

Johnsonville Elementary School
Second Grade
Health Scope and Sequence

1st Nine Weeks:

Injury Prevention and Safety (I)
Personal and Community Health (P)

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)
Nutrition and Physical Activity (N)

3rd Nine Weeks:

Mental, Emotional, and Social Health (M)

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

FSD5 Health Scope and Sequence

2nd Grade

1st Nine Weeks:

Injury Prevention and Safety

I-2.1.1 Define the term "first aid."

I-2.1.2 Discuss **first aid** for minor injuries (for example, cuts, burns, insect stings, poisons).

I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.

I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.*

I-2.4.2 Demonstrate ways to tell a trustworthy adult when someone is in need of help, feels threatened, or has been harmed.

I-2.6.1 Develop a personal safety plan to prevent or reduce injury.

I-2.7.1 Identify safety rules at home (including "hold the railing when walking up or down stairs," "never touch an unknown substance," "plan an outside meeting place for family members in case of fire," "follow directions of a trustworthy adult during a storm," and "dial 911 for assistance in an emergency").

I-2.7.2 Identify safety rules at school (including "keep your personal belongings in a secure place," "tell a trustworthy adult if a peer brings a gun or weapon to school," "do not throw rocks on the playground," and "never tell a stranger on the Internet that you are home alone").

I-2.7.3 Identify safety rules in various environmental situations (including "look left, then right, then left again before crossing the street," "wear a seatbelt when riding in an auto," "do not go with a stranger to find a lost pet," "do not approach an unknown animal," and "never dive head-first into an unknown body of water").

I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors (for example, keep medicine away from children, put away toys to keep someone from falling.)

Personal and Community Health

P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors.

P-2.3.1 Discuss ways to identify trustworthy adults who can help promote a person's health (for example, teachers, school nurse, dentists, coaches, clergy).

P-2.3.2 Describe what happens when someone goes to a dentist.

P-2.5.1 Identify situations when a health-related decision is needed.*

P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.

P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.*

P-2.8.1 Encourage others to protect and improve the environment.

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs

- D-2.1.1 Identify the harm to physical, mental, and social health that is caused by **ATOD**.
- D-2.1.2 Describe ways that drugs can be helpful or harmful.
- D-2.1.3 Explain the difference between OTC (over-the-counter) and prescription drugs.
- D-2.1.4 Describe how medicines and **immunizations** help fight disease.
- D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of **ATOD**.
- D-2.3.1 Explain ways to identify trustworthy adults in the school and community (for example, teachers, nurses, doctors, clergy) from whom students can safely take medicine.
- D-2.8.1 Encourage friends and family members to make positive health choices regarding **ATOD**.

Nutrition and Physical Activity

- N-2.1.1 Identify eating behaviors that promote health.
- N-2.1.2 Identify physical activities that promote the key components of **health related fitness**.
- N-2.1.3 Define the term "**screen time**."
- N-2.1.4 Explain the importance of limiting one's **screen time** and increasing physical activity.
- N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices.
- N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity.
- N-2.3.1 Locate places where children and families can be physically active.
- N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables daily.
- N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities.
- N-2.6.3 Set a goal to limit sugary foods and drinks.
- N-2.7.1 Demonstrate healthy nutrition choices for meals and snacks.
- N-2.8.1 Encourage family members and friends to eat healthy foods and be physically active.

3rd Nine Weeks:

Mental, Emotional, and Social Health

- M-2.1.1 Define the terms "mental health," "emotional health," and "social health."
- M-2.1.2 Discuss ways to be a good friend and a responsible family member.
- M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.*
- M-2.5.1 Describe how to choose friends with good character traits.
- M-2.7.1 Demonstrate healthy ways to reduce stress.

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility

- G-2.1.2 Describe the parts of the circulatory system and their function (for example, heart, blood vessels).
- G-2.1.3 Identify examples of what occurs in the stages of growth and development in childhood.

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at <http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

2nd Grade

1st Nine Weeks

Injury Prevention and Safety

Essential Question: Injury Prevention and Safety

- What does “first aid” mean?
- What is an example of basic care for minor injuries?

Performance Indicators:

I-2.1.1 Define the term "first aid."

I-2.1.2 Discuss first aid for minor injuries (for example, cuts, burns, insect stings, poisons).

