



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Kindergarten Health • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <insert link>.

Note on Numbering: **MEH**–Mental and Emotional Health, **PCH**–Personal and Consumer Health, **ICR**–Interpersonal Communication and Relationships, **NPA**–Nutrition and Physical Activity, **ATOD**–Alcohol, Tobacco, and Other Drugs

Mental and Emotional Health

Essential Standard and Clarifying Objectives

K.MEH.1 Remember the association of healthy expression of emotions, mental health, and healthy behavior.

K.MEH.1.1 Recognize feelings and ways of expressing them.

K.MEH.1.2 Recall stressors and stress responses.

K.MEH.1.3 Illustrate personal responsibility for actions and possessions.

Unpacking

What does this standard mean a child will know and be able to do?

K.MEH.1.1 Recognize feelings and ways of expressing them.

Children should know that everyone has feelings and thoughts that make them special and unique. Some of the different ways they can show how they feel are using facial expressions, moving the body, and using words. Feelings can be categorized as comfortable or uncomfortable.

- The student will identify a variety of comfortable and uncomfortable feelings, such as happy, glad, sad, afraid, angry, mad, tired
- The student will demonstrate ways to express feelings with facial expressions.
- The student will demonstrate ways to express feelings using body language.
- The student will practice using “I” messages to express feelings with words. These messages may include: I feel, I love, I like, I don’t like.

K.MEH.1.2 Recall stressors and stress responses.

When feelings change from comfortable to uncomfortable that indicates a stressful situation. For example, stressors might include a pet dying, a friend taking a favorite toy, a parent yelling. Sometimes feelings can be so strong that a child may need help controlling or managing those feelings. Responses by the child might include being very quiet, yelling, crying, stomach hurting, or hitting.

- The student will identify uncomfortable feelings.
- The student will demonstrate acceptable ways of managing uncomfortable feelings, such as quiet time to draw or read, exercising, playing with a pet, talking to a friend.
- The student will identify trusted adults who can help deal with the strong feelings and stress appropriately (parents, grandparents, neighbors, teachers, counselors, faith/community leaders, and doctors).

K.MEH.1.3 Illustrate personal responsibility for actions and possessions.

Children learn that at home and in the classroom rules help them and keep them safe. Children learn that the classroom and home are happier places when everyone shares and helps each other. Their individual actions can affect the whole classroom community, and actions have both positive and negative consequences.

- The student will identify classroom rules. List may include: being kind to others, using good manners, taking turns, sharing, being a good listener, and taking care of classroom supplies.
- The student will practice self-control by following school rules.
- The student will identify the ways to help at home and school. List may include: feeding a pet, putting away clean clothes, doing homework, setting the table, putting away art supplies, cleaning desk, and organizing center supplies.

Personal and Consumer Health

Essential Standard and Clarifying Objectives

K.PCH.1 Apply measures for cleanliness and disease prevention.

K.PCH.1.1 Use steps of correct hand washing at appropriate times throughout the day.

K. PCH.1.2 Illustrate proper tooth brushing techniques.

K. PCH.1.3 Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

Unpacking

What does this standard mean a child will know and be able to do?

K. PCH.1.1 Use steps of correct hand washing at appropriate times throughout the day.

One of the best ways to prevent diseases is to wash hands after every trip to the bathroom, before eating or touching food, after blowing the nose, coughing or sneezing, after petting animals, and after playing outside. Using soapy water washes away germs that can make a person sick. The following steps are recommended by the CDC:

1. Wet hands with clean, running water (warm or cold) and apply soap.
2. Rub hands together to make lather and scrub them well including the backs of hands, between fingers and under nails.
3. Continue rubbing for at least 20 seconds. Hum the “Happy Birthday” song twice.
4. Rinse hands well under running water.
5. Dry hands using a clean towel or air-dry them.

- The student will identify appropriate times for washing hands.
- The student will demonstrate proper hand washing steps.
- The student will wash hands before meals and after using the bathroom.

K. PCH.1.2 Illustrate proper tooth brushing techniques.

The teeth and gums are very important for chewing and nutrition, for speech, and for an attractive smile. To keep teeth healthy, brush with

toothpaste and floss every day, eat healthy foods, and visit the dentist. Children should brush teeth twice a day and floss once a day. Describe and demonstrate the proper technique for brushing and flossing teeth. These steps should take about three minutes and are recommended by the American Dental Association:

1. Place a soft brush at a 45-degree angle against the gum.
2. Move the brush gently in short strokes.
3. Brush the outside, inside and flat parts of teeth.
4. Brush the tongue also.
5. Be sure to rinse well.

- Students will list reasons teeth and gums are important.
- Students will demonstrate proper brushing technique.
- The student will brush teeth after meals and at bedtime.

K. PCH.1.3 Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

For health and hygiene, it is important to care for hair, teeth and skin. By keeping bodies clean people are less likely to spread germs. Germs make children and adults sick. Germs can enter the body through the nose, mouth, or wounds on the skin. To prevent germs from spreading never share brushes or combs, toothbrushes, or towels after bathing.

- The student will explain why good personal hygiene is important.
- The student will list ways to control the spread of germs at school and home.

Essential Standard and Clarifying Objectives

K.PCH.2 Understand necessary steps to prevent and respond to unintentional injury.

K.PCH.2.1 Recognize the meanings of traffic signs and signals.

K.PCH.2.2 Explain the benefits of wearing seat belts and bicycle helmets.

K.PCH.2.3 Illustrate how to get help in an emergency.

K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

Unpacking

What does this standard mean a child will know and be able to do?

K.PCH.2.1 Recognize the meanings of traffic signs and signals.

Whenever people walk on the sidewalk or drive on the road, they must follow rules to stay safe. Knowing and following the rules allows car drivers, bike riders, and walkers to be safe. Students should always Stop, Look and Listen! Students should look left, right and left again before crossing a street. Children should never run into a street without stopping or enter a street between cars or from behind trees or bushes.

Children should cross at street corners and crosswalks.

- The student will identify and describe the meanings of traffic signs and signals, such as: Stop sign, Walk signals, Don't walk signals, Yield sign, One-way sign, Do not enter sign, Crosswalk sign, School Crossing, Railroad Crossing.
- The student will demonstrate and practice obeying safety rules.

K.PCH.2.2 Explain the benefits of wearing seat belts and bicycle helmets.

Different kinds of transportation have different safety rules. Riding the school bus is different than riding in the car or riding a bike. Children should follow the safety rules for their ages. Children shorter than 4'9" inches tall should be riding in a car seat or booster seat. Children 4'9" inches and taller can use a seat belt. All children 12 and younger should ride in the back seat because of the risk of air bag injury. A bike helmet should fit straight on the head of the rider and fit snugly. The chinstrap should hang just enough for the child to feel it when yawning.

- The student will explain the purpose of protective equipment such as seat belts and bike helmets.
- The student will wear seat belts or sit in a booster whenever riding in a car.
- The student will wear a helmet whenever riding a bike or ATV.

K.PCH.2.3 Illustrate how to get help in an emergency.

Emergencies are situations where someone is hurt or in danger. There is a difference between emergencies: (Someone isn't breathing; someone with a broken leg; someone who is burned or in a fire.) and a non-emergency (scraped knee, cat in a tree). An emergency can be seen (car accident, someone falling), heard (loud crash, a scream), or smelled (gas fumes or smoke).

Children and adults should know how to dial 9-1-1. It is important to give the name, address and what is wrong. Speak loud enough to be heard and speak clearly. One should always stay on the line to be certain the operator has all needed information.

- The student will identify and describe emergency situations.
- The student will demonstrate "calling" 9-1-1 and give name, address and explain the emergency.

K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

Warning signs, sounds and labels are in homes, schools, businesses, community centers, and libraries: everywhere people gather. Warning labels help people distinguish between helpful and harmful substances (cleaning supplies, medicines, paint cleaners), places (construction sites, railroad crossing), and situations (fire drill, tornado warning, hurricane warning). With harmful substances, the best response is not to touch. Unsafe places should be avoided or only visited when with an adult. Schools have drills to be well prepared for emergencies such as fires, tornados, or hurricanes. Drills should be taken seriously so knowing what to do in a real emergency is automatic. Once the drill is practiced, all students should immediately follow the rules of the drill by appropriately responding to warning signs and signs.

- The student will identify a variety of warning signs, sounds, and labels.
- The student will demonstrate appropriate responses to warning signs, sounds, and labels.
- The student will practice fire and tornado drills safely and seriously.

Interpersonal Communication and Relationships

Essential Standard and Clarifying Objectives

K.ICR.1 Understand healthy and effective interpersonal communication and relationships.

K.ICR.1.1 Explain reasons for sharing.

K.ICR.1.2 Compare people in terms of what they have in common and how they are unique.

K.ICR.1.3 Summarize protective behaviors to use when approached by strangers.

K.ICR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

Unpacking

What does this standard mean a child will know and be able to do?

K.ICR.1.1 Explain reasons for sharing.

Sharing is directly linked to fairness and honesty. When students share, everyone gets a chance. Everyone cooperates better and has more fun. There are many opportunities in a day for students to share (crayons, paints, centers, books, jump rope, chores).

- The student will explain the importance of sharing.
- The student will list ways to share and give examples of how he or she shares.

K.ICR.1.2 Compare people in terms of what they have in common and how they are unique.

Humans have more in common than they have differences, but often the differences are more noticeable. More and more it is being recognized that differences within a group of people make them stronger and more productive. When the classmates bring together their strengths in-group work, they will likely create a better project.

It is natural for people to compare themselves with others. The differences between people make them special. Everyone has different talents and gifts, which help make the classroom more interesting.

- The student will explain ways in which individuals in the classroom are similar (hair/eye color, favorite food/sport/pet) and different (height, favorite sport/food, hair color).
- The student will identify and describe something special about themselves and others.

K.ICR.1.3 Summarize protective behaviors to use when approached by strangers.

The term stranger may be hard for young children to fully understand. Adults communicate with people they don't know at times. A young person's idea of a stranger may be ugly and mean, so when they meet an attractive or kind person, they do not know them as a stranger. Explain the need for a family secret password or code. If someone says, "Your Mom told me to pick you up," the person would have to know the secret password before he or she would be believed. General safety rules: Stay with a group or friend. Understand where it is okay and not okay to go. Know how to get help in an emergency. Do not communicate with anyone unknown. Do not take anything from a stranger. Do not go anywhere with the stranger. If approached, Say "NO," get away and tell someone.

