

Tennessee Health Education Standards pre-K-2

The State Health Education Standards can be used to support the effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. The standards are carefully designed to support schools, educators, families, and other stakeholders in helping students meet the 2007 National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

Personal Health and Wellness

Domain Description: In 1995, the National Health Education Standards established “health literacy” as the primary outcome of a comprehensive K-12 Health Education program. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health; a responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk; a lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

Learning Expectations:

The student will:

- 1.1 define “choices” and “consequences”;
- 1.2 identify trusted adult(s) to consult before making a choice;
- 1.3 identify questions to ask during the process of making a choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);
- 1.4 identify personal goals and standards for healthy living;
- 1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

Performance Indicators:

At Level 1, the student will be able to:

- define goals and standards;
- identify healthy living behaviors that would affect his/her future;
- describe how personal diet, exercise, and hygiene is influenced by cultural lifestyles;
- identify different types of media (e.g. magazines, radio, TV, and billboards).

At Level 2, the student will be able to:

- define goal setting as related to healthy living;
- select standards for healthy living that help them reach personal goals;
- describe how appropriate decision making can lead to healthy living;
- describe the difference between wants and needs;
- tell how cultural beliefs relate to medical practices.

At Level 3, the student will be able to:

- create personal goals and standards;
- distinguish between wants and needs;
- identify how Internet use increases exposure to healthy and unhealthy information.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students discuss consequences of decisions/choices;
- have the students state a personal goal;
- have the students develop a short and/or long-term goal (e.g. behavior, schoolwork, chores, and fitness);
- use a classroom chart to have students compare basic wants and needs;
- have students create an art project involving a billboard advertising something he/she likes (e.g. toy, food, clothes, etc.);
- set up a grocery store in the classroom consisting of name brand, generic, and ethnic products Have students go in and shop for 3 products. Discuss why they bought the products they did. Did they see it on TV? Did they see it in a magazine? Is it related to their culture?

Standard 2: The student will understand the importance of personal hygiene practices as related to healthy living.

Learning Expectations:

The student will:

- 2.1 demonstrate essential personal hygiene practices;
- 2.2 identify the importance of good versus poor personal hygiene practices;
- 2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);
- 2.4 describe physical/emotional/social health implications of personal hygiene.

Performance Indicators:

At Level 1, the student will be able to:

- identify proper personal hygiene skills (e.g. hand washing, shampooing, flossing, tooth brushing, and bathing);
- list healthy outcomes from using proper personal hygiene habits;
- list the consequences of not using proper personal hygiene habits.

At Level 2, the student will be able to:

- apply proper hygiene practices (e.g. hand washing, shampooing, flossing, tooth brushing, bathing);
- identify consequences of poor oral hygiene (e.g. cavities, gum disease, and tooth loss);
- identify consequences of poor personal hygiene (e.g. body odor, illness, and poor self image);
- describe healthy outcomes from using proper personal hygiene habits.

At Level 3, the student will be able to:

- demonstrate proper hygiene practices;
- explain the importance of proper hygiene practices;
- compare and contrast the difference between the practice of good and poor personal hygiene habits;
- describe how good personal hygiene relates to a positive outlook and self image;
- analyze the affect of personal hygiene on social relationships.

Teacher Assessment Indicators (examples):

The teacher may:

- apply cooking oil and ground cinnamon to the students' hands. Students rub their own hands together, see the sediment and think it is dirt, wash hands as normally do. Observe that oil and cinnamon are still evident. Students then apply soap and use proper hand washing techniques as taught by the teacher;
- provide a dental mold for students to demonstrate proper tooth brushing techniques (invite dental professional if needed);
- role play with discussion on the topic of social/emotional/physical implications of poor personal hygiene practices (e.g. puppets, books, videos).

Standard 3: The student will understand the role of body systems as related to healthy living.

Learning Expectations:

The student will:

- 3.1 identify the basic body structure;
- 3.2 identify the functions of the human body systems;
- 3.3 explain the importance of the basic body systems.

Performance Indicators:

At Level 1, the student will be able to:

- name the basic body parts;
- identify the location of basic body parts.

At Level 2, the student will be able to:

- describe the functions of the basic body organs (e.g. heart, lungs, brain, stomach);
- name the basic body systems (e.g. cardio-respiratory, digestive, nervous, musculoskeletal, and integumentary (skin));
- identify and discuss the location of basic body systems.