Sample Teaching Strategy and Activity

- Students are shown basic first aid practices to treat minor injuries. They move to stations practicing the first aid technique, either on themselves or on a doll or stuff animal.

Sample Assessment Strategy

- Students apply a correct first aid technique at each injury station.

Essential Question: Injury Prevention and Safety

- In what ways can family, friends and the media help keep you safe?

Performance Indicator:

I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.

Sample Teaching Strategies and Activities

- Students verbally describe, as the teacher lists, various family safety rules. The teacher allows the students to share how their family or friends have helped them stay safe and avoid injury.
- Students work in groups to discuss how the media has influenced their decisions to stay safe and avoid injury. Agent McGruff’s finger printing campaign, and Smokey the Bear fire prevention commercials are examples of common media messages that promote child safety.

Essential Question: Injury Prevention and Safety

- What should you say or do when you are in a dangerous situation?
- What can you say or do to get help from a trustworthy adult if another person is in trouble?

Performance Indicator:

I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

I-2.4.2 Demonstrate ways to tell a trustworthy adult when someone is in need of help, feels threatened, or has been harmed.

Sample Teaching Strategy and Activity

- Students are given examples of various dangerous situations that could occur at community playgrounds. The students should role play or tell how they would respond to each situation.

Sample Assessment Strategy

- Students can correctly identify ways to communicate when a situation is unsafe.

Essential Question: Injury Prevention and Safety

- What kind of plan can you develop to stay safe and avoid injury?

Performance Indicator:

I-2.6.1 Develop a personal safety plan to prevent or reduce injury.

Sample Teaching Strategies and Activities

- Students develop a home inspection safety checklist. They complete a safety home inspection with the help of their parents.
- Students develop a step by step plan to inform family members of household hazards, seeking their assistance in removing hazards. An example might be the identified hazard of riding bicycles with low levels of air in the tires. Solutions could include having a tire pressure gauge stored close to the bicycle equipment and instructing family members on how to use the gauge. An air pump can also be purchased and stored next to all bicycle equipment.

Sample Assessment Strategy

- Students are able to identify unsafe practices in their home.
- Students implement and monitor the success of their home hazard plan.

Essential Question: Injury Prevention and Safety

- What can you do at home, at school, or in the community to stay safe and avoid injury?

Performance Indicators:

I-2.7.1 Identify safety rules at home (including "hold the railing when walking up or down stairs," "never touch an unknown substance," "plan an outside meeting place for family members in case of fire," "follow directions of a trustworthy adult during a storm," and "dial 911 for assistance in an emergency").

I-2.7.2 Identify safety rules at school (including "keep your personal belongings in a secure place," "tell a trustworthy adult if a peer brings a gun or weapon to school," "do not throw rocks on the playground," and "never tell a stranger on the Internet that you are home alone").

I-2.7.3 Identify safety rules in various environmental situations (including "look left, then right, then left again before crossing the street," "wear a seatbelt when riding in an auto," "do not go with a stranger to find a lost pet," "do not approach an unknown animal," and "never dive head-first into an unknown body of water").

Sample Teaching Strategy and Activity

- Working in groups students compose a list of rules to follow for themselves and friends. Each group works on their own set of rules for different environments. Examples of environments are the community pool, a local park playground, behavior on school buses, and proper behavior when riding in a motor vehicle. Students demonstrate through role play how to observe their sets of rules.

Sample Assessment Strategy

- Students demonstrate a safety procedure and explain why the rule is important.

Essential Question: Injury Prevention and Safety

- How can you help others stay safe and avoid injury?

Performance Indicator:

I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors (for example, keep medicine away from children, put away toys to keep someone from falling).

Sample Teaching Strategy and Activity

- Students design a poster of common safety hazards found in the home. Some examples are: sharp objects on tables, dark stairways, toys in driveways and ill-fitted sporting equipment. Students will create a safety rule or slogan for the theme of their poster. The posters can be displayed through the school to encourage others to stay safe.

Sample Assessment Strategy

- Student posters display an appropriate safety rule.

Personal and Community Health

Essential Questions: Personal and Community Health

- In what ways can people in the community help to keep you safe?
- What are examples of healthy daily practices that are seen on television?

