



# **Proposed 2020 Health Education Standards of Learning Curriculum Framework**

For First Review: January 27, 2022

## Introduction

Health Education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. Effective health education programs help every child in Virginia become health literate, creative problem solvers, self-directed learners, effective communicators, and ultimately responsible and productive citizens who live healthy productive lives. The knowledge and skills described in the *2020 Health Education Standards of Learning Curriculum Framework* are the culmination of work led by dedicated writing committees composed of Virginia educators, subject matter experts, and other stakeholders who shared the overarching goal of building a supportive foundation for teaching and learning relevant content, rigorous instruction, and academic excellence.

The *2020 Health Education Standards of Learning Curriculum Framework* aligns with Priorities 1 and 3 of the Virginia Board of Education’s (Board) Comprehensive Plan: 2018-2023, and supports the Profile of a Virginia Graduate through the development and use of communication, collaboration, critical thinking, and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices, advocate for personal health and the health of others. It includes actionable indicators, and provides meaningful enriching classroom experiences for students to apply health education skills to real-life, challenging situations throughout their lives.

The *2020 Health Education Standards of Learning Curriculum Framework* is organized into strands to provide clarity for learning expectations and guide learning progressions.

1. *Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others. (Essential Health Concepts)*

The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and non-communicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Healthy Decisions)*

The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Advocacy and Health Promotion)*

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

The three strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers, are embedded at each grade level. The indicators are sequenced to progress in complexity from grade level to grade level, across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

The *2020 Health Education Standards of Learning Curriculum Framework*, a companion document to the proposed *2020 Health Education Standards of Learning*, amplifies and supports the *Health Education Standards of Learning* and delineates in greater

specificity the minimum content that all teachers should teach and all students should learn. The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally designed or selected curriculum.

The format of the *2020 Health Education Standards of Learning Curriculum Framework* aligns with each topic in the *2020 Health Education Standards of Learning* and facilitates teacher planning by identifying the key concepts, knowledge, and skills for each standard. It is divided into two columns: *Understanding the Standard* and *Essential Knowledge and Skills*. The purpose of each column is explained below.

#### *Essential Understandings*

This section includes content and key concepts that assist teachers in planning instruction. The statements may provide definitions, explanations, examples, and information regarding connections within and between grade level(s)/course(s).

#### *Essential Knowledge and Skills*

This section provides an expansion of the knowledge and skills that each student should know and be able to demonstrate. This is not meant to be an exhaustive list of student expectations.

The standards for each grade level are grouped into three content strands—Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion—that align with the overarching learning goals of the *2020 Health Education Standards of Learning*.

**Topic: Body Systems****Standards:**

- 2.1.a Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.
- 2.2.a Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
- 2.3.a Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.

Essential Understandings	Essential Knowledge and Skills
<p>Body systems have different structures that work together to help the body function.</p> <ul style="list-style-type: none"> <li>• The cardiorespiratory system includes the heart and lungs. Its function is to circulate blood through the body to provide oxygen and nutrients to the body’s muscles and organs. (1.a)</li> <li>• The skeletal system is the body’s bones. The function of bones is to hold the body up, help in all movement, and protect organs. (1.a)</li> <li>• The muscles of the body make up the muscular system. The muscular system works with the skeletal system to make movement. (1.a)</li> <li>• Not taking care of the cardiorespiratory, skeletal, and muscular systems reduces or limits the ability of the body to function properly. (2.a)</li> <li>• Ways to keep the cardiorespiratory, skeletal, and muscular systems healthy include regular physical activity; wearing protective gear; eating healthy foods—dairy/soy milk for bone health, fruits, vegetables and lean protein for heart health, and protein for muscle health; getting enough sleep; and staying away from cigarette smoke, vaping, and other air pollution. (3.a)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• label a diagram of the human body that shows the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) (1.a);</li> <li>• write a few sentences to describe what would happen if the major body systems were not taken care of (2.a);</li> <li>• write or draw/select pictures of ways to keep the cardiorespiratory, skeletal, and muscular systems healthy (3.a).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>

**Topic: Nutrition****Standards:**

- 2.1.b Identify where and how fruits and vegetables are grown.
- 2.2.b Describe why fruits and vegetables are essential components of a healthy lifestyle.
- 2.3.b Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).