At Level 3, the student will be able to:

- demonstrate correct location of basic body parts;
- explain the functions of basic body systems.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students trace each other's body on butcher paper and label the body parts;
- draw the digestive system with sidewalk chalk on concrete and simulate digestive process. Using an apple, have the students walk through digestive system and talk about what each part of the system does to the apple;
- provide a puzzle for students to assemble depicting body parts.

Standard 4: The student will understand the relationship of physical activity and rest to healthy living.

Learning Expectations:

The student will:

- 4.1 describe the importance of participating in the recommended one hour of daily physical activity;
- 4.2 identify physical activities used in daily life that promote healthy living.

Performance Indicators:

At Level 1, the student will be able to:

- name different types of daily physical activities (e.g. walking, running, jumping, rollerblading, swimming, biking, dancing, climbing, sports);
- describe the importance of adequate rest to healthy living.

At Level 2, the student will be able to:

- describe the importance of daily physical activity;
- describe how getting the recommended eight to ten hours of sleep daily contributes to healthy living;
- list various types of physically active leisure time activities (e.g. walking, swimming, golfing, tennis, dancing, hiking, climbing, and biking).

At Level 3, the student will be able to:

- compare active and non-active leisure time activities (e.g. benefits of choosing to walk with family instead of watching television);

- compare and contrast the physical, emotional, and mental functioning of a person who has had the recommended amount of sleep versus a person who is sleep deprived;
- identify how poor food choices and physical inactivity contribute to the development of chronic diseases (e.g. obesity, high blood pressure, diabetes).

Teacher Assessment Indicators (examples):

The teacher may:

- assist the students in counting their heartbeat at rest for 10 seconds. Then have the students perform 10 jumping jacks and count their heartbeat for 10 seconds. Notice the increase in heartbeat;
 - have students keep a weekly log of physical activity and sleep;
 - role play how someone might respond to daily events with adequate sleep versus inadequate sleep;
 - role play how someone might respond to daily events with adequate daily physical activity versus inadequate daily physical activity;
 - provide pictures from magazines for students to cut out and create a classroom poster to compare active and non-active leisure time activities.
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Nutrition

Domain Description: Proper nutrition is essential for maintaining a healthy lifestyle. Healthful nutrition helps to prevent chronic diseases such as diabetes, cancer, and cardiovascular disease. Using the USDA's "My Pyramid" can provide guidelines for healthy eating. It is important to balance food intake and physical activity to promote healthy living.

Standard 5: The student will understand the relationship of nutrition to healthy living.

Learning Expectations:

The student will:

- 5.1 identify the basic food groups and foods;
- 5.2 identify food as a source of energy and growth;
- 5.3 describe the importance of healthy meals and snacks

Performance Indicators:

At Level 1, the student will be able to:

- name various foods;
- name the basic food groups;
- identify healthy snacks.

At Level 2, the student will be able to:

- describe “My Pyramid” ;
- describe where various foods come from (e.g. food sources: cows, plants);
- identify healthy food choices;
- describe the importance of eating a variety of healthy foods;
- discuss the importance of food as fuel for the body;
- explain why eating breakfast is important to healthy living;
- identify the benefits of eating the recommended five to nine fruits and vegetables per day;
- identify the proper serving size.

At Level 3, the student will be able to:

- categorize various foods into the basic food groups;
- describe the use of the “My Pyramid” for healthy eating practices;
- taste and compare various types of diverse foods;
- identify how poor food choices and physical inactivity contribute to the development of chronic diseases (e.g. obesity, high blood pressure, diabetes);
- differentiate between healthy and unhealthy food choices and how they influence healthy weight and obesity.

Teacher Assessment Indicators (examples):

The teacher may:

- provide an enlarged “My Pyramid” and various foods for each food group. Have the students take pictures and Velcro to appropriate area on “My Pyramid”;
 - assist students in clipping out pictures of foods and pasting them onto a paper plate to create a balanced meal;
 - use grocery store flyers to encourage students to identify (circle) nutritious foods;
 - have students plan a healthy meal for their family.
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Family Life

Domain Description: The dynamic process of growth and development encompasses physical, mental, emotional, and social maturation. Positive personal and family relationships provide a foundation that promotes healthy development. (Refer to TCA 49-6-1303 with regard to children excused from family life instruction by parent or guardian).