- The student will recall Stranger Safety rules.
- The student will demonstrate what to do if confronted by a stranger when given different scenarios.

K.ICR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

It is important to understand what bullying and teasing look like, sound like, and feel like. If the behavior is repeated, done on purpose and done to try to control the other person, it is bullying. Action must be taken. A child should report the behavior to a trusted adult. It is possible to use problem-solving skills to resolve the conflict. Bullying may appear as any of the following: physical violence, looks, gestures, actions, threats, name calling, remarks, rumors, social exclusion, harassment.

- The student will identify specific bullying behaviors.
- The student will explain differences between bullying and teasing in different scenarios.
- The student will demonstrate appropriate responses to bullying, such as: take action, tell a trusted adult, state the problem, express feelings and listen to each other.

Nutrition And Physical Activity

Essential Standard and Clarifying Objectives

K.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

K.NPA.1.1 Classify foods by groups in MyPlate.

K.NPA.1.2 Recall foods and beverages beneficial to teeth and bones.

K.NPA.1.3 Recall activities for fitness and recreation during out-of-school hours.

Unpacking

What does this standard mean a child will know and be able to do?

K.NPA.1.1 Classify foods by groups in MyPlate.

My Plate is a tool developed by the US Department of Agriculture that helps students choose a daily collection of foods to provide a nutritious diet that is balanced with physical activity. MyPlate helps people make smart choices about foods and gain the most benefit from the food they eat. MyPlate has five major categories including **Vegetables, Fruits, Grains, Milk** and **Protein** (Meat/Beans). **Oils, Fats & Sweets** are empty calories that should be taken in small amounts. **Water**, while not listed as a category, is also important for maintaining body fluids. Everyone should make sure they get enough **exercise** and **activity** to balance the food they eat to maintain a healthy weight.

Some of the foods that are eaten are **whole foods** such as carrot, turkey, cheese, and pineapple. A whole food fits neatly into a MyPlate category. Other foods are **combination foods** such as hamburger, pizza, chicken and vegetable soup, and macaroni and cheese. Combination foods are made up of whole food, are from two or more food groups, and sometimes have added fat, flour and sugar. To determine where a mixed food like pizza fits, it must be broken down into its parts: the crust is grain, tomato sauce is vegetable, and cheese is both milk and oil unless made with mozzarella from skim milk.

- The student will tell how MyPlate is useful to people.
- The student will explain that exercise and activity should be added to food intake to maintain a healthy weight.
- The student will place a variety of whole food pictures into the correct MyPlate categories.
- The student will differentiate whole foods and mixed foods.

K.NPA.1.2 Recall foods and beverages beneficial to teeth and bones.

Certain foods plus water provide special benefits to teeth and bones because they provide minerals like calcium, potassium, magnesium, iron and fluoride to the body. These minerals strengthen bones, build strong enamel in teeth, and support blood and nerve impulses. During the growing years, young people need foods rich in calcium and other minerals as well as sunshine for vitamin D and lots of activity to strengthen their bones and teeth.

Foods rich in calcium include milk, tofu, yogurt, hard cheeses and green leafy vegetables like spinach, broccoli, and green beans. Water sources in most towns and cities have added fluoride to strengthen tooth enamel. A good rule of thumb for acquiring minerals from food is to eat low-fat dairy products like milk and cheese as well as a wide variety of vegetables, whole grains, and fruits.

- The student will explain why bones and teeth require certain foods in the diet.
- The student will recall several foods that support healthy bones and teeth.
- The student will identify the mineral-rich foods eaten at home or school over a one-day period.

K.NPA.1.3 Recall activities for fitness and recreation during out-of-school hours.

Students spend most of their school days in sedentary and quiet activities. No wonder their bodies crave physical activity through movement, games and sports, and fun and play in non-school hours. Students who get substantial activity benefit from greater fitness, less illness, appropriate body weight, and a greater ability to focus on learning. Games and sports also develop social skills and healthy emotional outlets.

Elementary students can ride their bikes or scooters; play pick-up games like soccer, basketball or kick ball; cheer, march, or dance, jump rope, or swim. These activities might be done at home, in the neighborhood, or in a child-care or neighborhood center. For children inside a home or apartment, activities could include interactive videos (Wii, kid Zumba, Yoga or Kid-fit programs). Youngsters might also ask Mom or Dad to go for a walk or hike to a local recreation center for a variety of activities. Everybody in the family needs physical activity and recreation.

- The student will list some benefits of physical activity.
- The student will generate three ideas for getting activity including both outdoor and indoor types.
- The student will rehearse asking a parent/guardian to do a physical activity with him or her.
- The student will engage in 30 to 60 minutes of physical activity each day.

Essential Standard and Clarifying Objectives

K.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less calorie-dense and empty calorie foods.

K.NPA.2.1 Recognize nutrient-dense foods in pictures of foods that are culturally diverse.

K.NPA.2.2 Summarize the importance of a healthy breakfast and lunch.

Unpacking

What does this standard mean a child will know and be able to do?

K.NPA.2.1 Recognize nutrient-dense foods in pictures of foods that are culturally diverse.

When a food breaks down in the digestive tract, its nutrients and energy are released for the body to use. Without nutrients, the body would not be able to grow or heal itself. **Nutrients** support the essential building blocks of life. **Energy** is released from food, is measured in **calories**, and represents the amount of fuel available in a food. Because modern humans get less activity than their ancestors, they need the same nutrients with less fuel. People want the right amount and variety of nutrients from foods while keeping the calories lower to avoid being overweight. Foods that have high nutrient values and lower calories are called **nutrient-dense** foods.

Foods that are nutrient-dense have identifiable characteristics. Such foods often come from plants and can be eaten raw like vegetables or fruits. They can be eaten in their natural form like nuts, beans and seeds, or by cooking vegetables. High fiber foods such as whole grain pastas, bread or brown rice are nutrient-dense. Foods like fish, lean meats, poultry, eggs, and low-fat milk are nutrient-dense. On the contrary, **processed foods** like fast foods, mixed foods, sugary drinks, and desserts are generally not nutrient-dense and considered empty calories, or calorie-dense foods—that is, they have too many calories, are loaded with sugar, salt and fat, and have less nutrient value. It is a good idea to

limit intake of processed foods in favor of nutrient-dense foods.

Nutrition is enhanced when children experience foods from other cultures. Cultural foods are often more nutrient-dense because they use less sugar and meat, and more vegetables and grains. Children benefit from learning to identify and sample Asian foods like satay, noodle rolls, steamed vegetables, pho soup, tofu and sushi; Mexican foods like corn tortillas, salsa, beans and rice, tacos and bean burritos; Middle Eastern foods such as hummus, tabbouleh, and rice and pea salads; and Mediterranean foods like eggplant, gazpacho, spaghetti with roasted vegetables and ratatouille.

- The student will identify food as providing nutrients and energy.
- The student will explain nutrient-dense foods and their characteristics.
- The student will give examples of foods that are not nutrient-dense and where they are found.
- Given pictures of food, students will sort nutrient-dense foods from those that are high in calories, fat and sugar.

K.NPA.2.2 Summarize the importance of a healthy breakfast and lunch.

Scientists have long agreed that breakfast is the most important meal of the day. Breakfast “breaks the fast”—it is the first meal after sleep. Almost half a day has elapsed since the last meal and the body is ready for nutrients and fuel. Breakfast supports morning school or work, while lunch supports an afternoon schedule and fuels sports, play, and leisure time.

The largest and most nutrient-dense meal should be breakfast. Skipping breakfast is never a good idea as it causes a person to become tired, weak, and unable to think clearly long before lunchtime. A good breakfast should have some lean protein like egg, cheese, or beans, as well as milk, a whole grain food and fruit. Whole grain cereal, oatmeal, tortilla, or bagel with low-fat string cheese, milk and fruit are quick and easy to prepare. Also, nothing says a person can’t eat healthy leftovers from last night’s dinner for breakfast, and they are fast to prepare with a microwave oven. A piece of fruit or juice is a good choice for both fiber and nutrients.

A nutrient-dense lunch at school helps young people function better for the remainder of the day and have more energy for after-school physical activity. Lunch is an opportunity to get more vegetables, whole grains, and lean meats, poultry or fish in the diet. Consuming low-fat milk at breakfast and lunch helps calcify a young person’s bones at the time when their body can best absorb it. Iced tea, soft drinks and fruit drinks should be discouraged as they don’t provide calcium, increase tooth decay, and increase empty calories most children do not need. The smallest meal of the day should be supper since the body needs fewer nutrients and energy during its resting period. Late night snacking often contributes to obesity.

- The student will explain which meal should be the largest and the smallest of the day and why.
- The student will suggest a combination of breakfast and lunch foods that show understanding of MyPlate and nutrient-dense foods.
- The student will consume healthy breakfasts and lunches.

Alcohol, Tobacco, and Other Drugs

Essential Standard and Clarifying Objectives

K.ATOD.1 Understand how to use household products and medicines safely.

K.ATOD.1.1 Explain what is likely to happen if harmful household products are ingested or inhaled.

K.ATOD.1.2 Classify things found around the house as medicinal drugs or other (e.g. candy).

K.ATOD.1.3 Identify adults and professionals who can be trusted to provide safety information about household products and medicines.

K.ATOD.1.4 Use appropriate strategies to access help when needed in emergencies involving household products and medicines.

Unpacking

What does this standard mean a child will know and be able to do?

K.ATOD.1.1 Explain what is likely to happen if harmful household products are ingested or inhaled.

Exposure to household products results from breathing it in (inhaled), topical (on top of the skin), or in the eye. Inhaling chemicals found in household products can cause nausea, headaches, nosebleeds, dizziness, memory loss, shortness of breath and asthma. Touching chemicals can cause itching, irritation, or burning of the skin. If chemicals get into the eye, it may result in burning or eye irritation, inflammation, glaucoma, temporary or permanent loss of vision, and blindness.

Children who swallow any amount of household products may experience symptoms ranging from mild headache, nausea, diarrhea and vomiting to nervous, gastrointestinal, respiratory, and circulatory system damage. Additional reactions may include difficulty breathing, throat pain, or burns to the lips and mouth. Permanent physical and tissue damage, coma, and death can occur, depending on type and amount of chemical ingested.

