1.5 Explain why getting enough sleep is important.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.

I-K.2.2 Discuss ways to stay safe online.

N-K.2.1 Identify how family and friends influence **healthy food** choices.

P-K.2.1 Identify how the family influences personal health practices and behaviors.*

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

I-K.3.1 Identify **community helpers** and **safe adults** who can help them stay safe in a variety of situations (e.g., using electronic devices; dealing with personal feelings).

P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

D-K.4.1 Demonstrate ways to say “no” to alcohol and tobacco.

I-K.4.1 Demonstrate how to make an emergency phone call.

I-K.4.2 Explain ways to identify **safe adults** in order to tell when someone is in need of help, feels threatened, or has been harmed.

M-K.4.1 Name and demonstrate healthy ways to express needs, wants, and feelings.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

- I-K.5.1 Identify situations that require action to protect personal safety at home and in the community.
- I-K.5.2 Identify situations that require action to protect personal safety online (e.g., never put any identification or pictures online).
- I-K.5.3 Describe situations that require action to protect personal safety on the playground (e.g., following the rules).
- M-K.5.1 Demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns).
- M-K.5.2 Discuss potential dangers of secret keeping and who to tell if a secret makes you uncomfortable.
- N-K.5.1 Demonstrate steps taken when selecting **healthy foods**.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

N-K.6.1 Set a goal to be active at recess.

N-K.6.2 Set a goal to reduce **screen time**.

P-K.6.1 Set a goal to brush teeth twice a day.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Kindergarten

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

- I-K.7.1** Describe fire safety rules for home and school (e.g., do not play with fire; listen to your smoke alarm; get out of the burning building and go to your safe meeting place; tell an adult about the fire; if clothing is on fire, stop, drop, and roll).
- I-K.7.2** Demonstrate ways to be safe as a pedestrian (e.g., bicycle safety, crossing the road) and as a passenger in a car and in a bus (e.g., wearing a seatbelt; using a car seat; following the rules on the bus) or using recreational equipment (e.g., wearing helmets).
- P-K.7.1** Identify practices that promote personal health (e.g., washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (e.g., covering coughs and sneezes).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

- D-1.1.1 Define the term **immunizations**.
- D-1.1.2 Identify harmful and helpful drugs, including medicines and **immunizations**.
- D-1.1.3 Describe the effects of **alcohol, tobacco, and other drugs (ATOD)** on a person’s health.
- D-1.1.4 Identify the effects of smoking on the body, including firsthand and **secondhand smoke**.

- G-1.1.1 Identify the major body parts and their functions.
- G-1.1.2 Identify the major organs of the body and their functions.
- G-1.1.3 Identify the major bones in the skeletal system.

- I-1.1.1 Describe the difference between safe and unsafe contact that may occur between a child and an adult or a peer.

- M-1.1.1 Identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).
- M-1.1.2 Describe characteristics that are positive about yourself.
- M-1.1.3 Identify ways that individuals are unique.

- N-1.1.1 Identify the food groups.
- N-1.1.2 Explain the importance of choosing **healthy foods** and beverages, including water.
- N-1.1.3 Define a **food label**.
- N-1.1.4 Identify food portions that are appropriate for children.
- N-1.1.5 List ways to be physically active every day.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

- P-1.1.1 Identify behaviors that prevent or promote personal health (e.g., **screen time** and electronic play instead of exercising).
- P-1.1.2 Explain how germs are spread (e.g., not washing hands or not covering mouth when sneezing or coughing).
- P-1.1.3 Explain why brushing teeth keeps the mouth healthy.
- P-1.1.4 Identify common illnesses and conditions (e.g., allergies, asthma, colds, flu).
- P-1.1.4 Define the term **environment**.
- P-1.1.5 Explain how a clean environment protects health.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

- I-1.2.1** Identify how media and technology (e.g., television, video games, and social media) can positively and negatively influence mental, emotional, social, and physical health.
- M-1.2.1** List ways that family and friends influence feelings.
- N-1.2.1** List ways that a person’s family and friends can influence children’s food choices and physical activity.
- P-1.2.1** Identify ways that a person’s family, friends, and school can support children’s health practices and behaviors.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

D-1.3.1 Explain ways to identify **safe adults** at home, at school, and in the community who can answer questions about drugs.

P-1.3.1 Explain ways to identify **safe adults** at home, at school, and in the community that one should contact when one needs health-related support (e.g., responding to threats or harm; uncomfortable situations or relationships).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

D-1.4.1 Demonstrate ways to say “no” to **ATOD**.

I-1.4.1 Recite safe things to say and not to say when talking on the telephone or when someone comes to the house.

I-1.4.2 Demonstrate how to make an emergency phone call.

I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school.