Standard 6: The student will understand the contributions of family relationships to healthy living.

Learning Expectations:

The student will:

- 6.1 describe the various types of family structures;
- 6.2 explain that family structures vary and can change;
- 6.3 identify common goals and values found in family structures;
- 6.4 identify ways children can contribute to healthy family life;
- 6.5 identify how changes in the family can influence emotions;
- 6.6 understand that cultural differences exist and influence family customs.

Performance Indicators:

At Level 1, the student will be able to:

- describe his/her family;
- describe ways that family members can contribute to healthy family living (e.g. communication, attitudes, and sharing);
- describe how families show love for each other and how changes within the family influence emotions such as happiness, sadness, anger, frustration, guilt, fear, etc. (e.g. birth, divorce, death, marriage).

At Level 2, the student will be able to:

- distinguish between the different types of families (e.g. two parent, single parent, blended, extended, foster, and adoptive);
- identify how family structures can change (e.g. birth, death, divorce, and re-marriage);
- describe the various basic family values (e.g. integrity, love, trust, and nurturing);
- explain basic care given by caregivers (e.g. safety, nourishment, shelter, and clothing);
- identify ways that all family members are responsible for contributing to healthy family living.

At Level 3, the student will be able to:

- explain how the different types of families meet the needs of their members;
- identify specific cultural customs that influence family life.

Teacher Assessment Indicators (examples):

The teacher may:

- aid students in drawing or cutting out pictures to represent family members and have them discuss family members;
- have students tell about their special responsibilities that they do around the house and how this helps meet needs in their family;
- encourage students to orally describe how a family member cares for them;
- have students draw a picture depicting a day in their family;
- have students draw a picture showing how their family celebrated a special occasion.

Standard 7: The student will understand the stages of human growth and development.

Learning Expectations:

The student will:

- 7.1 identify human growth and development stages throughout the life cycle;
- 7.2 describe the important differences in the stages of human growth and development.

Performance Indicators:

At Level 1, the student will be able to:

- name different stages of development (e.g. infants, children, adolescents, adults, and elderly).

At Level 2, the student will be able to:

- describe how an individual will grow and develop throughout his/her life.

At Level 3, the student will be able to:

- describe how these age groups differ physically, emotionally, socially: infants, children, adolescents, adults, and elderly.

Teacher Assessment Indicators (examples):

The teacher may:

- create a role play situation for students to act out different stages of life;
 - provide various pictures or items for students to match to the appropriate stage of life;
 - have students create a pictorial timeline of a family member from birth to present;
 - use mill worms, tad poles, or guppies in the classroom for students to observe that reproduction, birth, maturity, and death are a normal part of the life cycle of all living things.
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Emotional, Social, and Mental Health

Domain Description: Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger, and stress promotes healthy living.

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Learning Expectations:

The student will:

- 8.1 explain that feelings can be expressed in different ways;
- 8.2 name and describe qualities and characteristics that make all individuals unique;
- 8.3 identify the importance of developing and maintaining healthy relationships.

Performance Indicators:

At Level 1, the student will be able to:

- identify feelings;
- identify methods of expression (e.g. laughing, crying, smiling, hugging and yelling);
- identify appropriate ways to express feelings;
- identify appropriate ways to associate with individuals who have disabilities;
- describe verbal and non-verbal communication skills;
- demonstrate the ability to respect property, rights, and personal space of others;
- define the word “friend”;
- identify the characteristics of a bully.

At Level 2, the student will be able to:

- demonstrate methods of expression;
- demonstrate appropriate manners;
- demonstrate verbal and nonverbal communication;
- define self-concept;
- describe appropriate ways to manage emotions;
- identify health impairments and physical disabilities;
- demonstrate respect for individuals who have disabilities;
- define a value;
- identify qualities of a good friend;
- describe appropriate actions to take when confronted by a bully;
- express the importance of not feeling sad for long periods of time;
- identify responsible people to report and discuss feelings of sadness.

