

# Health Education, Grade 1

(a) Introduction.

(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

(2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literatedcp3.2 (n)-0.8 (d)-0.7 (7a.63)-0.7 (t)-6.9 (an)263 (n)ill alliholnt7a.63oiive (o)

- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to

#### Breakouts

- (i) describe ways in which germs are transmitted
  - (ii) describe methods of preventing the spread of germs
  - (iii) describe the importance of immunization
- (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.

#### Breakouts

- (i) describe where head lice are commonly encountered
- (ii) describe where biting insects that may cause illness, including ticks, are commonly encountered
- (iii) describe where biting insects that may cause illness, including mosquitos, are commonly encountered
- (iv) describe how to avoid [head lice]
- (v) describe how to avoid [biting insects that may cause illness, including ticks]
- (vi)

- (D) describe ways in which peers and families can work together to build healthy relationships;

Breakouts

- (i) describe ways in which peers can work together to build healthy relationships
- (ii) describe ways in which families can work together to build healthy relationships

- (E) describe ways to build and maintain friendships;

Breakouts

- (i) describe ways to build friendships
- (ii) describe ways to maintain friendships

- (F) identify ways to respectfully communicate verbally and nonverbally;

Breakouts

- (i) identify ways to respectfully communicate verbally
- (ii) identify ways to respectfully communicate nonverbally

- (G) identify feelings and emotions expressed by others; and

Breakouts

- (i) identify feelings expressed by others
- (ii) identify emotions expressed by others

- (H) identify and practice ways to solve conflicts with friends and peers.

Breakouts

- (i) identify ways to solve conflicts with friends
- (ii) identify ways to solve conflicts with peers
- (iii) practice ways to solve conflicts with friends
- (iv) practice ways to solve conflicts with peers

- (4) Mental health and wellness--developing a healthy self-



- (i) identify recommended portion sizes by comparing portions to familiar objects
- (C) identify the food groups and classify examples of foods into each group; and

Breakouts

- (i) identify .6 ( p)2.3 (o)-6.6 (r)11 (t)C 0.003 Tw 2.r(:)-4.7(m)-6.3 TT1 1 Tf-3. -5.87 -1.761 Td[(()-2.4 (

- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:
- (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and
- Breakouts
- (i) discuss strategies to keep self safe by staying away from dangerous situations
  - (ii) discuss strategies to keep others safe by staying away from dangerous situations
  - (iii) discuss strategies to keep self safe by reporting to a parent or another trusted adult or contacting 911
  - (iv) discuss strategies to keep others safe by reporting to a parent or another trusted adult or contacting 911
  - (v) demonstrate strategies to keep self safe by staying away from dangerous situations
  - (vi) demonstrate strategies to keep others safe by staying away from dangerous situations
  - (vii) demonstrate strategies to keep self safe by reporting to a parent or another trusted adult or contacting 911
  - (viii) demonstrate strategies to keep others safe by reporting to a parent or another trusted adult or contacting 911
- (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- Breakouts
- (i) identify the purpose of protective equipment
  - (ii) demonstrate proper use of protective equipment
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) practice refusal skills to protect personal space and avoid unsafe situations;
- Breakouts
- (i) practice refusal skills to protect personal space
  - (ii) practice refusal skills to avoid unsafe situations
- (B) identify appropriate personal boundaries, privacy, and space; and
- Breakouts
- (i) identify appropriate personal boundaries
  - (ii) identify appropriate personal privacy





- (iii) describe the impact of bullying on the victim
  - (B) discuss ways of discouraging bullying;
    - Breakouts
      - (i) discuss ways of discouraging bullying
  - (C) explain the differences between teasing, joking, and playing around and bullying; and
    - Breakouts
      - (i) explain the differences between teasing, joking, and playing around and bullying
  - (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
    - Breakouts
      - (i) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify the difference between over-the-counter and prescription drugs; and
    - Breakouts
      - (i) identify the difference between over-the-counter and prescription drugs
  - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
    - Breakouts
      - (i) identify the harmful effects of alcohol on physical health
      - (ii) identify the harmful effects of tobacco on physical health
      - (iii) identify the harmful effects of other drugs on physical health
      - (iv) identify the harmful effects of dangerous substances on physical health
      - (v) describe the harmful effects of alcohol on physical health
      - (vi) describe the harmful effects of tobacco on physical health
      - (vii) describe the harmful effects of other drugs on physical health
      - (viii) describe the harmful effects of dangerous substances on physical health
- (15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (A) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

Breakouts

- (i) describe what poisoning or overdose could look like
- (ii) identify how to respond [to poisoning or overdose], including who to contact for help

(16) Alcohol, tobacco, and other drugs--risk and protective factors. The OSCE will include a question on this topic or-9.7 (-9.6 (T/-3