P-1.4.2 Demonstrate listening skills to enhance health.*

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

- I-1.5.1 Discuss situations that require action to protect personal safety at home (e.g., someone comes to the door or calls when an adult is not present; using the stove when home alone).
- I-1.5.2 Review situations that require action to protect personal safety at school (e.g., **bullying** of students or peers; someone has a gun).
- I-1.5.3 Review situations that require action to protect personal safety online (e.g., never put any identification, including pictures, online).
- I-1.5.4 Review situations that require action to protect personal safety in the community (e.g., gaming; ice cream truck; lost dog; when a stranger offers a treat; any situation that requires someone to become aware of his or her surroundings).
- I-1.5.5 Review situations that require action to protect personal safety on the playground (e.g., follow the rules).
- N-1.5.1 Demonstrate the steps taken when selecting **healthy foods**.
- P-1.5.1 Identify ways to make decisions that enhance health.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

N-1.6.1 Set a goal to consume **healthy foods** and beverages, including water.

N-1.6.2 Set a goal to reduce **screen time** and be physically active every day.

P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (e.g., brushing teeth twice a day and flossing; washing hands before eating; bathing; combing hair).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

- I-1.7.1 Identify safety rules at home.
- I-1.7.2 Identify safety rules at school.
- I-1.7.3 Identify safety rules for dealing with situations in the community.
- M-1.7.1 Describe appropriate ways to express personal feelings.
- M-1.7.2 Discuss ways to become a good friend.
- P-1.7.1 List behaviors to keep the mouth healthy.
- P-1.7.2 Describe ways to protect the environment (e.g., how to recycle; how to prevent air, water, land, or noise pollution).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 1

Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the first grade. These performance indicators specify what students should know and be able to do by the end of grade one.

Performance Indicators

The student will

D-1.8.1 Encourage family members and peers to say “no” to **ATOD**.

N-1.8.1 Encourage family members and peers to be physically active.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

- D-2.1.1 Describe ways that **alcohol, tobacco, and other drugs (ATOD)** can be harmful.
- D-2.1.2 Explain the difference between **over-the-counter (OTC)** and prescription drugs.
- D-2.1.3 Describe how medicines and **immunizations** help fight disease.

- G-2.1.1 Locate bones in the skeletal system.
- G-2.1.2 Describe the parts of the circulatory system and their function (heart, blood vessels).
- G-2.1.3 Identify examples of what occurs in the stages of growth and development in childhood.

- I-2.1.1 Define the term **first aid**.
- I-2.1.2 Discuss **first aid** for minor injuries (e.g., cuts, burns, insect stings, poisons).
- I-2.1.3 Define **bullying** and what it means to be a **bystander**.

- M-2.1.1 Define the terms **mental health, emotional health, and social health**.
- M-2.1.2 Discuss ways to be a good friend.
- M-2.1.3 Describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).

- N-2.1.1 Identify eating behaviors that promote health, including oral health.
- N-2.1.2 Identify physical activities that promote the key components of **health-related fitness**.
- N-2.1.3 Explain the importance of limiting one’s **screen time** and increasing physical activity.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

- D-2.2.1** Explain ways that family, friends, and the media influence an individual’s use of **ATOD** both positively and negatively.
- I-2.2.1** Describe ways that family, friends, and the media can help a person stay safe and avoid injury.
- N-2.2.1** Describe ways that the media, school, and community influence an individual’s food choices both positively and negatively.
- N-2.2.2** Describe ways that the media, school, and community influence an individual’s physical activity both positively and negatively.
- P-2.2.1** Identify ways that family, friends, school, community, and the media influence an individual’s health practices and behaviors both positively and negatively.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

- D-2.3.1** Explain ways to identify **safe adults** in the school and community from whom students can safely take medicine.
- N-2.3.1** Locate places where children and families can be physically active.
- P-2.3.1** Discuss ways to identify **safe adults** who can help promote a person’s health.
- P-2.3.2** Describe what happens when someone goes to a dentist.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011).

Grade 2

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

- I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.*
- I-2.4.2 Demonstrate ways to tell a **safe adult** when someone is in need of help, feels threatened, or has been harmed.
- M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.*

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

M-2.5.1 Describe how to choose friends with good character traits.

N-2.5.1 Demonstrate how to make **healthy food** choices.

P-2.5.1 Identify situations when a health-related decision is needed* (e.g., awareness of personal hygiene; noticing a peer is injured).

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

- I-2.6.1 Develop a personal safety plan to prevent or reduce injury.
- N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables every day.
- N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities.
- N-2.6.3 Set a goal to limit sugary foods and drinks.
- P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.
- P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.*

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRCC, 2011)

Grade 2

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

I-2.7.1 Discuss safety rules at home.

I-2.7.2 Discuss safety rules at school.

I-2.7.3 Identify safety rules in the community.

M-2.7.1 Demonstrate healthy ways to reduce stress.

N-2.7.1 Demonstrate **healthy food** and beverage choices for meals and snacks.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

Grade 2

Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the second grade. These performance indicators specify what students should know and be able to do by the end of grade two.

Performance Indicators

The student will

D-2.8.1 Encourage friends and family members to make positive choices regarding use of **ATOD**.

I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors.

N-2.8.1 Encourage family members and friends to eat **healthy foods** and beverages as well as to be physically active.

P-2.8.1 Encourage others to protect and improve the environment.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)