Performance Indicator:

P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors.

Sample Teaching Strategies and Activities

- Students explore the concept of community helpers and friends that work to keep the environment safe. The teacher may invite one or two community helpers to visit the classroom. For example, a media weather reporter helps to keep the community safe by alerting the public to the threat of approaching bad weather. Community sanitation and recycling personal help protect the environment by keeping the environment clean.
- Students examine teacher recorded segments of Saturday morning cartoon commercials. The teacher asks the students to look for examples of healthy and unhealthy practices that are displayed in the commercials.

Sample Assessment Strategies

- Student can associate specific health practices and behaviors with community workers and partners.
- When prompted in video review, students correctly identify healthy and unhealthy messages in the commercials.

Essential Question: Personal and Community Health

- How can you identify adults who can help you stay healthy?

Performance Indicator:

P-2.3.1 Discuss ways to identify trustworthy adults who can help promote a person's health (for example, teachers, school nurse, dentists, coaches, clergy).

Sample Teaching Strategy and Activity

- Students generate a list of the qualities found in trustworthy adults. After naming at least one healthy activity that teachers, school nurses, dentists, coaches and clergy work to promote, students can justify the reason why the adult is trustworthy. The teacher leads discussion by asking questions such as: "Who is the best adult to ask about how to properly do jumping jacks and sit-ups?". Another example is, "Who is the best adult in the school to ask about taking medicine for a stomach ache?".

Sample Assessment Strategy

- Students can correctly associate specific healthy activities with the trusted adult who can offer assistance or answer questions.

Essential Question: Personal and Community Health

- When do you need to make healthy decisions?

Performance Indicator:

P-2.5.1 Identify situations when a health-related decision is needed.

Sample Teaching Strategy and Activity

- Students draw a picture of a time when they made a healthy decision. The teacher asks for volunteers to describe their drawing and how they decided to make a healthy decision.

Sample Assessment Strategy

- Students identify situations that require a healthy decision.

Essential Question: Personal and Community Health

- What long-term health goal and action plan can you make?
- Who can help you with personal health goals?

Performance Indicators:

P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal.

P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.

Sample Teaching Strategy and Activity

- Students outline steps that they will need to take to improve on a selected health goal. Each incremental step should be broken down into a minimum of three mini-goals to achieve each month for the next three months. Students monitor mini-step achievements each week. At the end of each month, they write a report about meeting their mini-goal. Their discussion should include an explanation of how other people helped them in working toward their goal. An example of a goal is to work to clean and organize the kitchen and bedroom at home in order to keep it safe and clutter free. A mini-goal might be to set up a recycling system for handling waste products including plastic bottles and paper.

Sample Assessment Strategy

- Students summarize the success of mini-steps they took to achieve their goal.

Essential Question: Personal and Community Health

- What can students do to help promote a healthy environment?

Performance Indicator:

P-2.8.1 Encourage others to protect and improve the environment.

Sample Teaching Strategy and Activity

- Students discuss ways to help improve the environment. Examples presented in discussion could include: recycling paper products, conserving water and energy, picking up litter at recess, and planting trees. The students vote on a class project that they will do to promote a healthy environment in the school, the community, or at home. They identify specific target behaviors that they will promote. An example of a targeted behavior is turning the lights out upon exiting a room. To promote this behavior, students may decide to write friendly reminder notes that are placed above the light switch plate.

Sample Assessment Strategy

- Students write a summary of the activities they promoted and how the activities encouraged others to help keep the environment healthy.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

2nd Grade

2nd Nine Weeks

Alcohol, Tobacco, and Other Drugs

Essential Questions: Alcohol, Tobacco, and Other Drugs

- What is the difference between OTC (over-the-counter), and prescription drugs?
- How can drugs be helpful or harmful to the body?

Sample Performance Indicators:

- D-2.1.1 Identify the harm to physical, mental, and social health that is caused by ATOD.
- D-2.1.2 Describe ways that drugs can be helpful or harmful.
- D-2.1.3 Explain the difference between OTC (over-the-counter) and prescription drugs

Sample Teaching Strategies and Activities

- The teacher shows students examples of empty prescription medications bottles and empty OTC medication boxes and bottles. The name on the prescription bottles should be deleted. The teacher explains differences in labeling between OTC and prescription medications. Students practice gathering important information from bottles including dosage and expiration dates. Proper storage of medicines is discussed along with the understanding that medicines should not be taken without the supervision of a trustworthy adult.
- The teacher explains the differences in types of ATOD's and the type of harm to the body that each type of drug can cause.