At Level 3, the student will be able to:

- describe how positive self-concept makes an individual unique;
- describe the challenges of living with a health impairment or physical disability;
- explain the importance of having personal values (e.g. honesty, truthfulness, trustworthy, patience, loyalty, responsibility, self control, etc);
- describe ways to use non violent behaviors to resolve conflict and compromise in a manner that is fair to all persons involved;
- create and discuss a role play of a bullying situation.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students list positive things about themselves and/or classmates;
 - provide a game for students to match emotions to facial expressions;
 - use role play scenarios to simulate obstacles children might face;
 - list ways to make friends;
 - have the students begin the day by sharing an example of one positive thing that can be said about another person every day for one week;
 - aid the students in drawing a picture illustrating how individuals may look as they experience different feelings (e.g. when feeling happy, someone looks like...);
 - aid the students in drawing pictures of themselves that represent ways they are the same as other students and ways they are different;
 - assist students in creating and discussing a role play situation where bullying is involved.
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Disease Prevention and Control

Domain Description: Disease prevention is greatly influenced by health enhancing knowledge and behaviors practiced throughout life.

Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.

Learning Expectations:

The student will:

- 9.1 identify and define common germs pathogens;
- 9.2 identify how germs are spread;
- 9.3 identify habits that will promote disease prevention;
- 9.4 identify chronic health problems.

Performance Indicators:

At Level 1, the student will be able to:

- define germs (pathogens);
- illustrate proper hand washing techniques.

At Level 2, the student will be able to:

- describe how germs (pathogens) are transmitted;
- explain why proper hand washing is important;
- describe the value of good health habits such as adequate sleep, exercise, water, and proper nutrition as related to disease control;
- identify the importance of regular health screenings (e.g. medical, vision, hearing, and dental) as related to disease prevention;
- explain the importance of immunizations;
- identify and describe common communicable diseases (e.g. HIV, hepatitis, flu, pink eye and head lice);
- list universal precautions related to common communicable diseases (e.g. hand washing, and avoiding direct contact with blood, etc.);
- identify chronic diseases and how poor food choices and physical inactivity contribute to the development of these diseases (e.g. obesity, high blood pressure, diabetes).

At Level 3, the student will be able to:

- demonstrate universal precautions related to common communicable diseases;
- identify health care practices that prevent illness and maintain health/wellness;
- recognize environmental, genetic and life-style risk factors that may lead to respiratory diseases (e.g. asthma, chronic bronchitis, emphysema).

Teacher Assessment Indicators (examples):

The teacher may:

- provide a paper plate for students to draw a face and tape a tissue over the nose to illustrate a good way to prevent spreading germs. Teach this saying to the students "If you sneeze, use me please";
 - schedule a dental hygienist guest speaker to demonstrate proper oral care techniques and administer fluoride treatments;
 - aid the students in drawing a picture of themselves practicing a proper health care technique;
 - students may breathe through a straw to simulate the sensation of a respiratory disease;
 - read age appropriate stories about diseases and have class discussion.
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Injury Prevention and Safety

Domain Description: According to the Tennessee Department of Health-Office of Health Statistics, the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined.

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Learning Expectations:

The student will:

- 10.1 list the eight most common injury risks for children (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
- 10.2 identify ways to reduce the risk of injuries and deaths from injury;
- 10.3 discuss the importance of safety rules;
- 10.4 demonstrate the appropriate choices related to reducing unintentional injuries.

Performance Indicators:

At Level 1, the student will be able to:

- name the five senses and how they can contribute to personal safety (e.g. hearing smoke alarm, smelling smoke, seeing fire, etc);
- identify behaviors that can lead to injuries of the senses (e.g. hearing, vision, etc.);
- define the term poison and recognize the poison symbol;
- recognize situations in which you should talk to an adult (e.g. finding guns, matches, medications)
- identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, sun safety, water safety, personal safety, etc);
- describe various vehicle safety procedures both in and out of the vehicle (e.g. car, bus, 4-wheelers, driveway safety);
- identify ways that injuries can be prevented at home, school (playground), or during sports.

At Level 2, the student will be able to:

- identify poisonous items found in the home and in nature;
- state ways to prevent falls when playing (e.g. shoe tying, identifying safe and unsafe places to play);

- demonstrate the proper use of fire safety messages and when to use them (e.g. “Get Out- Stay Out”, Stop, Drop, and Roll);
- describe appropriate procedures to take during a fire, tornado and earthquake.

At Level 3, the student will be able to:

- demonstrate various vehicle safety procedures;
- demonstrate appropriate procedures to take during a fire, tornado, and earthquake;
- explain why safety rules are needed;
- explain the consequences of risky behaviors and that injuries are predictable and preventable.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students discuss how the five senses can alert an individual of danger;
- have students demonstrate a role-play where a student will report a possible poisoning;
- have the students develop a safety plan (e.g. home, school, playground, boat, swimming pool);
- have students sign a pledge to use safety practices/rules;
- have the students demonstrate the "stop, drop, and roll" procedure;
- assist the students in developing a fire escape plan for their home and present it to the class.

