

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will understand common health issues in children.</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"> • List a variety of healthy and unhealthy foods and their effects on the body. • Draw the lungs and describe what happens to breathing because of colds, allergies, and/or asthma. • Draw pictures to show how physical exercise promotes health. • Identify healthy and unhealthy noise levels and how to use an “inside voice.” • Identify differences in physical changes between kindergarten and first grade. • Describe the effects of littering. • Identify how to take care of the body (e.g., teeth, eyes, ears, bones, etc.). • List common challenges and related emotions that may occur in first grade (stress management). • Identify words that describe emotions. • Explore how and when words can hurt people.
	<p>2. The student will identify childhood injuries and illnesses.</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"> • List injuries and other conditions that harm the skin. • Explain what germs are and how they spread. • Explore how adhesive bandages prevent illness. • Identify signs and symptoms of colds and flu. • List rules for safe play.
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will locate resources from home, school, and community that provide valid health information.</p>	<ul style="list-style-type: none"> • Identify community safety helpers and decide which helper to contact for which information. • Name appropriate adults who can give medicine to a child. • Identify the school nurse and understand his/her role for keeping children healthy. • Identify safety procedures for the home, school, and community. • List or draw protective equipment for activities such as biking, boating, or exposing skin to the sun.

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<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will demonstrate ways to avoid and reduce threatening situations.</p>	<ul style="list-style-type: none"> • Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire. • Practice ways to talk things out that are upsetting. • Show you recognize a “dare” and respond with good refusal skills. • Recognize the difference between good, bad, and confusing touch/getures. • Predict what would happen in different situations if children do or do not follow safety rules and safe play (e.g., fire prevention). • Identify what to do when unsupervised (e.g., home safety). • Show self-management steps when stressed or upset. • Show good hand-washing techniques to others. • Make a poster illustrating safe bus-riding procedures. • Identify healthy ways to deal with anger.
<p>4. Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>1. The student will explain how information from a variety of sources influences health.</p>	<ul style="list-style-type: none"> • Describe favorite commercials and discuss the purpose of commercials. • Discuss the difference between real and unreal actions on TV shows and computer games. Distinguish between violent and non-violent examples. • Draw pictures and compare cultural differences in healthy food.
<p>5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>	<p>1. The student will describe characteristics needed to be a responsible friend and family member.</p>	<ul style="list-style-type: none"> • Role-play ways that people can communicate with each other to show good sportsmanship. • Identify actions of a good listener and practice being a good listener. • Describe ways to help one’s family. • Practice self-management in stressful situations. • Use “I” language to express emotions, needs, and wants.
	<p>2. Identify ways to communicate care, consideration, and respect of self and others.</p>	<ul style="list-style-type: none"> • Role-play how to politely join into a social situation. • Draw a picture illustrating how to care for someone who is ill and/or elderly. • Role-play listening in a conflict situation. • Describe how friends can influence one’s feelings. • List ways to show respect for diverse groups of people.

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<p>6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>1. The student will recognize outcomes of positive health decisions.</p>	<ul style="list-style-type: none"> • Describe how change influences how we feel. • Identify 2-3 choices and contrast healthy and unhealthy decisions. • Use decision making steps to handle common situations. • Practice refusal skills. • List ways to resolve conflict without fighting or violence. • Describe how one’s actions may evoke a response in others. • Name sources of help. • Identify a decision that needs to be made by the characters in a story or students in a classroom scenario. • Describe the importance of “asking first” before ingesting a substance offered by a friend.
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>1. The student will describe a variety of methods to convey accurate health information and ideas.</p>	<ul style="list-style-type: none"> • Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices (e.g., ingesting something, pushing someone, breaking a safety rule). • Describe consequences of “telling” or not “telling.” • Practice reading, writing, and saying your name, address, and phone number. • Practice communication skills for getting help from trusted and safe adults. • Use puppets to show how to tell and yell when someone is not respecting personal body safety.