Chemical products should always be kept in their original bottles or containers to avoid confusion. Children should never drink an unknown liquid from a cup, bottle or jar. Many liquid cleaners are colorful and appear very similar to Kool aid. In a poisoning emergency, Poison Control Center is to be called (1-800-222-1222) to relay the type of poison ingested and receive instructions. Convulsions, loss of breathing or loss of consciousness require calling 911 immediately. Identify the type of poison if possible and take the poison to the emergency room.

- The student will describe how household products can harm the body (eyes, lungs, skin, brain, nose, mouth) if ingested or inhaled.
- The student will list ways of preventing consumption of harmful household products.

K.ATOD.1.2 Classify things found around the house as medicinal drugs or other products (e.g. candy).

Medicines can be commonly found in all homes and can even be found in places children view as safe, such as Grandma's purse. It can be difficult to distinguish medicine from candy because medicine and vitamins come in many pretty colors and shapes. If a child doesn't know

what something is, he should never put it in his mouth. The child should always ask a grownup first.

- The student will distinguish between medicine and food products, such as candy.
- The student will list what to do if an item looking like medicine or candy is found in the home.

K.ATOD.1.3 Identify adults and professionals who can be trusted to provide safety information about household products and medicines. The best person in the home to give a child medicine is a parent, babysitter, grandparent, or guardian. If medicines or household products are found an adult should be told so the container can be placed in a medicine cabinet or other childproof areas young children cannot reach. Children should tell a parent or teacher if household chemicals or medicines are found in an unsecured area. At school children can seek out a teacher, school nurse, or guidance counselor for answers regarding medicines or household product emergencies.

Accidents involving household accidents can be serious. Professionals at the Poison Control Center 1-800-222-1222 are experts who explain exact directions if an emergency occurs. The Poison Control Center can send children telephone stickers or magnets with the emergency phone number to be posted on or near telephones or program the number into a cell phone. Calling 9-1-1 will also access poisoning information.

- The student will list adults who may be trusted to provide information about household products or medicines.
- The student will accept medicine only from a trusted adult.

K.ATOD.1.4 Use appropriate strategies to access help when needed in emergencies involving household products and medicines. Accidents involving household products and medicines can be serious. An adult should be located immediately to call the Poison Control Center at 1-800-222-1222 for instructions on how best to handle the emergency. 9-1-1 may also be called. It is important to give accurate information to the dispatcher including address or location, brief description of the emergency or what happened (if known), and number of people involved. If this type of emergency occurs at school, a teacher, faculty or staff member, can provide necessary assistance.

- The student through role-play will demonstrate how to access help in an emergency involving household products and medicines.
- The student will call the Poison Control Center or 9-1-1 if there is an emergency involving poisons or medicines.

First Grade Health • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

Note on Numbering: **MEH**–Mental and Emotional Health, **PCH**–Personal and Consumer Health, **ICR**–Interpersonal Communication and Relationships, **NPA**–Nutrition and Physical Activity, **ATOD**–Alcohol, Tobacco, and Other Drugs

Mental and Emotional Health

Essential Standard and Clarifying Objectives

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

1.MEH.1.1 Use effective communication to express and cope with emotions.

1.MEH.1.2 Use methods of positive coping with disappointment and failure.

1.MEH.1.3 Classify stressors as positive or negative stress.

Unpacking

What does this standard mean a child will know and be able to do?

1.MEH.1.1 Use effective communication to express and cope with emotions.

Everyone has feelings and emotions, and throughout the day, feelings and emotions can change. Children can feel comfortable or uncomfortable with the way they feel. It is important for students to know how to calmly express their feelings in ways that do not hurt others. Feelings can be expressed by facial expressions and body language or by using words. Conflict resolution steps, I-messages, good listening skills and compromise help students effectively express and cope with emotions.

- The student will identify a variety of comfortable and uncomfortable feelings or emotions. This list may include: happy, glad, sad, afraid, angry, mad, tired, frustrated, worried.
- The student will demonstrate ways to express feelings appropriately.
- The student will practice using “I” messages to express feelings with words. These messages may include: I feel, I love, I like, I don’t like.
- The student will practice steps of conflict resolution, state the problem, listen to each other, compromise, use “I” messages.

1.MEH.1.2 Use methods of positive coping with disappointment and failure.

Everyone has had a “bad day.” Something did not go well even when a lot of time, energy and effort have been invested. It is important to understand that failing at something does not mean a person is a failure. The perspective and attitude of a child influences how they cope with failure and disappointment. It is important to understand that making mistakes and failing are part of the learning process. It is healthier not to dwell on the mistake, but to learn from it, ask for help, and fix it if possible then move on.

- The student will identify positive coping strategies which may include: talk about feelings with a trusted adult, analyze what went wrong and can be improved for the next time, start over if possible to fix the problem, ask for help to practice the skills needed, or exercise to give

some distance and time to evaluate the failure.

1.MEH.1.3 Classify stressors as positive or negative stress.

Everyone experiences stress sometimes. Stress is the body's reaction to strong emotions. It is normal to be anxious sometimes in the school day. Children may be anxious over a school play, a spelling test, learning a new math skill or an argument with a friend. Playing in an exciting team game can be stressful. This kind of temporary stress can challenge us to do our best. However, prolonged exposure to stress can cause a range of problems such as headaches, stomachaches, crying, not sleeping well, withdrawal, and being distracted. The stressors might include a pet dying, a parent yelling and being angry, illness in the family, divorce, a stepparent or new sibling joining the family, and conflicts between friends. Children who live in poverty or violent communities experience even more stress. Sometimes feelings can be so strong that a child may need help controlling or managing those feelings. Children need to be taught strategies to cope with the stress they feel.

- The student will list stressors and categorize them as positive or negative.
- The student will identify coping strategies which may include: talk to a trusted adult or a friend, listen to music, read, play a game, play with a pet, draw, color or paint.

Personal and Consumer Health

Essential Standard and Clarifying Objectives

1.PCH.1 Apply measures for cleanliness and disease prevention.

1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.

1.PCH.1.2 Use measures for preventing the spread of germs.

Unpacking

What does this standard mean a child will know and be able to do?

1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.

Germs are so tiny they can only be seen with a microscope, but they can cause some big problems like fevers, headaches, sore throats, rashes, and stomachaches. Germs are in protozoa, bacteria, viruses and fungi. Germs are found everywhere all over the world! They can enter bodies through the nose, mouth, or cuts on skin. People don't even know the germs have invaded their bodies until they get sick. Bacteria can cause sore throats like tonsillitis or strep throat, ear infections, cavities and pneumonia. Viruses can cause chicken pox, measles, flu, or a cold. Fungi are not usually dangerous, but they like moist dark places and cause itchy, red athlete's foot. Protozoa are found in water and can cause stomachaches and diarrhea.

- The student will identify the causes and effects of common illnesses.

- The student will recognize that germs can be spread from one person to another.

1.PCH.1.2 Use measures for preventing the spread of germs.

Germs hate soap and warm water. The best way to prevent the spread of germs is by washing hands. It is important to know when and how to wash hands. It is a good habit to use tissues and throw them away and to sneeze and cough into the elbow instead of hands. The following steps are recommended by the CDC for effective hand washing:

1. Wet hands with clean, running water (warm or cold) and apply soap.
2. Rub hands together to make lather and scrub them well including the backs of hands, between fingers and under nails.
3. Continue rubbing for at least 20 seconds. Hum the “Happy Birthday” song twice.
4. Rinse hands well under running water.
5. Dry hands using a clean towel or air-dry them.

- The student will list important times for hand washing such as after playing outside or with a pet, after going to the bathroom, after blowing their nose, sneezing or being around someone who is sick, and before touching or eating food.
- The student will demonstrate and practice proper hand washing technique.

Essential Standard and Clarifying Objectives

1.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.

1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.

1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

Unpacking

What does this standard mean a child will know and be able to do?

1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.

Germs are found everywhere all over the world. Even though they are very tiny, they can cause big problems when they invade the body. There is a difference between symptoms of common cold or stomach virus and more serious symptoms such as fevers and soreness of strep throat. Sometimes staying at home with extra rest will be enough to get better (cold and stomach virus), other times it is important to go to the doctor for medicine in order to get better. With some serious illnesses, a child might have to stay in the hospital for a while to get better. With all sickness it is best to rest, get plenty of fluids, treat the symptoms, and listen to the health care professionals.

- The student will identify symptoms of sickness.
- The student will categorize illnesses as to whether to go to school, need to stay home, need to visit the doctor, need to be in the hospital.

1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems

Everyone has two sets of teeth: primary and permanent. The first set grows in when they are babies and can be called baby teeth or primary teeth. It is normal for first graders to start losing these teeth so the second (permanent) set of teeth can grow. Permanent means long lasting. Permanent teeth are bigger and stronger because they need to last for the rest of one's life. For a while a child will have a combination of primary teeth and baby teeth. Children will lose baby teeth between ages of 6 and 13. Permanent teeth fill in from ages 6 to 22 with wisdom teeth coming in last. Sometimes children can have problems with their teeth. Cavities, an injury, or crowded teeth, if preset, could require a visit to a dentist.

- The student will explain the process of losing primary teeth and growing permanent teeth.
- The student will identify dental problems that might require professional care.

Essential Standard and Clarifying Objectives

1.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.

1.PCH.3.2 Identify items that can cause burns and strategies to prevent fire and burn injury.

1.PCH.3.3 Execute the Stop, Drop, and Roll response.

1.PCH.3.4 Execute an emergency phone call.

Unpacking

What does this standard mean a child will know and be able to do?

1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.

According to the CDC, nine million children between birth and 19 years are seen for injuries each year. Burns, drowning, falls, poisonings, and choking hazards are all part of the accidents and deaths that are preventable. In the home, the kitchen and bathroom are two dangerous rooms for young children. Access to weapons in any setting is dangerous; weapons should not be touched if a parent or trusted adult is not around.

