

Priority Academic Student Skills

HEALTH/SAFETY EDUCATION

OVERVIEW

The *Priority Academic Student Skills (PASS)* for Health and Safety represent standards that describe what students should know concerning health and safety. The standards are categorized under the following: HEALTH and SAFETY LITERACY, RESPONSIBLE HEALTH AND SAFETY BEHAVIOR, AND HEALTH AND SAFETY ADVOCACY. A well-informed, self-directed student has the foundation for leading a healthy, productive life. By recognizing that many health problems and causes of premature death can be prevented, children can reduce many of the risks generally encountered during adolescence and adulthood.

Children and adolescents must be healthy in order to learn, and must learn in order to be healthy. The knowledge, attitudes, and skills developed as a result of effective Comprehensive School Health and Safety Education programs will enable individuals to make informed choices that affect personal, family, and community health for a lifetime.

NOTE:

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

HEALTH/SAFETY EDUCATION

Grades 1 - 4

HEALTH AND SAFETY LITERACY

Standard 1: The student will comprehend concepts related to health promotion, disease prevention, and safety practices.

1. Describe the various responsibilities of family members for health promotion and disease prevention.
2. Determine the first-aid methods for bee stings, burns, bleeding, and choking.
3. Explain the need for obeying safety rules at home, school and play (i.e., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).
4. Name signs and symptoms for eye, ear, and dental problems and demonstrate good practices of self-care.
5. Identify the major parts of the body (e.g., head, trunk, and limbs) and describe their functions.
6. Define the term “illegal drug” and understand the use of prescribed medicine versus using drugs abusively.
7. Identify ways that injuries may be prevented.

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Priority Academic Student Skills

8. Examine the relationship between physical and emotional health.
9. Analyze how the family influences personal health and safety.
10. Identify common health problems of children and adolescence.
11. Identify the basic structure and functions of the human body systems.

Standard 2: The student will demonstrate the ability to access accurate health and safety information.

1. Identify the need for medical checkups and other health-care procedures and the role of health-care workers.
2. Demonstrate and describe fire escape routines, seat belt and bicycle helmet use, burn prevention and traffic signs and signals.
3. Identify potential safety hazards at home, school, and play; and name places and people who can provide help.
4. Investigate sources of health information (e.g., people, place, and products). 📖
6. Interpret the meaning of warning labels and signs on hazardous substances.
6. Determine the characteristics of valid health information and health-promoting products and services. 📖
7. Compare the costs and validity of health products.
8. Identify situations requiring professional health services.
9. Define "addiction" and examine the addictive effects of alcohol, tobacco and other drugs. 📖
10. Investigate the harmful effects of nicotine on the human body. 📖

RESPONSIBLE HEALTH AND SAFETY BEHAVIOR

Standard 3: The student will know health-enhancing behaviors and how to reduce health risks.

1. Identify and practice good personal health habits.
2. Examine safe and unsafe behaviors.
3. Handle anger in a positive way.
4. Differentiate between threatening and nonthreatening environments.
5. Demonstrate methods and procedures of avoiding threatening situations and how to seek help.
6. Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources.

Priority Academic Student Skills

7. Practice refusal skills (saying “no”) pertaining to the use of alcohol, nicotine, inhalants, and other harmful substances.
8. Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems.
9. Practice refusal skills (saying “no”) pertaining to contact with strangers.
10. Describe and compare behaviors that are safe to those that are risky or harmful.
11. Apply skills to manage stress.

Standard 4: The student will analyze the influence of media, technology, culture, and other factors on health and safety.

1. Identify ways in which media, technology, and other sources provide information about health and safety. 📖
2. Examine cultural differences that impact health and safety practices.
3. Describe how media influences thoughts, feelings, and health/safety behaviors. 📖
4. Analyze how information from school and family influences health and safety.
5. Identify and define bullying behaviors. 📖
6. Practice skills to diffuse and avoid a "bully."
7. Understand how to report bullying behaviors.

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health and well-being.

1. Interpret various kinds of verbal and nonverbal communication.
2. Demonstrate care and consideration of others.
3. Utilize positive communications skills when expressing needs, wants, and feelings.
4. Practice conflict resolution skills.
5. Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
6. Formulate refusal skills to use in potentially harmful or dangerous situations.
7. Describe healthy ways to handle feelings and emotions.
8. Practice anger management skills.
9. Identify forms of harassing behaviors.
10. Recognize the difference between teasing and bullying behaviors.

Priority Academic Student Skills

Standard 6: The student will demonstrate the ability to use goal setting and decision-making skills to enhance health and safety.

1. Describe health problems or situations that require the help of a trusted adult. (e.g., child abuse).
2. Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules).
3. Demonstrate the ability to apply a decision-making process to health and safety issues and problems.
4. Establish a personal health goal and track progress toward its achievement.

HEALTH AND SAFETY ADVOCACY

Standard 7: The student will become an advocate for health and safety enhancement of self, family and community.

1. Describe various ways to share health information. 📖
2. Examine in a variety of ways the ability to convey accurate health information and ideas to both individuals and groups. 📖
3. Identify community agencies that support healthy families, individuals, and communities. 📖
4. Practice methods for assisting others in making positive healthy and safe choices.
5. Demonstrate the ability to work cooperatively when advocating for health and safety for individuals, family, and community.

Priority Academic Student Skills

GLOSSARY

abstinence - refraining from an addictive behavior.

addiction - the unhealthy, continued involvement with a mood-altering object or activity in spite of harmful consequences.

conflict - simultaneous existence of incompatible demands, opportunities, needs, or goals; an emotional state that arises when the behavior of one person interferes with the behavior of another.

conflict resolution - a concerted effort by all parties to resolve points of contention in a constructive manner.

drug abuse - the excessive use of a drug.

health promotion - combines educational, organizational, policy, financial, and environmental supports to help people change negative health behaviors.

HIV (human immunodeficiency virus) - the slow-acting virus that causes AIDS.

nonverbal communication - all unwritten and unspoken messages, both intentional and unintentional.

pathogen - a disease-causing agent.

refusal skills - skills used to say “NO” to an unhealthy behavior, action or to leave a situation of danger.

stress - mental and physical responses to change.

stress management skills - techniques that can be used to cope with the harmful effects produced by stress.