

2nd Grade – Health Curriculum

Revised 9/2020

Chapter 1: Personal Health

(2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PGD.5)

Lesson 1: What is Good Health?

- Identify activities that promote overall good health-healthy body, healthy mind, and getting along with others
- Recognize the role of hygiene in good health

Lesson 2: Rest and Sleep

- Explain the need for rest and sleep
- Name pre-bedtime activities that will contribute to a good night's sleep

Lesson 3: Oral Health

- Name foods that help maintain healthy teeth and gums
- Explain the importance of daily care of teeth and gums

Lesson 4: Taking Care of Eyes, Ears and Skin

- Identify possible dangers to the eyes, ears, and skin
- Identify products intended to care for eyes, ears, and skin

Extended Activities

1. Have children look through magazines to find pictures of people engaged in good health practices. Children can create a picture file with their pictures.
2. Have children create a daily hygiene checklist with dos and don'ts.

Gifted and Talented Activities

1. Have children record their snacks for a five day period and place a star next to the snacks that were healthy.
2. Have children work in groups to create a poster that lists the warnings about the effects of noise pollution.

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Chapter 2: Growth and Development

(2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PGD.5, 2.1.2.PP.1, 2.1.2.PP.1, 2.1.2.SSH.1-2)

Lesson 5: Your Grow and Change

- Describe some of the different ways that people grow and change
- Discuss how individuals make their own choices about how to express themselves.
- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Supplementary Resource Lulu is a Rhinoceros by Jason and Allison Flom

Lesson 6: Your Body

- Tell how the bones and the muscles work together to help the body move
- Explain how the functions of the blood and blood vessels
- Relate body functions to the bones, muscles, and blood vessels and set goals about keeping healthy

Lesson 7: The Five Senses

- Name a sense organ for each sense
- Explain how the brain gets messages from the sense organs
- Associate sense organs with sense activities that can help prevent harm

Lesson 8: Stages of the Life Cycle

- Identify physical changes that occur when a person ages
- Describe changes in interests and skills as a person grows from childhood to adulthood
- Demonstrate stages of the life cycle by drawing a three-panel picture of themselves

Extended Activities

1. Have children write a piece of advice about growing older for a younger child.
2. Have children draw each sense organ and tell one thing it can sense.

Gifted and Talented Activities

1. Have children list activities they do to make their heart work faster.
2. Have partners compare heights, and discuss the games and sports they know how to play.

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Chapter 3: Emotional and Intellectual Health

(2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.2, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7)

Lesson 9: You and Your Feelings

- Identify feelings
- Distinguish between pleasant feelings (happiness) and unpleasant feelings (fear, anger, sadness)
- Distinguish between appropriate and inappropriate ways to deal with anger
- Discuss how to show respect for others and promote dignity and respect for all people

Lesson 10: Getting Along with Others

- List healthy ways to work and play with others
- Distinguish between healthy and unhealthy influences of friends
- Relate one's behavior to the ability to get along with others

Lesson 11: Feeling Good About Yourself

- Describe one's talents and how they contribute to self-esteem
- Describe something one learned from making a mistake or disappointment
- Recognize healthy ways of improving skills, talents, or interests

Lesson 12: Dealing with Stress

- Identify stress and things that cause it
- Recognize healthy ways to manage stress
- Make a personal plan for dealing with stress

Extended Activities

1. Have children make a card for someone who is feeling sad, stressing the importance of sharing feelings.
2. Have children list several polite but firm ways of saying "no" to a friend who wants to break a window or laugh at a student in class.

Gifted and Talented Activities

1. Draw pictures of themselves engaged in new learning experiences. Children can illustrate positive ways to feel when they make a mistake trying to learn something new.
2. Have children give one example of pleasant stress and one example of unpleasant stress and how they would handle each.

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Chapter 4: Family and Social Health

(2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8, 2.1.2.SSH.9)

Lesson 13: Getting Along with Your Family

- Identify responsibilities of family members and how they benefit the family as a whole
- List household rules that are designed to keep children safe and happy
- List ways to cooperate at home
 - Describe different kinds of family locally, nationally, and globally, and note similarities in the ways which they keep their children safe.