Standard 11: The student will understand appropriate care for injuries and sudden illness.

Learning Expectations:

The student will:

- 11.1 report when someone is injured or ill to a responsible caregiver;
- 11.2 demonstrate basic first aid techniques (“Check, Call, Care”; refer to American Red Cross first aid procedures).

Performance Indicators:

At Level 1, the student will be able to:

- identify situations that should be reported to responsible caregivers;
- recite the poison control hotline number.

At Level 2, the student will be able to:

- explain the purpose of the 911 and the poison control hotline numbers;
- demonstrate how to dial 911;
- list situations that require 911 assistance;
- demonstrate ability to report possible poisoning and other emergencies;
- describe first aid techniques for (cuts, scrapes, nose bleeds, stings);
- describe first aid techniques for recreational injuries (e.g. sprains, broken bones, head injuries);
- identify situations where the use of universal precautions is needed for handling bodily fluids;
- identify the signs of choking and describe the techniques that should be used when responding to a conscious choking victim (e.g. Heimlich maneuver, or recommended Red Cross procedures).

At Level 3, the student will be able to:

- create role play situations where 911 emergency assistance is required;
- demonstrate the Heimlich maneuver and/or recommended Red Cross procedures.

Teacher Assessment Indicators (examples):

The teacher may:

- provide a situation where students demonstrate dialing 911;
- create a role play situation for students to act out what to do if his/her friend is bleeding and have them respond with appropriate care;
- schedule an Emergency Medical Technician guest speaker to demonstrate the Heimlich maneuver then have the students practice the technique on a pillow.

Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

Learning Expectations:

The student will:

- 12.1 identify situations that should be reported to a trusted adult;
- 12.2 demonstrate self-protection skills and identify appropriate resources for help.

Performance Indicators:

At Level 1, the student will be able to:

- identify trusted individuals;
- name persons to whom threatening situations need to be reported;
- demonstrate ways to avoid danger and how to seek help in threatening situations (e.g. Yell “No”, and seek help from a trusted adult);
- identify appropriate self-protection skills.

At Level 2, the student will be able to:

- name persons to whom threatening situations need to be reported;
- understand that one’s body is one’s own and that no one has the right to touch another in a way that makes the other feel uncomfortable;
- describe the difference between good touch and bad touch and confusing touch and explain what to do if touching causes uncomfortable feelings;
- identify situations of abuse and neglect (e.g. physical and mental harm, being left home alone, and lack of food);

At Level 3, the student will be able to:

- demonstrate appropriate self-protection skills;
- describe and demonstrate appropriate and safe behavior when interacting with strangers, acquaintances, and trusted adults, (including how to say “NO” firmly, run away, and seek help from a trusted adult, stating facts about what happened.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students recite their full name, parents’ or caregivers’ full names, address, and phone number;
- have students make a list of adults they trust,

- develop a safety plan with parents or guardians for their home, store, entertainment/recreation facility.
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Substance Use and Abuse

Domain Description: The use of chemical substances can have both benefits and risks. Knowledge, attitudes, and personal choices can determine responsible behaviors towards the use of chemical substances, including the avoidance of alcohol and tobacco.

Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

Learning Expectations:

The student will:

- 13.1 describe the role of drugs and medicines in keeping people healthy;
- 13.2 describe inappropriate use of drugs and medicines;
- 13.3 identify the consequences of using tobacco products, alcohol, and drugs;
- 13.4 practice refusal skills to avoid harmful substances;
- 13.5 recognize the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)

Performance Indicators:

At Level 1, the student will be able to:

- define medications;
- identify types of medications;
- explain why medications should only be taken when administered by an adult;
- describe the consequences of using tobacco, alcohol and drugs;
- demonstrate appropriate refusal skills to avoid harmful substances.

At Level 2, the student will be able to:

- describe the role of medications and how they contribute to healthy living;
- identify the importance of not taking someone else's medications (e.g. asthma inhaler, pills, and ointments);
- describe how alcohol and drugs alter your mental state;
- describe how the use of tobacco can affect healthy living;

- describe how the use and abuse of alcohol and drugs can affect healthy living;
- describe appropriate refusal skills to avoid harmful substances.