Sample Assessment Strategies

- Students can link different types of ATOD use to different harmful effects on the body.
- Students can correctly classify empty medicine bottles as prescription or OTC medications.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How do family, peers, and advertising influence attitudes toward ATOD use?

Performance Indicator:

- D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of ATOD.

Sample Teaching Strategies and Activities

- Working in groups, students identify ways that peer or the media might influence them to try ATODs.
- Students are asked to give examples of false or misleading advertising for ATOD. An example is the use of animals and cartoon characters in commercials that advertise alcohol products. Another example is the use of pictures of smokers in magazines who display a smile with bright white teeth.

Sample Assessment Strategy

- Students correctly identify the misleading or false information found in ATOD advertising.

Sample Teaching Strategy and Activity

- Students identify people who should give them medicine and explain how they know this person can be trusted. Students also identify people who should not give them medicine and why.

Sample Assessment Strategy

- Students can identify trustworthy adults who can give them medicine safely.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Who can you trust to give you medicine?

Performance Indicator:

D-2.3.1 Explain ways to identify trustworthy adults in the school and community (for example, teachers, nurses, doctors, clergy) from whom students can safely take medicine.

Sample Teaching Strategy and Activity

- Students identify people who should give them medicine and explain how they know this person can be trusted. Students also identify people who should not give them medicine and why.

Sample Assessment Strategy

- Students can identify trustworthy adults who can give them medicine safely.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can you help others avoid using harmful drugs?

Performance Indicator:

D-2.8.1 Encourage friends and family members to make positive health choices regarding ATOD.

Sample Teaching Strategy and Activity

- Students design placemats with say “no” to ATOD messages. The placemats can be laminated and used in the cafeteria or local restaurant.

Sample Assessment Strategy

- Recognition can be given to the student who made the most creative, most colorful and best message placemat.

[Nutrition and Physical Activity](#)

Essential Questions: Nutrition, and Physical Activity

- Why is it important to eat healthfully and exercise?
- What kinds of exercise help keep the heart strong?
- Why should a person play more and watch TV and play video games less?

Sample Performance Indicators:

N-2.1.1 Identify eating behaviors that promote health.

N-2.1.2 Identify physical activities that promote the key components of health related fitness.

N-2.1.4 Explain the importance of limiting one’s screen time and increasing physical activity.

Sample Teaching Strategies and Activities

- Students develop a healthy foods and a healthy snack food mobile to hang in the room.
- The teacher assembles an assortment of bagged lunch options into three bags. Students determine which bag contains the healthiest lunch of the three choices. Plastic and artificial foods should be used if possible. Items from the three bags can be sorted to make one very healthy bagged lunch option.

Sample Assessment Strategies

- All items selected for the food mobiles are healthy foods.
- Students properly select and defend their choice of healthy bagged lunches.

Essential Question: Nutrition, and Physical Activity

- How can the school and community affect the way we eat and exercise?

Performance Indicators:

N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices.

N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity.

Sample Teaching Strategies and Activities

- Students compare reasons why their family eat out or eats at home. The teacher helps students to process some possible reasons why some families never eat out.
- Students recite the names or locations of parks and activity areas in the community. The students determine the reasons they could or could not use the park or activity area.

Essential Question: Nutrition, and Physical Activity

- What plan could you develop to help others eat more healthfully & be more physically active?
- Where can children and families find places to be physically active?

Performance Indicator:

N-2.3.1 Locate places where children and families can be physically active.

Sample Teaching Strategies and Activities

- Students are asked to brainstorm in groups the places that families can go to be physically active that do not require an entrance fee for admission or fees for participation.

Sample Assessment Strategy

- Each group draws pictures of at least three different types of “free” activities.

Essential Question: Nutrition, and Physical Activity

- What plan could you develop to eat more healthy foods?

Sample Performance Indicators:

N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables daily.

N-2.6.3 Set a goal to limit sugary foods and drinks.