Some safety tips:

1. Keep hot liquids, foods and pots away from the edges of the table, counter or stove.
2. Turn pot handles toward the rear of the stove.
3. Stir foods heated in the microwave carefully and thoroughly.
4. Open items heated in the microwave carefully and away from the face or body because steam can burn.
5. Use oven mitts when taking items out of the oven or microwave.
6. Be sure toys and clothes are not on stairs, near heaters, or blocking traffic paths.
7. Toys with magnets and other small parts should be kept away from little brothers and sisters.
8. Be sure TVs and bookcases are secure and will not tip over.
9. Do not enter swimming pools or spas without adult supervision.
10. Always check pool and spa drains.

11. Cabinets with medicines and cleaning supplies should have small children “locked out” and out of reach.
12. Do not have any electrical items near water.

- The student will identify safety hazards in his or her home.
- The student will be able to complete a safety check room by room at home with adult supervision.

1.PCH.3.2 Identify items that can cause burns and strategies to prevent fire and burn injury.

The CDC states that 435 children are treated for burns every day. Burn accidents most often happen in the kitchen, bathroom or outdoors. Burns can be from hot liquids, fire, chemicals, electricity or chemicals. There are dangers of everyday items in any home that can cause burns. Families need to have a fire escape plan that is practiced and be sure smoke detectors are working.

Students should be sure their family:

1. Checks smoke detectors every month.
2. Cleans fireplaces and woodstoves regularly.
3. Never leaves candles burning unattended.
4. Never plays with matches, lighters, or fireworks.
5. Never leaves unattended pots and pans cooking.
6. Never overloads an outlet.
7. Keeps paper and clothes away from heaters and fireplaces.
8. Keeps curtains away from heaters.
9. Is careful around appliances such as irons and curling irons.
10. Keeps hot liquids, foods and pots away from the edges of the table, counter or stove.
11. Turns pot handles toward the rear of the stove.
12. Stirs food heated in the microwave carefully and thoroughly.
13. Opens items heated in the microwave carefully and away from them because steam can burn.
14. Uses oven mitts when taking items out of the oven or microwave.

- The student will list and complete a safety check of possible fire hazards.
- The student will list items that could cause burns.
- The student will describe ways to stay safe and prevent injury.

1.PCH.3.3 Execute the Stop, Drop, and Roll response.

A fire will not burn without oxygen. One of the ways to put out a fire is to deprive the burning object of oxygen. If clothing catches on fire, it is best to use the Stop, Drop, and Roll response.

These are the steps with a description of how to accomplish them:

STOP: Never run because running will only make the fire bigger by supplying more oxygen. Do not wave arms.

DROP: Drop to the ground and put hands over face for protection.

ROLL: Roll back and forth until the fire is completely out.

- The student will explain why the Stop, Drop, and Roll response is effective in putting out burning clothing.
- The student will practice the Stop, Drop, and Roll response in several scenarios.

1.PCH.3.4 Execute an emergency phone call.

Explain that emergencies are situations where someone is hurt or in danger. Discuss the difference between emergencies (someone isn't breathing, someone with a broken leg, someone who is burned or a fire starts) and a non-emergency (scraped knee, cat in a tree). An emergency can be seen (car accident, someone falling), heard (loud crash, a scream) or smelled (gas fumes or smoke). In those emergency situations call 9-1-1. It is important to say your name, address and what is wrong. If calling 9-1-1, speak loudly and clearly.

- The student will identify and describe emergency situations.
- The student will practice "calling" 9-1-1 and give name and address and explain the emergency.

Interpersonal Communication and Relationships

Essential Standard and Clarifying Objectives

1.ICR.1 Understand healthy and effective interpersonal communication and relationships.

1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.

1.ICR.1.2 Explain the value of having a diversity of students in the classroom.

1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.

1.ICR.1.4 Contrast appropriate and inappropriate touch.

1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

Unpacking

What does this standard mean a child will know and be able to do?

1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.

Each person has his or her own personal space and boundaries. Each person's personal space and boundaries are different. The classroom space has to be shared by everyone. All persons need some part of that space as their own. People will get along better if each person is respected and

the personal space of each person is respected, as well.

People are different. Some people like to work closely with a friend all the time. Some people like to be by themselves. They need more space. Some people like to work with others sometimes and alone sometimes. Respecting each other's needs and expressing own needs can and should happen without anyone getting upset.

- The student will give examples of personal space and boundaries.
- The student will summarize the importance of respecting boundaries.
- The student will be respectful of others.

1.ICR.1.2 Explain the value of having a diversity of students in the classroom.

Children need to feel valued and proud of the gifts they have. At a young age, children recognize physical differences, social differences and educational differences. For example, students know that they go to different reading groups or different resource teachers. A classroom is an environment where the goal is for everyone to help each other be the best he or she can be. Individual talents and gifts of others as well as their accomplishments should be recognized. Different cultural or historical backgrounds should be celebrated within the community. The community will allow confidence to strengthen and ultimately each individual will become a better citizen.

- The student will verbalize the talents or gifts of classmates.
- The student will explain why it is important to respect differences.

1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.

There are behaviors that may prevent groups of students from getting along. Some should be reported to an adult and (for some) there is no need for reporting. Tattling is usually viewed as reporting an incident or problem that the child should be able to handle on his or her own. Often the purpose of tattling is to get someone in trouble. Lack of sharing when young children are together is very common. However, when someone is in danger those situations always need to be reported. Bullying and teasing occur often among young people. Bullying is intimidating smaller or weaker people. Teasing is the act of irritating or provoking with persistent petty distractions. If a teasing behavior is repeated, done on purpose, and done to try to control or harm the other person, it can also be classified as bullying. Action must be taken. Report the behavior to a trusted adult. Bullying may appear as any of the following: physical violence, looks, gestures, actions, threats, name-calling, remarks, rumors, social exclusion, and harassment.

- The student will identify specific bullying behaviors.
- The student will classify different classroom examples as “students can fix the problem” or “report to the teacher.”
- The student will demonstrate appropriate responses to bullying: Take action: Tell a trusted adult; State the problem; Express your feelings; and Listen to each other.

1.ICR.1.4 Contrast appropriate and inappropriate touch.

Everyone needs to feel loved. Hugs and kisses from loved ones and trust are important and make each person feel good. Those hugs, kisses and pats on the head from parents and grandparents are appropriate touches. Inappropriate touches make a child feel uncomfortable, scared, or nervous. Inappropriate touches are on the body where the person does not want to be touched (private areas). Inappropriate touches may cause pain or “icky” feelings. If a person forces a child to touch him or her, or tells the child not to tell anybody, or threatens to hurt the child if reported, then telling an adult is the appropriate response.

- The student will explain how to identify appropriate and inappropriate touch.
- The student will classify examples as appropriate or inappropriate touch.

1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

Every child should know who the trusted adults are to be able to report inappropriate touch. It is never a child’s fault if inappropriate touch occurs. Children should always report touches that make them feel uncomfortable, confused, or upset. They should also report touches that are forced.

- The student will list adults who can help.
- The student will practice the correct steps to seek assistance if touched inappropriately.

Nutrition and Physical Activity

Essential Standard and Clarifying Objectives

1.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

1.NPA.1.1 Select a variety of foods based on MyPlate.

1.NPA.1.2 Contrast nutrient-dense foods with empty calorie or calorie-dense foods.

Unpacking

What does this standard mean a child will know and be able to do?

1.NPA.1.1 Select a variety of foods based on MyPlate.

MyPlate has a table setting showing the food groups that represent a balanced and healthy meal. The plate is divided into four sections: vegetables, fruits, grains and meats/proteins. Dairy is shown as a glass of milk or perhaps a bowl of yogurt above the plate. Each color is different to represent a different group. Notice that the vegetable and grain sections of the plate are larger than the protein and fruit because people should eat more vegetable and grain than fruit and protein servings. A balanced meal has foods from several of these groups. For

example, a lunch of a ham sandwich, carrot sticks, apple, and milk has a serving of each group: sandwich bread = grain, ham = protein, carrot sticks = vegetable, apple = fruit, and milk = dairy. Everyone should eat a variety of foods each day, but especially children who are growing and developing.

Being exposed to a variety of foods is helpful to providing all the necessary nutrients. For example, meats, beans and nuts provide protein and iron. Fruits and vegetables provide vitamins, minerals, carbohydrates, and fiber. Milk, ice cream, yogurt and cheese provide calcium and vitamin D. Adults should encourage children to taste and enjoy new foods. They should eat a variety of foods **within** each group as well: instead of having applesauce with each meal, they should try fruits of different colors and consistencies: oranges, pears, star fruit, cherries, grapes, strawberries, tangerines, bananas, and peaches. By planning meals ahead of time, families are better able to include a variety of foods throughout the week.

- The student will give examples of foods from each group.
- The student will select and eat a variety of foods at school breakfast and lunch.
- The student will demonstrate a willingness to try a variety of new foods suggested on MyPlate.

1.NPA.1.2 Contrast nutrient-dense foods with empty calorie or calorie-dense foods.

Foods should not be described as “good or bad” or as “healthy or unhealthy.” It is better to use the word **nutrient-dense**. A food that is nutrient-dense is one that contains nutrients a child needs more of: vitamin C, vitamin A, calcium, and iron. Examples are broccoli, low-fat milk, turkey and pineapple. Foods that are **calorie-dense** have fewer of those nutrients along with high fat, calories, sugar, and salt. Examples of calorie dense foods are hot dogs, hamburgers and macaroni and cheese. **Empty calorie** foods are those with high calories and little or no nutrients, such as sodas, candy bars, cookies, chips, butter and mayonnaise.

Americans would eat more healthfully if more of their foods were nutrient-dense. Conversely, if fewer of their foods came from empty calorie or calorie-dense foods, maintaining healthy weight and diet would be easier.

- The student will define nutrient-dense.
- The student will identify foods based on nutrient density.
- The student will select meals with more nutrient-dense foods and less calorie-dense and empty calorie foods.

Essential Standard and Clarifying Objectives

1.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.

1.NPA.2.1 Classify the sources of a variety of foods.

1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

Unpacking

What does this standard mean a child will know and be able to do?

1.NPA.2.1 Classify the sources of a variety of foods.

Foods come from plants and animals. Plants provide fruits, vegetables, grains, and some sources of protein (nuts and legumes). Animals are the source of meats, fish, and poultry and also give milk from which cheese, yogurt, and ice cream are made. Some foods are purchased and eaten without processing (fresh fruits and vegetables); other foods are changed before they are ready to be eaten. An example might be grains (oats, rye) that are milled and mixed with other ingredients before being baked into bread.

