

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will identify indicators of mental, emotional, social and physical health during childhood.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Describe what the heart does when physically active. • Explain why caring for others is important for healthy relationships. • List ways germs enter the body and how to keep them out to stay healthy. • Identify ways to stay healthy and safe (e.g., avoid contact with other people’s saliva and blood, the sanitary handling of food, hand washing). • Describe how the body protects itself from disease. • List signs and symptoms of common illnesses. • List first aid procedures for simple injuries (e.g., nosebleeds, cuts, burns). • Identify common health problems (e.g., flu, asthma, colds, head lice). • List reasons calcium is important for the body. • Describe the importance of the “3 R’s” for the environment: Reduce, Reuse, and Recycle. • List/identify how to show respect for human growth differences between first and second graders.
	<p>2. The student will explain how childhood injuries and illness can be prevented.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Mind-web examples of healthy and unhealthy behavior. • Predict how not taking care of one’s body can affect health. • Differentiate between over-the-counter and prescription medicine. • Role-play various safety techniques. • Identify potential outdoor hazards for pedestrians, at the playground, etc. • Describe the importance of regular health care check-ups (e.g., dental, immunizations).
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will explain how media influences the selection of health information.</p>	<ul style="list-style-type: none"> • Discuss jingles and/or advertising slogans and how they influence product selection. • Identify healthful foods in advertising. • Identify ways the media makes products appealing. • Identify advertising messages that influence children. <p>Identify an ad and discuss why the ad appeals to children.</p>
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will compare behaviors that are safe to those that are risky or harmful.</p>	<ul style="list-style-type: none"> • Identify consequences of safe/healthful and risky/harmful behaviors (e.g., injury prevention, sneezing, coughing, objects near face). • Role-play examples of healthful behaviors. • Teach peers the consequences of safe/healthful and risky/harmful behaviors.
	<p>2. The student will develop</p>	<ul style="list-style-type: none"> • Explain why it’s important to eat breakfast.

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	injury prevention and self-management strategies for personal health.	<ul style="list-style-type: none"> • Identify ways to keep colds from spreading in the home and at school. • Describe real dangers children might face under different circumstances and what to do about them (e.g., getting lost, bus problems). • List/describe ways to handle/cope with disappointment and stress. • Identify ways to calm oneself. • List ways to express anger and annoyance in a healthy manner. • List ways to cope with uncomfortable feelings (e.g., anger, embarrassment). • Identify ways to cope with change. • Demonstrate safe behaviors in a variety of settings (e.g., air bags, seat belts). • Describe group behaviors that pose safety hazards (e.g., pushing in line, talking when needing to pay attention).
4. Students will analyze the influence of culture, media, technology, and other factors on health.	1. The student will explain how media influences thoughts, feelings and health behavior.	<ul style="list-style-type: none"> • Classify TV shows or comic strips as violent or nonviolent. • Create an accurate advertisement for healthful snacks. • Describe how different types of music can change emotions. • Discuss how commercials influence decisions about what products to buy. •
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will describe refusal skills to enhance health.	<ul style="list-style-type: none"> • Role-play refusal skills when faced with a stranger. • Practice saying no to risk taking behaviors or situations that threaten safety. • List the ways a person can say “no” to drugs and other substances that are not safe. •
	2. The student will differentiate between negative and positive behaviors used in conflict situation.	<ul style="list-style-type: none"> • Categorize unhealthy and healthy communication skills in a conflict scenario (e.g., attentive listening skills). • Describe healthy habits for avoiding fights. • Compare and contrast healthy and unhealthy ways to respond to anger. • Demonstrate thoughtful behavior toward others. • Use puppets to show attentive listening skills. • Identify real dangers and how to cope with them (e.g., bullying, abuse, harassment). • Identify ways to seek assistance from a trusted adult if worried, abused, or threatened. • Demonstrate taking responsibility for actions rather than blaming. • Use a story to distinguish between healthy and unhealthy behaviors. • Identify ways to show care and consideration for others.
6. Students will demonstrate	1. The student will set a	<ul style="list-style-type: none"> • Set a one-week goal for doing one thing to enhance physical fitness.

GRADE 2 – Bemidji Area Schools

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the ability to use goal-setting and decision-making skills to enhance health.	personal health goal and track progress toward its achievement.	<ul style="list-style-type: none"> • Compare and contrast realistic and unrealistic goals. • Practice healthful eating and exercising for one week. • Self assess or discuss how closely the goal was reached. • Set specific goals to help others when in need.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will express information and opinions about health information and ideas.	<ul style="list-style-type: none"> • Describe and discuss ways to make your heart healthy. • Express opinions about your favorite vegetables. • Show others examples of healthy foods that can be eaten at lunch or after school. • Practice communication skills for getting help. • Draw a poster for a specific audience showing what to do to prevent pollution in the school or home.