Essential Understandings	Essential Knowledge and Skills
<p>Fruits and vegetables provide nutrients and vitamins to help the body grow and function.</p> <ul style="list-style-type: none"> <li>• Everyone should eat fruits and vegetables daily. They can be fresh, frozen, dried, or canned.</li> <li>• Fruits and vegetables come from different types of plants. (1.b)</li> <li>• Fruits grow on               <ul style="list-style-type: none"> <li>○ trees (e.g., apples, peaches, bananas)</li> <li>○ vines (e.g., strawberries, grapes, watermelons, tomatoes)</li> <li>○ bushes (e.g., blueberries and raspberries) (1.b)</li> </ul> </li> <li>• Vegetables are grown               <ul style="list-style-type: none"> <li>○ underground (e.g., carrots, parsnips, radishes, onions, potatoes)</li> <li>○ on vines (e.g., pumpkins, peas, cucumbers, squash)</li> <li>○ above ground (e.g., asparagus, broccoli, and lettuce) (1.b)</li> </ul> </li> <li>• Fruits and vegetables can be grown indoors or outdoors at home, on a farm, or hydroponically (growing plants in water instead of soil).</li> <li>• Fruits are sources of many essential nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid). These nutrients help fight germs, maintain body function, blood pressure, provide fiber for digestion, and contribute to healthy teeth and gums (<a href="#">Choose MyPlate Fruits</a>). (2.b)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• select one fruit and one vegetable, identify how they are grown, and write one sentence about why it is important to eat the selected fruit and vegetable (1.b, 2.b);</li> <li>• create a healthy meal or snack that includes fruits and vegetables (3.b).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>

<ul style="list-style-type: none"><li>• Vegetables have many of the same health benefits as fruits and provide Vitamin A. Vitamin A keeps the eyes and skin healthy and helps to protect against infections (<a href="#">Choose MyPlate Vegetables</a>). (2.b)</li></ul>	
--	--

**Topic: Physical Health**

**Standards:**

- 2.1.c Describe correct posture for sitting, standing, and walking.
- 2.2.c Practice correct posture for sitting, standing, and walking.
- 2.3.c Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Using correct/proper posture when sitting, standing, and walking can prevent stress and injury, make it easier to breathe, allow for better movement, and have better endurance.</p> <ul style="list-style-type: none"> <li>• Posture is the position of the body when sitting or standing. (1.c)</li> <li>• Sitting: back straight, shoulders back, not slouching or being hunched over. (1.c)</li> <li>• Standing: tall with ears, shoulders, hips, and knees in a straight line. (1.c)</li> <li>• Walking: tall with eyes forward, transfer of weight from one foot to the other; foot lands heel to toe, one foot is always in contact with the floor, arms at sides (may be slightly bent) and move in opposition to legs. (1.c)</li> <li>• Backpacks: If the weight of the backpack forces the person to lean forward, then it is too heavy. Children should not carry more than 10% of their weight. (1.c)                         <ul style="list-style-type: none"> <li>o Put heavier items in the bottom of the backpack and closer to the body.</li> <li>o When checking the weight of the backpack before putting it on, use both hands and lift with the legs.</li> <li>o Backpacks should be worn on both shoulders (padded straps are optimal).</li> <li>o Straps should be snug but not tight.</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• identify correct and incorrect posture for sitting, standing, and walking (1.c);</li> <li>• demonstrate correct posture and encourage peers to do the same for sitting, standing, and walking (2.c);</li> <li>• demonstrate the proper way to lift and carry backpack/book bag (3.c).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a>                      Backpack Basics</p>