Farms, ranches, and orchards are the sources of most foods. Grocery stores also purchase foods from factories that create and package foods. Because of the ability to fly and ship foods from other parts of the world, it is possible to bring fresh fruits and vegetables from other places in the world. The closer foods are to local stores, the fresher they can be. Many families shop at farmers' markets to buy the freshest foods available.

- The student will list sources of foods, such as farms, orchards, and ranches.
- The student will explain which sources of foods are freshest.
- The student will choose fresh foods and vegetables.

1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

Many of the beverages enjoyed by children and adults are high in sugar: colas, fruit ades, and sports drinks. There are beverages that are better choices: milk, plain water, fruit juice smoothies and 100% fruit juices. The choices of beverages are just as important as choices of foods. Drinking liquid helps keep a person hydrated. Water is actually the most important nutrient (a person would die without it).

Choosing more nutrient-dense beverages is another way to make certain that one gets the right number of servings of each food groups. A smoothie made with fresh fruits and yogurt contains a serving of fruit and a serving of dairy. Milk is more nutrient-dense if it is low-fat (less than 2%), and chocolate milk contains the vitamins and calcium needed from dairy sources.

Sometimes foods and beverages have sugars that may not sound like sugar. Sucrose, fructose, maltose, and corn syrup are all types of sugars. Besides beverages, other types of food that can be high in sugar are processed cereals, some of which can be 70% sugar. A nutritionist once said about popular cereals that a person could throw away the cereal, eat the box, and get more nutrition.

- The student will list beverages low in sugar and high in nutrients.
- The student will identify foods lower in sugar.
- The student will select foods and beverages that are low in sugar.

Essential Standard and Clarifying Objectives

1.NPA. 3 Remember fitness concepts to enhance quality of life.

1.NPA. 3.1 Recognize the benefits of physical activity.

1.NPA. 3.2 Recall fitness and recreation activities that can be used during out-of-school hours.

Unpacking

What does this standard mean a child will know and be able to do?

1.NPA.3.1 Recognize the benefits of physical activity.

Physical activity has health benefits at every age. During childhood, regular exercise helps the child achieve a healthy weight, build stronger bones and muscles, and have the ability to exercise for longer periods of time. Organs such as the heart and lungs will operate more effectively if one exercises. There are positive effects for appetite and sleep habits if one takes part in physical activity.

There are also emotional pay-offs: having a healthier self-esteem, being able to relax, and managing stress. Children feel better and have a sense of accomplishment when they exercise. Physical activity (especially play) provides opportunities for children to make friends and practice teamwork, following rules, and good sportsmanship.

- The student will list the health benefits of physical activity.
- The student will explain how physical activity enhances mental health and opportunities for friendships.

1.NPA.3.2 Recall fitness and recreation activities that can be used during out-of-school hours.

Many choices can be made to increase or decrease the quality of a person's of life. Children are especially seduced by the overwhelming influence of technology. This influence has caused many children to turn to television, computers, and video games instead of more traditional ways of entertainment such as running, hiking, and playing on a playground. These active forms of entertainment also have the ability to get children outside and engaging in physical activity.

The family's influence on physical activity is significant. Setting goals within the household and outside of a classroom setting is a great tool families can use to promote healthy living and increase quality of life. Planning activities as a whole family such as hiking, playing a game of soccer, or taking an evening walk can improve the entire family's overall health. Children are able to be outside and parents set an example for an active lifestyle. Replacing time spent watching television with time playing outside is simple, and will have a positive effect on the child's health behaviors in the future. Promoting physical activity in the home and outside of the classroom is essential to the improvement of a child's health.

- The student will list physical activities with family that he or she enjoys.

- The student will encourage family members to participate in exercise.

Alcohol, Tobacco and Other Drugs

Essential Standard and Clarifying Objectives

1.ATOD.1 Understand how to use household products and medicines safely.

1.ATOD.1.1 Recognize the harmful effects of medicine when used incorrectly.

1.ATOD.1.2 Recognize how to behave safely with medicines and household cleaners.

1.ATOD.1.3 Classify products as harmful or safe.

1.ATOD.1.4 Summarize strategies for reporting harmful substances.

Unpacking

What does this standard mean a child will know and be able to do?

1.ATOD.1.1 Recognize the harmful effects of medicine when used incorrectly.

Medicines are used to help fight illness, to feel better when sick, and to keep from getting sick in the first place. It is the parent's role to be responsible for ensuring the proper amount of medication is given at the correct time. It is dangerous for a student to take medicine by himself or from a friend. The family should always follow doctor's instructions or over-the-counter labels for taking medicine.

Medicine can make children sick if they take the wrong kind or too much. Taking medicine prescribed for someone else or outdated medicine is also very bad news. Taking too much medicine or medicines intended for friends or family can have very serious side effects, such as nausea, changes in organ functions (including heart, brain, and lungs), and death. Taking old medicine may reduce the effectiveness of the drug.

- The student will describe the importance of taking medicines correctly.
- The student will list consequences of taking medicine incorrectly.
- The student will state who is responsible for giving medicine correctly.

1.ATOD.1.2 Recognize how to behave safely with medicines and household cleaners.

A student can get poisoned by eating, drinking, touching, or smelling a household cleaner. These products can make him sick or hurt. Grown-ups use spray cans and bottles, and children are not to touch household cleaner containers. A child should leave a household cleaner where it is found without opening the bottle or smelling it. If an unmarked container is found with liquid in it, children are never to drink it if it is not known exactly what it is. Some household cleaners can be bright yellow, red, or blue, and may look like juice or sports drinks.

- The student will list risky behaviors with medicines and household cleaners.

- The student will avoid eating, drinking, smelling, or spilling products that are dangerous to health.

1.ATOD.1.3 Classify products as harmful or safe.

Many products in the home (such as cleaners and medicines) are potentially dangerous. Common household products and misused drugs can be harmful or fatal if swallowed, inhaled, touched, or placed in the eye. Learning the name of the product, where in the house the product is stored, what it is used for, and the dangers of the product, along with prevention and emergency procedures, can educate and prevent dangerous situations from occurring.

The most common poisons for children include:

- Cosmetics such as perfume or nail polish, and personal care products such as deodorant and soap
- Cleaning products (laundry detergent and floor cleaners)
- Pain medicines (analgesics) such as acetaminophen or ibuprofen
- Objects and toys including silica gel packages to remove moisture in packaging and glow products
- Topical preparations such as diaper rash products, hydrogen peroxide, acne preparations, or calamine lotion
- Vitamins when taken in amounts higher than the recommended dosage

Some of the most dangerous poisons that could be found in a home include:

- Antifreeze and windshield washer products
- Some medicines
- Corrosive cleaners like drain openers, oven cleaners, toilet bowl cleaners, and rust removers
- Fuels such as kerosene, lamp oil, gasoline, and tiki-torch oil
- Pesticides

- The student will list products that are unsafe to swallow or place on skin.
- The student will assist parents in “child-proofing” his or her home.

1.ATOD.1.4 Summarize strategies for reporting harmful substances.

The Poison Control Center number is 1-800-222-1222 and should be stored in a central location such as a refrigerator by the telephone or programmed into a cell phone. Call the Poison Control Center or 9-1-1 if an emergency involving a household product or medicine occurs. It is to give accurate information when dialing 9-1-1 or the PCC.

If an emergency does occur, follow these strategies:

- Remain calm
- Call 9-1-1 if you have a poison emergency and the victim has collapsed or is not breathing. If the victim is awake and alert, dial 1-

800-222-1222. Try to have this information ready:

- The victim's age and weight
- The container or bottle of the poison if available
- The time of the poison exposure
- The address where the poisoning occurred
- Stay on the phone and follow the instructions from the emergency operator or poison control center.

At school it is necessary to tell a teacher, faculty, or staff member when an emergency involving harmful substances occurs. If a child sees a harmful substance where another child could access it, he or she should report it.

- The student will identify the Poison Control Center as the resource for poisoning emergencies.
- The student will demonstrate how to report harmful substances to an adult.

Second Grade Health • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

Note on Numbering: **MEH**–Mental and Emotional Health, **PCH**–Personal and Consumer Health, **ICR**–Interpersonal Communication and Relationships, **NPA**–Nutrition and Physical Activity, **ATOD**–Alcohol, Tobacco, and Other Drugs

Mental and Emotional Health

Essential Standard and Clarifying Objectives

2.MEH.1 Understand the relationship among healthy expression of emotions, mental health, and healthy behavior.

- 2.MEH.1.1 Identify appropriate standards for behavior.
- 2.MEH.1.2 Summarize behaviors that help to avoid risks.
- 2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.
- 2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.
- 2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

Unpacking

What does this standard mean a child will know and be able to do?

2.MEH.1.1 Identify appropriate standards for behavior.

Positive character traits are in the community, in the workplace, and at home. These characteristics show respect and consideration for others as well as self-respect.

Ways to show respect include:

- Treating other people as one would want to be treated.
- Being courteous and polite.
- Listening to what other people have to say.
- Not insulting people, or making fun of them, or calling them names.
- Not bullying or pick on others.
- Not judging people before getting to know them.

Ways to show trustworthiness include:

- Not lying, cheating, or stealing.
- Being reliable; keeping promises and following through on commitments.
- Having the courage to do what is right, even when it is difficult.
- Being a good friend and not betraying a trust.

- The student will be able to list ways to demonstrate how to be honest.
- The student will be able to identify how to be responsible.
- The student will demonstrate honesty and responsibility.

2.MEH.1.2 Summarize behaviors that help to avoid risks.

Potentially harmful situations will occur, and there are measures that can be taken in order to avoid or minimize the risk. Telling a responsible adult, such as a teacher or guidance counselor, avoiding peers who are engaging in risky behavior, considering the consequences to actions which could result in emotional or physical harm, and using refusal strategies such as saying “no” are all valuable skills necessary for young people to develop in order to keep out of trouble. Understanding the possibility for danger is a skill that keeps young people safe. Practicing what to do in risky situations will help a child avoid risks for injury, illness, or hurting others in the future.

- Through role-plays, the student will demonstrate behaviors to avoid certain risks.

2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.

Societal influences such as peers, the media, and family have great potential to impact feelings and emotions. Recognizing the existence of these influences and identifying both their positive and negative aspects are crucial for students to develop critical thinking skills.

