

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 5 - 8

HEALTH AND SAFETY LITERACY

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

1. Analyze how environment and personal health are interrelated.
2. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
3. Examine potential hazards at home, school and play; describe methods for prevention and procedures to follow in the event of an emergency.
4. Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.
5. Identify and demonstrate violence prevention skills such as peer mediation, anger management, conflict resolution and impulse control skills.
6. Demonstrate basic first aid skills.
7. Describe the effects various diseases (e.g., cancer, diabetes) have on the body systems. 

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8. Determine the structure and purpose of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 📖
9. Identify ways to protect oneself from abuse.
10. Examine the risks and identify destructive effects of alcohol, tobacco, steroids and other drugs on body systems.
11. Analyze the interrelationship of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 📖
12. Describe the dangers of prescription medication abuse.
13. Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control.
14. Identify individual and community responsibilities for protecting the environment and promoting community health and safety. 📖

Standard 2: The student will demonstrate the ability to access valid health information and health-promoting products and services. 📖

1. Analyze situations requiring professional health services.
2. Analyze the cost and accessibility of health care services.
3. Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information.
4. Analyze how media influences the selection of health information and products.

RESPONSIBLE HEALTH AND SAFETY BEHAVIOR

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health and safety risks.

1. Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants, and other harmful substances.
2. Practice positive ways to resolve conflicts.
3. Examine how social pressures affect participation in risk-taking activities (e.g., using inhalants, steroids).
4. Identify ways to resolve problems and prevent violence.
5. Describe techniques for coping with personal loss.
6. Interpret physical and mental consequences of a poorly balanced diet and explain how diet choices, based upon fads, may provide inadequate nourishment and cause health problems.

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7. Distinguish between safe, risky, and harmful behaviors in relationships.
8. Analyze a personal health assessment to determine strengths and risks.
9. Demonstrate strategies to manage stress.
10. Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs.
11. Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks). 📖

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

1. Analyze the influence of technology on personal and family health and safety.
2. Examine the influence of cultural beliefs on health behaviors and use of health services.
3. Analyze knowledge of how information from peers influences health and safety.
4. Identify how media messages influence health behavior and choices.

Standard 5: The student will use interpersonal skills to enhance health and safety.

1. Identify verbal and nonverbal communication.
2. Describe and identify a need, want, and feeling.
3. Formulate refusal skills that enhance health and safety.
4. Demonstrate nonviolent strategies to resolve conflict.
5. Distinguish between positive and negative behaviors used in conflict situations.
6. Demonstrate the ability to communicate consideration, caring, and respect for self and others.
7. Identify characteristics of good listening skills that build and maintain healthy relationships.

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

1. Establish personal health goals and record progress towards achievement.
2. Identify healthy leisure-time activities (e.g., family outing, sports, board games).
3. Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively.
4. Analyze how personal health goals are influenced by changing information, priorities, and responsibilities.

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5. Develop a plan that identifies personal strengths, needs, and health risks.

HEALTH AND SAFETY ADVOCACY

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

1. Interpret information and analyze personal opinions concerning health and safety issues. 📖
2. Demonstrate the ability to work cooperatively when advocating for healthy and safe communities.
3. Demonstrate the ability to influence and support others in making positive health and safety choices.
4. Examine various methods for communicating health information and ideas. 📖

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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.