Supplementary Resource *Families, Families, Families* by Suzanne Lang

Lesson 14: Getting Along with Your Friends

- Name characteristic of good friends
- Identify ways an individual's actions and personality indicate friendship
- Demonstrate through role-play how to give and receive compliments and apologies

Lesson 15: A Healthy Classroom

- Identify classroom rules that keep children, teachers, and school staff safe and healthy.
- Illustrate ways people can work together to create a healthy classroom.

Extended Activities

1. Have children create an award for a friend. The award should list positive things about a friend's personality.
2. Collect some friendship poems and read them to the class. Invite children to illustrate the poems and describe what they poems say about friendship.

Gifted and Talented Activities

1. In small groups, have children create shoe box dioramas that illustrate family safety rules.
2. Have children create notebook entries for a week, listing the personal contribution they have made to classroom safety.

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Chapter 5: Nutrition

(2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.HCDM.1)

Lesson 16: Food and Your Body

- List reasons why we need food
- Trace the digestive path
- Demonstrate how to choose healthful foods

Lesson 17: Food Variety

- Name the five food groups and the “other foods” on the Food Guide Pyramid (plate) and foods from each section of the Pyramid
- Give examples of foods that are made up of two or more food groups

Lesson 18: Balanced Meals

- Explain why balanced meals are important
- Develop a day’s menu that contains a variety of foods from the Food Guide Pyramid (plate)

Lesson 19: Healthful Snacks

- Identify the function of snacks in the daily meal plan
- Demonstrate through role-playing how to refuse unhealthful snacks

Extended Activities

1. Have children draw a step-by-step cartoon of a cracker being eaten. The cartoon should show exactly what happens each step of the way until the cracker is absorbed.
2. Have teams play a game naming healthful food that begins with the letter A and tell what food group it belongs to. Continue with B and so on through the alphabet. If one team falters, the others get a turn.

Gifted and Talented Activities

1. Challenge children to design a balanced breakfast and compare it to the one they ate that morning.
2. Have children classify a variety of snacks under these headings: “Added Sugar”, “Salt”, and “Fatty-Greasy Foods”.

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Chapter 6: Physical Activities and Fitness

(2.2.2.PF.1, 2.2.2.PF.2, 2.2.2.PF.3, 2.2.2.PF.4, 2.2.2.LF.1, 2.2.2.LF.2, 2.2.2.LF.3, 2.2.2.LF.4)

Lesson 20: Physical Activity and The Body

- Name some short-term and long-term effects of physical activity
- Describe the relationship between strong muscles and good posture
- Demonstrate activities designed to test parts of fitness

Lesson 21: Developing A Fitness Plan

- Name some fitness skills
- Name the three parts of a fitness routine
- Choose an exercise routine that builds fitness (strength, endurance, or flexibility) and uses a fitness skill (agility, balance, or coordination).

Extended Activities

1. Have sitting students adjust their bodies so that the answer to each of the following questions is “yes”. Explain that when they have finished, they will be sitting in the way that is best for their backs.
 - a. Is your head centered over your shoulders?
 - b. Are your hips well back in the chair?
 - c. Are your thighs resting on the chair?
 - d. Is your back resting comfortably on the back of the chair?
 - e. Are your feet flat on the floor?
2. Have children list five games they enjoy and rank them in order from most active (1) to least active (5). Discuss their list as a group.

Gifted and Talented Activities

1. Have children plan a fitness routine that builds strength and endurance. Ask them to have the physical education teacher check their routine for safety.
2. Have children choose a fitness skill (agility, balance, or coordination) and draw themselves practicing the skill.

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Chapter 7: Disease Prevention and Control

(2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3)

Lesson 22: Disease and Germs

- Identify some ways that germs are spread
- Describe ways that germs enter the body
- Discuss common symptoms of illnesses and how to get help

Lesson 23: Preventing Illnesses

- List things to do to avoid getting or spreading an illness
- Name diseases that are spread easily and diseases that cannot be spread
- Demonstrate through role-playing how to avoid potential disease-causing behavior

Lesson 24: Protecting Your Body

- Name some diseases prevented by vaccines
- Describe the difference between a vaccine and other types of shots
- Present a report about receiving a vaccine

Extended Activities

1. Have children write a short story about a child who is beginning to feel sick, explaining how the child feels and what the child should do.
2. Have children make posters on recovering from an illness- stressing, “following doctor’s orders”.