Students can unknowingly be persuaded by their peers in various situations such as treatment of classmates, academic performance, overall attitude, and expression of feelings. The influence of media on children extends to health-related issues. Although television has the power to educate on a wide variety of health-related topics such as nutrition and exercise, it can be a negative force through images and advertisements that influence students to make poor food choices and further encourages inactivity. The relationship between students and their living environment is also an important factor when considering influence on feelings and emotions. The people with whom he shares life (his family) shape the student’s view of the world. Observable behaviors in the home, but not necessarily taught, will ultimately shape a student’s feelings and emotions, regardless of the intent. Families work together best when all members help each other feel loved and accepted.

Once a student acknowledges the impact of peers, media, and the family on feelings and emotions, he/she is more likely to evaluate these influences and be able to make informed, healthy choices and decisions.

- The student will explain ways peers can positively and negatively influence feelings.
- The student will list methods the media uses to influence attitudes and values.
- The student will identify ways in which family members influence emotions.

2.MEH.1.4 Explain the influence on self-concept on performance and vice-versa.

Self-concept is the way a student views himself overall. This mental picture includes how he sees not only himself physically but also his

abilities and how he “fits in.” Self-concept includes the way he sees himself as a student, as a friend, and as a member of a group, such as a sports team. It is based on external input from others as well as internal thoughts and experiences. A student can have either a positive self-concept or negative self-concept and insecurity. If a student is insecure, then poor levels of confidence will follow. Self-concept is developed through interactions with others. A student’s thoughts, beliefs, and actions are affected by how he feels about himself, self-esteem, and confidence. It also determines his relationship with others and influences the way the student responds to difficulties in life.

Resilience, or the ability to overcome adversity, is a vital component of good mental and emotional health. A student who is resilient feels that he is in control of his own life and that he can make a difference in the world. Students’ self-concept can be built in several ways. Decision making and problem solving around issues that are relevant to their lives can be effective in developing their self-concept as well. Encouragement and positive feedback, such as short notes or awards for achievements, particularly achievements outside of academics, enhances one’s view of self. Overcoming the fear of mistakes is one of the biggest changes to self-concept. Mistakes will be made, but through shortcomings one can learn and grow.

- The student will identify how a positive self-concept affects performance.
- The student will explain how a negative self-concept affects performance.
- The student will practice positive self-talk to enhance performance.

2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

Everyone experiences stress sometimes. Stress is the body’s reaction to strong emotions. It is normal to be anxious sometimes in the school day. Children may be anxious over a school play, a spelling test, learning a new math skill or an argument with a friend. Playing in an exciting team game can be stressful. Prolonged exposure to stress causes a range of problems for children and changes in their behavior such as headaches, stomachaches, crying, not sleeping well, withdrawal, being very distracted, or feelings of isolation. Children who live in poverty or violent communities experience more stress. Stressors might include a pet dying, a parent yelling and being angry, illness in the family, divorce, or a step parent or new sibling joining the family. Sometimes feelings can be so strong that a child may need help controlling or managing those feelings. Children need to be taught strategies to cope with the stress they feel.

- The student will list the negative effects of stress.
- The student will give examples of coping strategies to help prevent negative effects of stress which may include: talk to a trusted adult or a friend, listen to music, play a game, play with a pet, draw, color or paint.
- The student will practice positive coping strategies to manage stress.

Personal and Consumer Health

Essential Standard and Clarifying Objectives

2.PCH.1 Apply measures for cleanliness and disease prevention.

2.PCH.1.1 Recall the benefits of good dental health.

2.PCH.1.2 Execute the proper techniques for brushing teeth.

Unpacking

What does this standard mean a child will know and be able to do?

2.PCH.1.1 Recall the benefits of good dental health.

Teeth and gums are very important. Children lose the primary teeth or baby teeth and develop permanent teeth. These teeth need to last for the rest of one's life, so it is important to take care of them. Teeth help chew food, make it possible to speak correctly, and make a person's smile attractive. To keep teeth healthy, one should brush with toothpaste and floss every day, have fluoride applications, eat healthy foods, limit sugars and visit the dentist. Children should brush teeth twice a day and floss once a day.

- The student will recall and explain the importance of good dental hygiene.
- The student will predict how good dental health will benefit him or her throughout life.
- The student will practice habits for healthy teeth and gums.

2.PCH.1.2 Execute the proper techniques for brushing teeth.

Children should brush teeth twice a day to remove plaque which could harden and cause tooth decay and gum disease. The best times to brush are after meals and before bedtime. It is especially important to brush after eating sweets. The following steps should take about three minutes and are recommended by the American Dental Association:

- Place a soft brush at a 45-degree angle against the gum.
 - Move the brush gently in short strokes.
 - Brush the outside, inside and flat parts of teeth.
 - Brush the tongue also.
 - Be sure to rinse well.
- The student will explain the importance of brushing.
 - The student will demonstrate proper brushing technique.

Essential Standard and Clarifying Objectives

2.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.

2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.

2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting

oneself from these dangers.

Unpacking

What does this standard mean a child will know and be able to do?

2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.

The body has ways to fight disease. All the parts of one's body work hard to fight pathogens that get into the body. The skin helps keep pathogens from getting into the blood. However, sometimes a pathogen gets past the skin protection.

It is very important to know how to prevent the spread of diseases. At times others might be sick and it is the student's responsibility to avoid behaviors that could cause the transmission of diseases. Many of the ways to prevent disease will help in avoiding them, such as not sharing drinks or food, washing hands, and staying away from people who have a communicable disease such as the flu or a cold. Another very important way to stay well is by avoiding contact with body fluids. Strategies for preventing contact with body fluids includes:

- Wash hands before eating, after going to the bathroom, after playing with pets, and playing outside.
 - Use a tissue for a sneeze or cough or sneeze into the elbow. Throw away tissues.
 - Do not share items that have been in or near someone's mouth or nose like drink cans, water bottles, straws, utensils, pencils, lip balm, and toothbrushes.
 - Keep all cuts, scrapes, and wounds covered. Throw away own band-aids. If hurt on playground, get a teacher. If teacher doesn't have gloves, put on own band adhesives.
 - For a nosebleed, tip head forward and pinch nose with tissue. Put an ice chip under top lip or an ice pack on the back of the neck.
 - Do not ever pick up trash without gloves. Don't pick up glass or sharp objects or put those in a regular trash bag. Someone could be cut.
- The student will list reasons not to touch body fluids.
 - The student will report to the teacher if someone in the class is bleeding or has vomited.

2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

Too much sun hurts the skin, the eyes, the tops of ears and the top of the head. Just a few serious sunburns can increase a child's chance of skin cancer later in life. Protecting oneself by wearing a hat and sunglasses, staying out of the sun at the hottest time of day, and using sunscreen with at least SPF 15 and UVA/UVB protection is recommended. This is needed every time one is outside even on cloudy days. A child should seek shade under a tree or umbrella and wear clothes that protect against the sun's rays.

- The student will explain the dangers of too much sun.
- The student will list protective measures from too much sun.

- The student will avoid overexposure from the sun.

Interpersonal Communication and Relationships

Essential Standard and Clarifying Objectives

2.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- 2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.
- 2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.
- 2.ICR.1.3 Explain why it is wrong to tease others.
- 2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.
- 2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

Unpacking

What does this standard mean a child will know and be able to do?

2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.

Friends find ways to show they care about each other. When children show friends they care, they feel needed, accepted, and confident. Other ways to be a good friend include:

- Respect a friend's right to be different. Differences make everyone special.
- Be a good listener. Take the time to listen to a friend's problem or happiness.
- Know how to keep a secret. Friends trust others not to tell anyone else their problems.
- If a friend is in danger, encourage him or her to tell a parent or another trusted adult. If necessary, tell an adult. Good friends help keep one another safe.
- Honor promises.

Peer pressure is when students of the same age try to get friends to do something. Peer pressure can be positive, when friends encourage one another to do their best. Peer pressure is negative, or not helpful, when peers try to get one another to do something harmful or wrong. When peer pressure is harmful, students need to stand up for themselves. This shows that students respect themselves, their family's rules, and their school's rules. Doing the right thing will make students feel good about themselves and set a good example for friends. Behaviors that are hurtful to friendships include:

- Not compromising and insisting on own way.
- Doing things that are disrespectful.
- Pressuring friends to do something wrong.

- The student will identify three ways to improve a friendship.
- The student will list ways to hurt a friendship.
- The student will explain how positive peer pressure and negative peer pressure are alike and different.
- The student will treat others with kindness and respect.

2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.

Friendships take a lot of work and understanding. All friends have trouble getting along at times, even best friends. It is important for friends to tell each other how they feel and to listen to each other.

Steps when friends have conflict include:

- Use “I” messages to describe feelings. For example, “I feel sad when I am ignored.”
- Listen to the friend. He or she might say, “I wasn’t trying to be mean. What do you want to do?”
- Talk about a solution.
- Find a way for both sides to win. If both students do not like the ideas of the other, they can work together to think of a new idea.

People who say or do the wrong thing, need to say a mistake was made. They need to apologize, or say they are sorry and ask forgiveness. It is also important to forgive the other person, showing kindness. Another way to communicate is to show compassion. Having compassion is being able to relate to the feelings of others and treat them in a caring way. Showing compassion is one way to be a good and responsible friend. If unable to resolve a conflict on their own, or if the conflict is escalating, students should seek the help of a parent, teacher, or another trusted adult.

- The student will list steps in using an “I” message.
- The student will explain the importance of listening when resolving conflict.
- The student will define compassion.
- The student will demonstrate forgiveness and compassion.

2.ICR.1.3 Explain why it is wrong to tease others.

At some point, most children have taken part in teasing. Some tease because the one being teased is just different and the teaser doesn’t understand those differences. Others tease because they take pleasure in poking fun, and it is a quick way to get attention. Sometimes the child who teases just likes to hurt others and, if they get the response they’re looking for, they’ll continue to tease that much more. Usually the teaser has a lower self-esteem or is someone who has been picked on. Some children tease out of sheer ignorance.