**Topic: Disease Prevention/Health Promotion****Standards:**

- 2.1.d Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.
- 2.2.d Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.
- 2.3.d Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Colds and the flu are caused by germs and are considered communicable diseases—diseases that spread from one person to another. (1.d)</p> <ul style="list-style-type: none"> <li>• Communicable diseases (cold, flu, and some viruses like COVID-19) can be spread by germs getting on hands and then hands touching the face or touching others. (2.d)</li> <li>• To keep germs from spreading (3.d) <ul style="list-style-type: none"> <li>o Wash hands often, especially before touching your face, before eating and after coughing, sneezing, or blowing your nose, and after touching pets.</li> <li>o Use a tissue or elbow to cover the mouth/nose when coughing or sneezing.</li> <li>o Keep your hands away from your eyes, mouth, and nose.</li> <li>o Do not share food and drinks.</li> <li>o Wear a mask over your nose and mouth, when required.</li> </ul> </li> <li>• When washing hands: (3.d) <ul style="list-style-type: none"> <li>o Wash hands after play, using bathrooms, and touching shared items.</li> <li>o Use warm or cold water.</li> <li>o Rinse hands to get wet.</li> <li>o Use regular or antibacterial soap.</li> <li>o Lather up the soap on the front and back sides of your hands (front and back!), wrists, between fingers, and beneath and around nails.</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• explain how colds and the flu spread from person to person (defining communicable) (1.d, 2.d);</li> <li>• create a poster for the classroom, around the school, and/or to be shared at home that shows how to stop the spread of germs and why it is important (2.d, 3.d);</li> <li>• demonstrate healthy behaviors such as washing hands after play and/or wearing a mask properly (3.d).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>

<ul style="list-style-type: none"><li>o Wash hands for about 20 seconds—sing “Happy Birthday” or the ABCs song twice.</li><li>o Rinse and dry well with a clean towel.</li><li>o Use a towel to turn off the water and to open/shut door as appropriate.</li></ul>	
--	--

**Topic: Substance Use/Misuse Prevention**

**Standards:**

- 2.1.e Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
- 2.1.f Identify refusal skills.
- 2.1.g Explain differences between prescription and nonprescription medications.
  
- 2.2.e Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one’s health and should be avoided.
- 2.2.f Describe the use of refusal skills based on good decisions.
- 2.2.g Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.
  
- 2.3.e Explain why it is dangerous to sniff, taste, or swallow unknown substances.
- 2.3.f Demonstrate refusal skills in situations that involve harmful substances with peers and adults.
- 2.3.g Conduct an assessment of harmful substances in the home with a parent/guardian.

Essential Understandings	Essential Knowledge and Skills
<p>Medicine that is misused can affect your health. This includes the ability to learn and how a person feels, thinks, and acts. Alcohol and tobacco can also affect overall health.</p> <ul style="list-style-type: none"> <li>• Medicine is a drug and should only be taken as directed and with adult supervision.</li> <li>• Harmful effects can include impaired balance; shortness of breath; increased risk of cancer, lung disease, and heart disease; learning (poor concentration); impaired vision and memory; and changes to how a person feels, thinks, and acts. (1.e)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• list harmful effects of medicine, alcohol, tobacco, and nicotine products (1.e, 2.e);</li> <li>• create a safety message to help younger students understand why it is dangerous to sniff, taste, or swallow unknown substances and what to do if they find an unknown substance (3.e);</li> </ul>

<ul style="list-style-type: none"> <li>• Tobacco and/or nicotine products include cigarettes, electronic cigarettes, and electronic vaping products. These products are harmful to the body and are especially damaging to the lungs. (1.e, 2.e)</li> <li>• Tobacco smoke is harmful to be around, both for the smoker and anyone near someone smoking (secondhand smoke). (1.e, 2.e)</li> <li>• Alcohol affects the way a person thinks and acts because it affects the brain. With good health, the brain continues developing into the mid-20s; alcohol and other drugs affect brain development.</li> <li>• Alcohol can also affect the heart and liver. (1.e)</li> <li>• No one should smell, sniff, taste, or eat unknown substances, including/especially white powder, because these substances may be harmful. (3.e)</li> <li>• Notify a parent or adult if there is an unknown substance before smelling, touching, or picking it up. (3.e)</li> </ul> <p>Saying “no” to doing things a person thinks are wrong or unhealthy are referred to as refusal skills.</p> <ul style="list-style-type: none"> <li>• Verbal Refusal Skills (1.f) <ul style="list-style-type: none"> <li>○ Say “no.” There is no substitute for the word “no.” It makes any refusal stronger.</li> <li>○ Repeat the “No.”</li> <li>○ Suggest an alternative (suggest something else to do instead).</li> <li>○ Use a firm tone of voice: Be strong and business-like.</li> </ul> </li> <li>• Non-verbal Refusal Skills (1.f) <ul style="list-style-type: none"> <li>○ Direct eye contact (look the person in the eyes).</li> <li>○ Serious expression (use your best “I mean it” face).</li> <li>○ Leave (get out of the situation).</li> <li>○ Avoid situations where there may be pressure.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• respond to scenarios to refuse tobacco, nicotine products, alcohol, unknown substances, and/or medications not appropriate for children; scenarios may be written or use role-play as appropriate (1.f, 3.f);</li> <li>• identify a prescription medication and non-prescription medication (1.g);</li> <li>• create a safety message poster to share with parents and include discussion questions to review harmful substances in the home (2.g, 3.g).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>
---	--