Gifted and Talented Activities

1. Have children write a story about getting a bad cold. Ask them to describe what they did to feel better.
2. Have children write what they would tell a younger student who was afraid of getting a shot or vaccine.

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Chapter 8: Alcohol, Tobacco, and Drugs

(2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3, 2.3.2.DSDT.1, 2.3.2.DSDT.2)

Lesson 25: Medicines, Health, and Safety

- Describe some short-term and long-term effects of alcohol on the body and behavior
- Show by role playing how to refuse alcohol products

Lesson 26: Tobacco and Health

- Identify safety rules for receiving and storing medicines
- Explain the difference between legal and illegal drugs
- Discuss appropriate responses to unsafe situations involving drugs and medicines

Lesson 27: Alcohol and Health

- Identify nicotine as a drug that causes people to become addicted to tobacco products
- Discuss ways to say to people who smoke
- Show by role-playing how to reject pressures to use tobacco

Extended Activities

1. Have partners discuss why they think people drink alcohol even though it is harmful. Have them share ideas. What would they say to these people?
2. Ask children to list some trusted adults who could give them medicine safely.

Gifted and Talented Activities

1. Have children discuss what they can do if they are in a nonsmoking area and someone near them is smoking.
2. Have children form small groups to create lists of reasons to avoid tobacco products.

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Chapter 9: Safety and Injury Prevention

(2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.4, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7, 2.3.2.PS.8, 2.1.2.CHSS.5, 2.1.2.CHSS.6)

Lesson 28: Harmful Household Substances

- Identify household substances that are not safe to eat, drink, touch, or inhale
- Show by role playing how to use common household products

Lesson 29: Safety Outdoors

- Identify safety rules for pedestrians, passengers, and bicyclists
- Recognize the meaning of bicycle hand signals
- Show by role-playing how to cross a street intersection safely

Lesson 30: Fire Safety

- Name common fire hazards at home and school
- List safety rules to follow in an emergency fire drill
- Make a fire escape plan

Lesson 31: Safety When Alone

- Identify common hazards in the home
- Describe appropriate behavior when dealing with strangers (on phone or in person) when home alone
- Show by role-playing important safety procedures to follow when alone

Lesson 32: Good Touch/Bad Touch

- Describe touches and other behaviors from strangers that signal danger
- Recognize the difference between good and bad touches, talk, and actions
- Demonstrate through role playing how to say “ No” to bad actions

Lesson 33: First Aid

- Name 911 and 0 as emergency phone numbers
- Explain when to use first aid
- Show by role playing proper procedures for treatment of cuts, scrapes, minor burns, and nosebleeds

Extended Activities

1. Ask children to write one important reason why they should not play with matches.
2. Have children write about one respectful act they have performed recently.

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Gifted and Talented Activities

1. Have children write a short letter to the principal, suggesting ideas that will keep children safe as they walk to ride to school.
2. Children may need extra help identifying dangerous situations. Give them examples like these and have them choose the ones that may mean danger.
 - a. A man or a woman you never saw before asks you to come inside his or her house.
 - b. Your best friend asks you to come inside for lemonade.
 - c. A man or woman you don't or you know a little wants to drive you home.
 - d. Your mother wants to drive you home.

Chapter 10: Community and Environmental Health

(2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3, 2.1.2.CHSS.4, 2.1.2.CHSS.6)

Lesson 34: Community Health Workers

- Describe how health-care workers help protect the health of people in the community
- Describe what happens at health-care facilities such as hospitals, clinics, and home-care services
- Show by role playing how to obtain help from health-care workers

Lesson 35: Pollution's Effect On Health

- Identify sources of air, water, land, and noise pollution
- Describe some effects of pollution on health
- Make a plan to reduce the amount of trash thrown away in the home

Lesson 36: Keeping the Environment Clean

- Identify ways that workers and people living in the neighborhood
- Show by role playing how to obtain help from others in the community to keep the neighborhood clean

Extended Activities

1. Have students make vocabulary cards for all the words that name types of litter: plastic, bottles, cans, garbage, paper, trash.
2. Have children draw a picture of a clean environment and label it with the words *Clean Air*, *Clean Water*, and *Clean Land*.

Gifted and Talented Activities

1. Ask children to write a paragraph about work in the emergency room.
2. Have students work in pairs to write a story about what it would be like if the sanitation workers went on strike.