The teaser needs to be taught that he is hurting others. This can be accomplished through role-playing. The teaser needs to be taught about differences among children, why a child may stutter or look different, or why a child has a limp. It is important to find out why the teaser teases

and educate him about the harmful consequences. Children also need to be taught what to do in the event that they witness teasing. Ways to deal with the teaser include ignoring, finding a better friend to play with, or avoid overreacting. The teaser needs to know that teasing will not be accepted and will not be tolerated in the classroom. Children need to be part of the solution and or consequences.

Children can be helped to use effective strategies to deal with teasing. Suggested strategies include:

- **Ignore it.** Sometimes people tease others for a reaction or because they know the target does not like it. Ignoring the behavior often makes it less appealing.
 - **Respond with humor or with an unexpected response.** Responding to a comment with the reaction, “so?” because responses are often unexpected and can confuse the teaser, it makes them less likely to do it again because they don’t want to be embarrassed or they didn’t get the reaction they were seeking.
 - **Practice using role-plays.** One can practice the response he or she plans to use. As a result of the practice, the teasing will become less upsetting. This will also help children develop appropriate ways to respond to the teasing. The more children practice appropriate responses, the more likely they will be to use them when they are teased.
 - **Tell a teacher, parent, or trusted adult.** If the teasing is constant, threatening, or violent in any way, then it cannot be ignored. That behavior is not appropriate and should not be tolerated. Reporting this behavior can help to end the teasing and keep it from happening to someone else.
- The student will explain the hurtful effects of teasing.
 - The student will provide examples of teasing and unkind behaviors.
 - The student will treat others with respect and kindness.
 - The student will report teasing and bullying behaviors.

2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.

It is helpful to learn what bullying and teasing look like, sound like, and feel like. Bullying may appear as any of the following: physical violence, looks, gestures, actions, threats, name calling, remarks, rumors, social exclusion, harassment. If the behavior is repeated, done on purpose and done to try to control or harm the other person, it is bullying. Action must be taken. Ignoring the bullying that is targeted toward others can only make it worse. It is best to report the behavior to a trusted adult. Use problem-solving skills to resolve the conflict.

- The student will identify specific bullying behaviors.
- The student will explain differences between bullying and teasing in different scenarios.
- The student will demonstrate appropriate responses to bullying such as: Take action; Tell a trusted adult; State the problem; Express your feelings; Use “I” messages; Listen to each other; or Talk about a solution with a teacher, counselor or principal.

2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

Kindness and respect are two qualities that are valued in friendships and all relationships. Being kind to others does not require much effort, can prevent hurt feelings, and can help the friendship to grow stronger. Respect simply means treating others as one might wish to be treated. Often it means avoiding behaviors that are unkind and disrespectful: name calling, teasing, taking other's possessions, or saying mean things. It is important to use tact to avoid offending others. Rudeness is never appreciated or necessary.

- The student will speak to others in a respectful tone of voice.
- The student will avoid hurtful behaviors when communicating with others.
- The student will treat others with kindness and respect.

Nutrition and Physical Activity

Essential Standard and Clarifying Objectives

2.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.

2.NPA.1.2 Plan meals that are chosen for energy and health.

2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

Unpacking

What does this standard mean a child will know and be able to do?

2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.

The MyPlate model shows a sectioned plate as part of a table setting with five colors illustrating each food group (orange is grains, green is vegetables, red is fruits, and purple is protein, and blue is milk/dairy in a glass or bowl above the plate). The larger sections represent food groups that Americans need to eat more of (vegetables, grains) and smaller sections represent food groups they need to eat less of (protein, fruits). Oils, fats and sweets do not merit a category and should be eaten only in moderation (oils, fats, sweets). To balance their eating, most children and adults need to increase daily activity. Increases in activity should be gradual rather than all at once.

- The student will describe the parts of MyPlate.
- The student will explain how the parts of MyPlate relate to one another.

2.NPA.1.2 Plan meals that are chosen for energy and health.

Students need to plan good choices for meals and activity each day. When going for energy, whole grains, fruits and vegetables are the ticket. Add a serving of protein or fat to modulate the blood sugar and the energy should last until the next meal. In planning a meal, students should explore all kinds of vegetables and fruits, selecting the ones they like or new ones they'd like to try. Half of the grain foods should be "whole"

grain with fiber, while the other half can be refined like white rice or pasta. The protein can come from lean meat, chicken, fish, eggs, beans or peas. A carton of milk, a slice of cheese or cup of yogurt provides protein and calcium. Oil dressings on salads supply a little healthy fat to the meal.

Planning an activity to burn up calories and have fun is complementary to planning a good meal. Games and relay races are fun at recess. Physical education classes usually include warm up callisthenic exercises, aerobic activities to get the heart and blood pumping, and sometimes skill practice and games. At home, students can ride their bikes, scooters or skateboards, shoot hoops with neighbors or take a walk with Mom or Dad. Indoors, they can play interactive action games on Wii, jump rope, do an exercise DVD or Zumba for Kids, or exercise at a clubhouse gym. Hopefully, each student will find something during the day that they love to do.

- The student will demonstrate the ability to compose a healthy meal they'd like to eat for breakfast, lunch or dinner.
- The student will plan one or more physical activities he or she enjoys that add up to 60 minutes or more.

2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

The time at school is predominantly **sedentary** (being still) with a lot of sitting, listening, thinking, writing and working together in groups. More sedentary time is spent doing homework. Some students in daycare or after school programs have opportunities to exercise, others do not. Students are left with a few hours per day to decide for themselves how to spend their time.

Some students choose additional sedentary activities like playing on the computer, reading, watching television, drawing, talking or texting on the phone or playing quiet games. Other students choose to go outdoors where they do active things with their bodies that involve walking, running, jumping, hopping, leaping, sliding or skipping. They work their legs playing soccer, or arms with cheerleading or tennis, or whole bodies with swimming, tumbling or dancing. Boys and girls can be either sedentary or active.

Active students tend to burn up calories, maintain their weight, and sleep well. They can focus on schoolwork because they have expended energy naturally. They are establishing the healthy pattern of getting daily exercise for their entire life. They believe in the benefits of an active lifestyle and want their bodies to stay healthy.

Sedentary students are prone to snack more, consume too much food, and feel like taking a nap. Their abdominal muscles lack strength, take on a layer of fat and begin to sag. Many sedentary students struggle with weight because of inactivity. They actually feel more tired and sluggish than those who worked their muscles hard. Inactivity and overweight leads to poorer body image in many students.

- The student will record ways he or she is sedentary and ways to be active.
- The student will contrast the outcomes of being active and being too sedentary.
- The student will value an active lifestyle as demonstrated in a three-day activity recall.

Essential Standard and Clarifying Objectives

2.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less calorie-dense and empty calorie foods.

2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.

2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

Unpacking

What does this standard mean a child will know and be able to do?

2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.

Humans need to eat and drink to grow, develop, fuel and hydrate their bodies. Most people eat for many other reasons as well: to celebrate, to share, to compensate for disappointment, to have something to do when bored or when TV commercials suggest it. Some people are emotional eaters—food keeps them company when they are happy, sad or stressed. Others are supertasters and just love the taste of foods. Many people are stimulated by the sight or smell of food, even when they have just eaten.

True **hunger** is felt when the stomach is empty and the brain signals the person to eat. The stomach growls, the person feels hunger pangs, and if he or she goes longer without food, he or she becomes shaky and headachy. When this happens, a person *needs* to eat. A person will eat almost any food to quell the hunger and will stop eating when the body signals fullness (no more food needed).

Appetite, or the desire for **satiety**, is another type of eating. A person *desires* to eat when the eyes see something that looks tasty, or noses smell something delicious. Appetite hooks people into things they crave like donuts, ice cream, or chocolate, or into emotional eating when they eat several things, but nothing seems to satisfy. Sometimes people establish associations between food and activity, such as going to a movie or sporting event, watching football or television commercials, attending birthday parties, or just getting home from anywhere. Avoiding overeating in those situations can be difficult.

- The student will explain the difference in hunger and appetite.
- The student will indicate several non-hunger reasons for eating.
- The student will recall eating celebrations observed in his or her family.
- The student will recall the last time he or she ate and determine if he or she experienced hunger or appetite.

2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

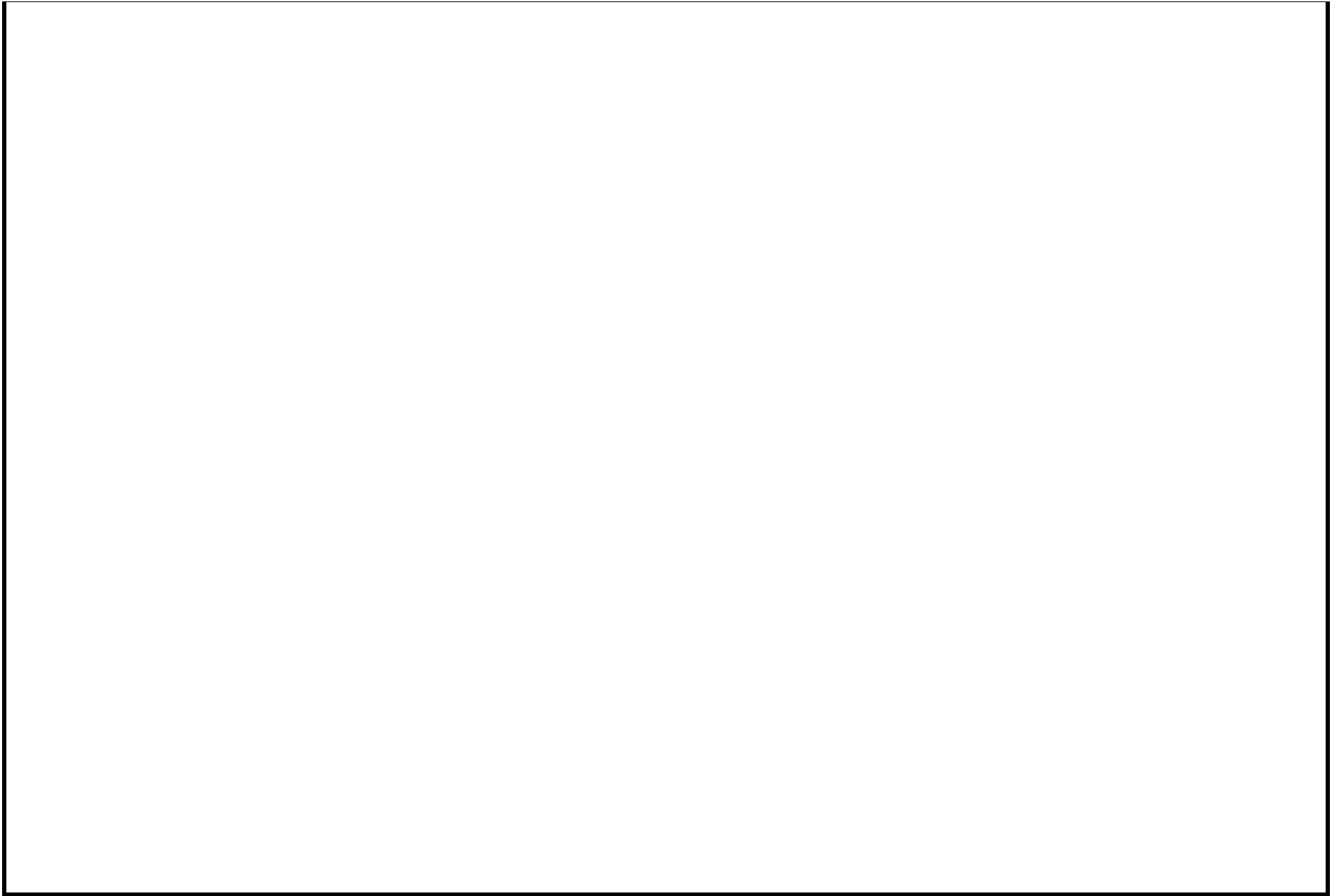
Second graders benefit from a healthy breakfast and lunch. The body uses up the supper food overnight, and needs more by morning. Eating breakfast in the morning breaks the fast, providing the body with fuel for energy to get going. Without breakfast, students are sluggish or sleepy by midmorning and have difficulty paying attention in class or focusing on learning. Students who eat breakfast seem to score higher on tests and learn more.