<p>Prescription and nonprescription medications</p> <ul style="list-style-type: none"><li>• People may take medicine to control a known condition or when they are sick or have pain.</li><li>• Some medicines are given to a person by a doctor. These are called prescription medications. (1.g)</li><li>• Some medicine can be bought at the store, such as aspirin and cough medicine, without visiting the doctor. These are called nonprescription or over-the-counter medications. (1.g)</li><li>• It is important to follow the doctor’s orders for prescription medication or the safety regulations printed on nonprescription medicines.</li><li>• Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Medicine can be harmful to the body if taken incorrectly. It can lead to illness or injury of the body organs. (2.g)</li><li>• Many medicines can look similar. For example, an acetaminophen pill may look similar to an allergy pill in color or shape. However, it is important to look at the packaging to ensure you are taking the proper medication at the proper dosage. (2.g)</li><li>• Children should only take medicine given to them by a parent/guardian, doctor, nurse, or other trusted adult. Children should not take medication from a friend (peer) or a stranger. (2.g)</li><li>• Medications should be locked and kept away from children. Childproof caps on medicine bottles help keep children from taking medication. Medications may look like candy, but they are not candy. (3.g)</li></ul>	
---	--

**Topic: Safety/Injury Prevention****Standards:**

- 2.1.h Explain the importance of assuming responsibility for personal safety.
- 2.2.h Identify ways that students can take responsibility for personal safety at home, at school, and in the community.
- 2.3.h Identify emergency resources, services, and health care professionals in the community that influence health, safety, and wellness.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Safety is everyone’s responsibility—at home, at school, and in the community.</p> <ul style="list-style-type: none"> <li>• Rules are made to keep people safe. Sometimes rules are different at school, at home, and in the community. Following rules is taking responsibility for personal safety. (1.h)</li> <li>• Responsibility means taking ownership of one’s actions and safety. (1.h)</li> <li>• Taking responsibility for safety includes following rules, wearing safety equipment, helping others, knowing the difference between an emergency and a non-emergency, and knowing how to get help from an adult if needed. (2.h)</li> <li>• Many communities have a police station, fire station, and community centers where events are held to promote safety and health. (3.h)</li> <li>• Emergency/community resources for health and safety include 911 operators/dispatchers, police officers, firefighters, emergency medical technicians, hospitals, emergency care centers, doctors, nurses, and other health care providers. (3.h)</li> <li>• People who help keep children healthy and safe include parents/guardians, older siblings, other adult family members, teachers and school staff, counselors, psychologists, doctors, nurses, hearing specialists, eye doctors, coaches, 911 operators, police officers, and firefighters. (3.h)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• create a safety poster to be safe at home (2.h);</li> <li>• create a safety poster for different areas around the school (hallways, cafeteria, gym, classroom, playground) (2.h);</li> <li>• create rules for indoor and outdoor recess that students can follow to be safe (2.h);</li> <li>• locate the nearest police station to home on a map (3.h);</li> <li>• identify emergency resources, services and health care professionals by uniforms or other images (e.g., firehouse, uniforms) (3.h);</li> <li>• write short stories about situations that would require seeking help from an emergency responder and how to contact them (3.h);</li> </ul>