At Level 3, the student will be able to:

- identify medicines that bear a resemblance to candy;
- understand the importance of age appropriate doses and the consequences of an overdose;
- assess the life of a substance abuser;
- discuss how first and second hand smoke affect the environment and the health of self and others;
- identify names of illegal drugs;
- describe how substance abuse can cause physical and mental disabilities.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students role play situations where they refuse candy and/or medications from a stranger or friend versus accepting candy and/or medications from a trusted adult;
- conduct an art project by folding the ends of a piece of paper to the center to make a medicine cabinet. Have the students draw medicine containers on the inside of the medicine cabinet. When flaps are folded down, teacher provides a paper lock to secure with tape to outside of medicine cabinet to demonstrate lock up of all medicines. Teacher may write the words "Lock up all medications" on the outside of the medicine cabinet;
- bring in pictures of various medicines and candies and have the students classify them correctly as either "Medicines" or "Candies" (e.g. Sweet tarts to children's vitamins, and Hershey's candy bar to Ex-lax);
- provide a sponge to represent the lung and a dark (mud or dirty oil) concoction to spread over the lung to represent the effects of tar and nicotine on the lungs and have students describe what they see;
- provide plastic drink cups or distortion glasses for students to look through to simulate the affects of alcohol on vision and have the students describe how their vision is affected;
- plan and oversee a classroom discussion or demonstration (healthy lung vs. diseased lung).

Environmental and Community Health

Domain Description: The health of the environment and community is directly impacted by responsible individual behavior. Public health and community services are essential to promote a healthy community.

Standard 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

Learning Expectations:

The student will:

- 14.1 describe different types of pollution and it's environmental affects;
- 14.2 identify the importance of "reduce, reuse, recycle" practices,
- 14.3 identify ways the environment affects a person's emotional, social and physical health;
- 14.4 identify community health workers and the activities and programs they provide;
- 14.5 describe the importance of community organizations to healthy living;
- 14.6 identify resources and facilities in the community that promote healthy living.

Performance Indicators:

At Level 1, the student will be able to:

- identify different types of environmental pollution (e.g. ground, noise, water, air);
- identify community health professionals (e.g. pharmacy, school nurse, dentist, health department, EMT, fire/rescue, and doctor);
- discuss various modes of transportation and how they contribute to healthy living;
- identify places in the community for recreational activities.

At Level 2, the student will be able to:

- describe how environmental pollution affects healthy living (emotional, social and physical health);
- identify the affects of litter on the environment;
- define the terms "reduce, reuse, and recycle";
- list items that are produced by the "reduce, reuse, and recycle" process;
- define what a landfill is and describe its purpose;
- discuss how noise pollution affects hearing (e.g. earphones, loud music, toys and video games);

- identify places where health professionals work (e.g. health department, hospitals);
- explain the purpose of non-profit organizations that promote healthy living (e.g. American Heart Association, American Cancer Society, American Lung Association);
- identify areas in the community that promote active living (e.g. walking trails, greenways, bike lanes, picnic and play areas, etc.).

At Level 3, the student will be able to:

- select appropriate items for recycling (e.g. aluminum cans, plastic containers, cardboard, newspapers, and glass);
- design a recycle center in your classroom or school;
- Identify and support (e.g. Jump-rope for Heart) non-profit organizations that promote healthy living;
- identify parents, teachers, and health professionals as people who provide valid health information.

Teacher Assessment Indicators (examples):

The teacher may:

- display a bottle of tap water next to a container of river water and have the students identify the differences between the two and watch them change over time;
- have students bring in one recyclable item;
- have students implement and manage a recycle center at school that they have previously designed;
- invite guest speakers who may talk on a variety of topics on hearing protection or loss;
- demonstrate with a brown bag lunch, showing ways to reduce waste products;
- create a role play scenario for the students to perform various jobs of health professionals;
- construct a display with the students that illustrates various health care professionals;
- coordinate an event for students to implement supporting a non-profit organization that promotes healthy living
- provide pictures of various places in the community (e.g. hospital, gas station, dental office, and restaurant) and have students pick the health care facilities;
- assist the students in matching health workers to the tools of their trade (e.g. fireman to fire truck);
- invite health service provider to speak in class. After speaker, have students draw picture of what the health service provider does at work.