Some students don't feel hungry when they get up because they stayed up too late snacking. By the time they feel hungry, they are at school with nothing to eat. It is quick and easy for students to have a little cereal and milk with fruit; or a piece of toast with peanut butter and some milk; or leftovers from dinner the night before heated up in the microwave. Students who feel nauseous when they wake up might bring a breakfast snack like trail mix and a boiled egg, a cereal bar with string cheese or yogurt to eat on the way before school starts. Packing a breakfast the night before and having it ready helps students have food ready when they need it.

Lunch is an important meal to fuel up for afternoon physical activities. Without a good lunch, students feel like lying around rather than being

active. A healthy lunch should be eaten slowly to avoid getting overfull or causing a bellyache. Some students feel like they need a nap after lunch, making it hard to learn. This can happen when they eat too much sugar or starch in the meal or drink sodas and juice, rather than milk and water. Lunch should have whole grain foods, vegetables, fruit and milk with a small portion of meat, fats or sweets. Having fun and being successful in sports after school depends on lunch providing enough fuel to keep the body going strong until supper. Because rest and sleep follows supper, it should be the smallest meal.

- The student will express why breakfast and lunch are important to performance.
- The student will provide reasons why a student might not be hungry in the morning and how to overcome the problem.
- The student will choose healthy foods for breakfast and lunch.



Essential Standard and Clarifying Objectives

2.NPA.3 Remember nutrition and fitness concepts to enhance quality of life.

2.NPA.3.1 Contrast a physically active and inactive lifestyle.

2.NPA.3.2 Plan family physical activities that are fun and contribute to fitness.

Unpacking

What does this standard mean a child will know and be able to do?

2.NPA.3.1 Contrast a physically active and inactive lifestyle.

Some children like to be more active than others. A physically active second grader might do exercises or practice skills while waiting for the bus. He or she will walk, run or play during recess. Physical education is a class he or she loves and volunteers to try new activities or skills. Afterschool, the student organizes games or sports with friends in the neighborhood, takes lessons such as swimming or karate, or participates in school or youth league sports. He or she eats a hearty supper because of all the calories burned during the afternoon. The student will be ready to sleep and ready to rise, refreshed to start a new day. He or she needs a hefty breakfast to fuel all the activities ahead.

Students with inactive lifestyles have some characteristics in common. They have family role models or friends who are also sedentary. They often become overweight, making exercise more difficult. They feel clumsy, unskilled and reluctant to participate in physical education or after school activities and sports. They discover sedentary activities to substitute for physical activities such as television, computers, reading, talking or hanging out with friends. Inactivity and obesity begin to compound each other, reinforcing an unhealthy appearance, poor body image and withdrawing rather than engaging. Over time, students may develop health problems such as high blood pressure and diabetes. The good news is that with commitment and effort, an inactive lifestyle can be changed to an active one, beginning with a few minutes and one step at a time.

- The student will recognize the behaviors of a physically active lifestyle compared with behaviors of an inactive lifestyle.
- The student will predict the health outcomes of a physically active pattern versus an inactive pattern.
- The student will design a personalized plan to move towards a more active lifestyle if needed, or plan with a classmate to support them in physical activity.

2.NPA.3.2 Plan family physical activities that are fun and contribute to fitness.

Dads and Moms need physical activity to escape from work, reduce stress, control weight and have fun and fitness with the family. Everyone benefits when fitness is a family affair.

Students and their family members can plan activities to do during weekdays after work or school. These can be “family mixers”—walks around the neighborhood with father and daughter, father and son, mother and daughter, and mother and son. In safe neighborhoods, darkness doesn’t matter. Going with a different partner each time can strengthen communication as well as fitness.

Students, parents and siblings can make the hour after dinner family fun time. They can shoot hoops, play catch, throw Frisbee's, pitch horseshoes or play corn hole, have family badminton or ping pong tournaments, or play silly games like "Simon Says. "

On weekends, families often have more time for outings such as hiking, sledding, water or snow skiing, pick up games in the neighborhood, horseback riding, canoeing or kayaking, mall walking or line dancing. The important thing for families is to do *more participating* and *less watching*.

- The student will plan strategies to discuss with parents how family physical activity is beneficial.
- The student will brainstorm activities he or she can do with each sibling and adult in the family.
- The student and family will plan a weekday and weekend physical activity event and report on it in class.

Alcohol, Tobacco and Other Drugs

Essential Standard and Clarifying Objectives

2.ATOD.1 Understand how to use household products and medicines safely.

2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.

2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.

2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

Unpacking

What does this standard mean a child will know and be able to do?

2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.

Medicines are sometimes called drugs or prescriptions and are used for illness such as a cold, flu, headache, broken bone, or chronic conditions such as diabetes and asthma. There are different types of medicine. Some medicines, to treat a cold for example, can be purchased off the shelf at a local drug store. Other illnesses or conditions require medicines that can only be prescribed by a doctor.

Regardless of the type of medicine or reason for taking medicine, all medicines have specific uses and directions that should be followed appropriately. For example, some medicines need to be taken with food or liquid and others should be taken at certain times of the day. Following physician or label directions when taking medicines is extremely important. Never take medicine intended for someone else. Using medications safely means knowing when they're necessary — and when they're not. Always check with the doctor if unsure whether symptoms require treatment with medication. Taking medicine when not needed or taking too much medicine is inappropriate and can result in serious consequences.

When using medicine appropriately, remember:

- the name and purpose of the medication
 - how much, how often, and for how long the medicine should be taken
 - how the medicine should be administered (whether it should be taken by mouth; breathed into the lungs; inserted into the ears, eyes, or rectum; or applied to the skin)
 - any special instructions, like whether the medicine should be taken with or without food
 - how the medicine should be stored
 - how long the medicine can safely be stored before it needs to be discarded (asthma inhalers, for example)
 - common side effects or reactions
 - interactions with other medications
 - what happens if a dose is missed
- The student will describe the purpose of medicines and what information should be known about medicines taken.
 - The student will contrast appropriate and inappropriate use of medicines.
 - The student will use medicine only when appropriate and when supervised by a caregiver or parent.

2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.

Doctors prescribe medicine and directions for taking medicine based on individual needs. Sometimes parents or guardians give children medicine bought at a store for a cold, upset stomach, or a headache. These medicines do not have a doctor's prescription but are still drugs. It is not legal or safe to use medicines inappropriately.

Taking an unknown substance, or sharing medicine with a friend or sibling is dangerous and can have serious consequences, depending on the type of medicine and amount ingested. Some health risks associated with inappropriate medicine and drug use include headache, dizziness, nausea, vomiting, diarrhea, heart rate changes, breathing problems, body function changes, organ damage and death. Taking too much medicine, skipping dosages, or taking medicine at the wrong time or not as directed (such as not taking medicine with food when required) can also have serious health risks and can make someone very sick or die.

Medicine should only be given by a parent, caregiver, or school nurse. Refuse unfamiliar substances by saying "no" and walking away, and always tell a teacher or caregiver if this happens.

- The student will describe the importance of taking medicines as intended.

- The student will identify a health risk with not taking medicines as directed.
- The student will tell an adult if someone else offers a medicine or drug.

2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

Taking the right medicine, at the right time, in the right amount is crucial for preventing the misuse of medicines. Medicine directions should be read and followed by a parent or guardian. Report any unexpected side effects or reactions to an adult who can call a health care professional. It's very important to finish all of the medicine prescribed even if symptoms are gone. Students should tell an adult if a medicine or household product poisoning is suspected so the local poison center can be notified as soon as possible. This includes medicines or poisons that may get in a student's eyes, mouth, lungs, or skin.

Additional strategies to prevent the misuse of medicines or household products include:

- The student's name should be placed on any medicine to be taken at school.
 - Keep all medicines (and dietary supplements) out of the reach of younger siblings or friends.
 - If you take medicine and feel worse, tell your parent or another grownup.
 - Take medicines and vitamins only when your parent or guardian says you should.
 - Tell a grownup right away if other children are getting into medicines.
 - Use household products according to label directions.
 - Avoid touching household products or using spray cleaners unless with a grownup.
 - Do not mix household products. Mixing household products can cause dangerous gases to form.
 - Keep products in original containers. Mark colored household products resembling Kool-aid or juice as poisonous.
 - Store household products in a place inaccessible to children or tell an adult if a household product is found.
- The student will define and list examples of the misuse of medicines.
 - The student will practice safe and responsible use of medicines.