

# K-2 Unit 4: Community Health Skills

Content Area: **Health & PE**  
Course(s):  
Time Period: **MP4**  
Length: **45**  
Status: **Published**

## NJSLS Health & PE

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HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
HE.K-2.2.1.2.PP.1	Define reproduction.
HE.K-2.2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
HE.K-2.2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
HE.K-2.2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
HE.K-2.2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
HE.K-2.2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
HE.K-2.2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
HE.K-2.2.1.2.SSH.5	Identify basic social needs of all people.
HE.K-2.2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
HE.K-2.2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
HE.K-2.2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
HE.K-2.2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
HE.K-2.2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
HE.K-2.2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
HE.K-2.2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

HE.K-2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.N.2	Explain why some foods are healthier to eat than others.
HE.K-2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
HE.K-2.2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
HE.K-2.2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
HE.K-2.2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
HE.K-2.2.3.2.PS.5	Define bodily autonomy and personal boundaries.
HE.K-2.2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
HE.K-2.2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
HE.K-2.2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
HE.K-2.2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
HE.K-2.2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
HE.K-2.2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
HE.K-2.2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HE.K-2.2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
HE.K-2.2.3.2.HCDM.1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
HE.K-2.2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
HE.K-2.2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

## **Rationale and Transfer Goals**

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The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision-making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

## **Enduring Understandings**

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- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits (using utensils, choosing clothes, brushing teeth)
- Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness.
- All living things may have the capacity to reproduce.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Conflicts between people occur, and there are effective ways to resolve them.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.
- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

## **Essential Questions**

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- What needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)
- What are age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).

- How can parents, culture and media influence healthy decision-making?
- How can parents, technology, culture, and the media influence their healthy decision-making?
- Why is it advantageous to think before acting and how those decisions impact the health of you and others?
- What is the meaning of character?
- How does character impact the way one feels and thinks about one's self and others?
- How can certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others?
- How can character be enhanced by participating in school service activities?
- What are different physical abilities?

### **Content - What will students know?**

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- Effective communication may be a determining factor in the outcome of health and safety-related situations
- Effective decision-making skills foster healthier lifestyle choices.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.

### **Skills - What will students be able to do?**

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- Express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.

- Relate decision-making by self and others to one's health.
- Determine ways parents, peers, technology, culture, and the media influence health decisions.
- Select a personal health goal and explain why setting a goal is important.
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- Determine the benefits for oneself and others of participating in a class or school service activity.
- Identify community helpers who assist in maintaining a safe environment.
- Determine where to access home, school, and community health professionals.
- Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- Identify community helpers who assist in maintaining a safe environment.
- Know how to dial 911 for help.
- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touche
- Identify procedures associated with pedestrian, bicycle, and traffic safety
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.

### **Activities - How do we teach content and skills?**

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- Present safety -related situation examples
- Chart healthy lifestyle choices

- Discuss ways to interact with people who have disabilities
- List character traits in behaviors
- Service project
- Anchor charts providing community helpers
- Discuss safe practices indoors and out and complete follow-up activities
- Create a chart listing ways to prevent injuries at home, school, and community
- Discuss and list ways to cope with stressful situations and how to resolve them

### **Formative Assessments - How do we know students have learned?**

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- Student independent work
- Student participation
- Discussion
- Follow-up activities
- Assessment

### **Summative Assessment - How do we know students have learned?**

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- Sorting relay
- 4 corners to give answer to questions
- Act scenarios out in front of class
- Hand signals to show answer
- Squads present a topic to the class

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activities</b>
Community Health Skills	Unit 1 Wellness Unit 2 Alcohol, Tobacco, and other Drugs Unit 3 Family Life	Grade K health lessons Grade 1 health lessons

## Key Resources

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[http://www.atozteacherstuff.com/Lesson\\_Plans/Health/\\_Grades\\_K-2/index.shtml](http://www.atozteacherstuff.com/Lesson_Plans/Health/_Grades_K-2/index.shtml)

<https://www.teachervision.com/health/teacher-resources/43745.html>

<https://classroom.kidshealth.org/index.jsp?Grade=pk&Section=body>

## Career Readiness, Life Literacies, and Key Skills

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WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## Interdisciplinary Connections

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SCI.1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
ELA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
SCI.1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
ELA.RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELA.W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