Sample Teaching Strategy and Activity

- Student use grocery store circulars to cut out pictures of their personal planned daily diet selections to include a variety of fruits and vegetables. The pictures are assembled on a paper plate that is posted on a bulletin board. The student develops a goal checklist for each item that is placed next to their plate on the bulletin board. Using stickers representing each day of the week, students track whether or not they reached their goal.

Sample Assessment Strategy

- Students monitor their fruit and vegetable intake accurately with a five a day goal. They then summarize the reasons why they did or did not reach their goal.

Essential Question: Nutrition, and Physical Activity

- How can you make healthy choices for meals and snacks?

Performance Indicator:

N-2.7.1 Demonstrate healthy nutrition choices for meals and snacks.

Sample Teaching Strategy and Activity

- Students cut out grocery flyer pictures or draw pictures of healthy snacks eaten at home.

Sample Assessment Strategy

- Given a group of snack choices, students can select examples of healthy and unhealthy foods.

Essential Question: Nutrition, and Physical Activity

- How can you encourage family members and friends to eat healthy foods and be physically active?

Performance Indicator:

N-2.8.1 Encourage family members and friends to eat healthy foods and be physically active.

Sample Teaching Strategies and Activities

- Parents participate in a school fitness night with community involvement and information about local community recreation activities. Parents and teachers offer physical activity rather than food rewards to children.
- Students create rhyming slogans to encourage eating healthy and increasing physical activity. The students choose the most creative and accurate slogan to be used as a class motto.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

2nd Grade

3rd Nine Weeks

Mental, Emotional, and Social Health

Essential Questions: Mental, Emotional, and Social Health

- What is the difference between mental health, emotional health and social health?
- How can you be a good friend?

Performance Indicators:

- M-2.1.1 Define the terms "mental health," "emotional health," and "social health".
- M-2.1.2 Discuss ways to be a good friend and a responsible family member.

Sample Teaching Strategies and Activities

- The teacher gives examples of everyday stressors that when dealt with properly have positive outcomes. Some examples are; a math homework that is difficult to solve, offering comfort to a crying baby who is afraid of thunder and lightning, and doing chores and homework before being allowed to go outside to play.
- Students complete open response statements that describe positive qualities of their friend. They answer open ended statements such as: (my friend is nice because____, my friend helps me to____, my friend is very good at____ , my friend helps others to____).

Sample Assessment Strategy

- Students design two picture drawings, representing a stressful situation and a resulting positive outcome.
- Students identify multiple qualities that describe a good friend.

Essential Question: Mental, Emotional, and Social Health

- How can you express your needs, wants, and feelings in healthy ways?

Performance Indicator:

- M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

Sample Teaching Strategy and Activity

- Students practice how to politely ask to share in a puzzle game with a classmate. The teacher reinforces positive student interaction by recording polite practices on the board and placing a checkmark next to the behavior when it is repeated by another student.

Sample Assessment Strategy

- Students report how it felt to be on the giving and receiving end of polite interaction.

Essential Question: Mental, Emotional, and Social Health

- How can you choose a good friend?

Performance Indicator:

M-2.5.1 Describe how to choose friends with good character traits.

Sample Teaching Strategies and Activities

- Students write a “Dear Diary” letter, explaining the qualities they want in a friend. They need to decide if the friend displays positive personal character traits such as kindness, honesty and cheerfulness.
- Students decorate an envelope with their name on it that is placed in a plastic tub in the back of the classroom. The teacher labels the tub “good deeds” and instructs students to write notes to students that they see showing traits of friendship toward classmates. Some traits to be recognized include sharing, helping others, encouraging others and positive communication.
- The teacher recognizes gestures of friendship among students and distributes friendship certificates to friends who have earned the distinction. http://www.teachervision.com.au/tv/printables/TCR/1557342741_77.pdf.

Sample Assessment Strategy

- At the end of the week, students write a summary of good character traits that they have seen in other people. Students make a decision to work on their own personal character trait that is in need of improvement.

Essential Question: Mental, Emotional, and Social Health

- What healthy things can you do to reduce stress?

Performance Indicator:

M-2.7.1 Demonstrate healthy ways to reduce stress.

Sample Teaching Strategy and Activity

- Students examine situations that have caused stress. Examples include visiting a doctor to get immunizations, learning to ride a bicycle or having to recite a sentence in a school play. Working in groups, students determine healthy solutions to the stressful situations.

Sample Assessment Strategy

- Student groups share their stress reduction strategies with the class and then the class determines which of the strategies are the healthiest.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

2nd Grade

4th Nine Weeks

Growth, Development, and Sexual Health and Responsibility

Essential Questions: Growth and Development

- What are some of the main bones in the body parts and where are they located?
- What are the parts of the circulatory system and their function?

Sample Performance Indicators:

G-2.1.1 Locate bones in the skeletal system (for example, skull, femur, humerus).

G-2.1.2 Describe the parts of the circulatory system and their function (for example, heart, blood vessels).

Sample Teaching Strategies and Activities

- The teacher creates an imaginary circulatory system using ropes, a chair and red and blue colored construction paper. Students cut out three circles of red paper and three circles of blue construction paper. Each circle should be four inches in diameter. Students place their red circles on a chair representing the heart. Ropes are used to resemble tubing (arteries and veins). The ropes form a complete circle leading from and back to “heart” chair. At the midpoint of the circle on the other side of the room, students place their blue papers on a chair representing exercise muscles. One half of the students lined up at the heart chair and the other half stand in line at the exercise muscle chair. The relay begins with the red group “oxygen rich blood group” picking up a red circle and walking along the rope away from the heart. When they arrive at the chair that contains blue paper, they jog in place for five seconds and then tag the first person in line waiting at the blue “exercise muscle” chair. The tagged student picks up a blue piece of paper and walks back toward the heart. They represent “oxygen depleted blood cells”. When they arrive at the heart they wave their arms up and down for five seconds and drop their blue piece of paper on the floor. They then pick up a red piece of paper and continue moving along the rope to the exercise muscle chair. Once every student has completed the cycle three times, they sit down to end the visual representation.
- The teacher brings a floppy stuffed animal or rag doll to class and explains to student the important of bones and joints. The teacher displays hardware store hinges and ball and socket items to show examples of joints and their function

Sample Assessment Strategies

- Given a diagram of the circulatory system, students can correctly color the veins (blue) and arteries (red) with direction arrows indicating the flow of blood to and from the heart.
- Given a picture of two adjacent bones of the body and their connecting joint, students identify the name of the bones and type of joint action that supports the movement of the bones.

Resources

ATOD

National Institute on Drug Abuse's "Brain Power! The NIDA Junior Scientist Program (For Grades 2-3),
United Streaming (Discovery Education) Videos:
Life Skills 101, Media Wise.
It's Not For Me, Drugs and Alcohol.
Happy, Healthy, Drug-Free Me.
Alcohol and Tobacco are Harmful.
Tippy's Father is an Alcoholic.

Growth & Development

<http://www.teacherplanet.com/resource/humanbody.php>
http://www.nlm.nih.gov/changingthefaceofmedicine/resources/lesson_3_4.html
<http://cmase.uark.edu/teacher/NSTA2004/DemBones/Miscellaneous.pdf>
United Streaming (Discovery Education) Videos:
Exploring Your Personal Space
Life Skills 101, Keeping Your Heart Muscle Healthy.

Injury Prevention & Safety

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm
<http://web.extension.illinois.edu/disaster/teacher/dispre.html>
<http://www.njredcross.org/programs/coolCat.pdf>
<http://www.ci.phoenix.az.us/FIRE/escfire.html>

Mental Emotional & Social Health

<http://www.recycleutah.org/UserFiles/File/buddysbones1.pdf>
Kid's health http://www.cyh.com/library/friendship_chart.pdf

Personal and Community Health

SAMHSA, Al's Pals: Kids Making Healthy Choices
http://www.lung.ca/children/index_kids.html

Nutrition and Physical Activity

<http://www.choosemyplate.gov>
<http://www.nutritionexplorations.org/educators/lessons/foodmodels/foodmodels-main.asp>
<http://www.shapeup.org/publications/99.tips.for.family.fitness.fun/neighborhood.htm>
http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf
<http://www.energybalance101.com/>
United Streaming (Discovery Education) Videos:
The Organwise Guys-Fiber Fandango, Farmer's Market Fresh, and Extreme Couch Potato
Breakfast Skippin' Blues
The Blue Dragon-Building Bodies