	<ul style="list-style-type: none"><li>• demonstrate dialing 911 on a disconnected/nonworking phone and role-play: what they would say in an emergency; listening skills; and staying on the line (3.h);</li><li>• list health care providers that keep children healthy (3.h);</li><li>• draw a picture of a favorite community helper and explain their job (3.h).</li></ul> <p>Additional resources: <a href="http://www.healthsmartva.org">www.healthsmartva.org</a> <a href="https://everfi.com/">https://everfi.com/</a></p>
--	---

**Topic: Mental Wellness/ Social and Emotional Skills**

**Standards:**

- 2.1.i Identify feelings associated with disappointment, loss, and grief.
- 2.1.j Describe personal strengths and identify how individuals are unique.
- 2.1.k Describe characteristics of a trusted friend and a trusted adult.
  
- 2.2.i Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- 2.2.j Discuss how empathy, compassion, and acceptance help one understand others.
- 2.2.k Identify trusted adults at school and at home.
  
- 2.3.i Identify adults who can help with disappointment, loss, and grief.
- 2.3.j Identify and discuss how to show respect for similarities and differences between individuals.
- 2.3.k Identify situations where trusted friends and adults can help.

Essential Understandings	Essential Knowledge and Skills
<p>Note: The terms “feeling” and “emotion” are used interchangeably; at the primary grade levels, “feeling” is used as the age-appropriate term.</p> <p>Everyone experiences different feelings. Some feelings are comfortable, and some may be uncomfortable. It is important to express feelings in a healthy way.</p> <ul style="list-style-type: none"> <li>• Disappointment: Someone feels unhappy because something was not as good as expected or something that was hoped for or expected did not happen (rain caused a game to be cancelled). (1.i)</li> <li>• Loss: The experience of having something taken from you. (1.i)</li> <li>• Grief: A deep sadness caused by someone’s death. (1.i)</li> <li>• People have different feelings when experiencing disappointment, grief, or loss. Feelings may include sadness, anger, or feeling alone. These feelings are normal. (1.i)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• draw a feeling face and show what disappointment, loss, and/or grief might look like; identify the feeling, a healthy way to cope, and name an adult who can help (1.i, 2.i, 3.i);</li> <li>• draw or select examples of showing empathy, compassion, and/or acceptance of others (e.g., sharing a toy, helping someone who has fallen, including others in a game/activity (2.j);</li> <li>• identify ways that individuals are similar and different and create a cooperative art project that celebrates uniqueness (1.j, 3.j);</li> </ul>



<ul style="list-style-type: none"> <li>• People have unique ways of expressing emotions. For example, some might show their feelings by doing things rather than talking about them. They may feel better going on a walk or swimming, or by doing something creative like writing or painting. For others, it may be more helpful to talk with family and friends about the person who’s gone, or with a counselor. (2.i, 3.i)</li> <li>• Cultural beliefs and traditions can influence how someone expresses grief and how they mourn. For example, in some cultures, grief is expressed quietly and privately. In others, it can be loud and out in the open. Culture also shapes how long family members are expected to grieve. (2.i)</li> </ul> <p>Everyone is unique and should be respected for their different strengths and characteristics. Showing respect for others includes being kind, considerate, and cooperative.</p> <ul style="list-style-type: none"> <li>• Personal strengths are the things a person is good at and likes to do. Everyone has different strengths that make them unique/different from others. Strengths may include (1.j) <ul style="list-style-type: none"> <li>◦ things of interest (e.g., music, art, science, building things, cooking, reading).</li> <li>◦ skills (e.g., painting, playing an instrument, playing a sport).</li> <li>◦ good qualities (e.g., kindness, humor, leadership).</li> </ul> </li> <li>• Understanding that everyone has different strengths that make each person unique improves understanding of one another along with empathy, compassion, and acceptance. (2.j) <ul style="list-style-type: none"> <li>◦ Empathy: The feeling that you understand and share another person’s experience and emotions/ability to share another’s feelings.</li> <li>◦ Compassion: A feeling of wanting to help someone who is sick, injured, in trouble, needs help, or needs a friend.</li> <li>◦ Acceptance: The act of accepting someone or something.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• list trusted friend(s) and adult(s) (2.k);</li> <li>• draw a trusted friend or adult and list their characteristics (1.k);</li> <li>• read (or listen to) scenarios and decide whether a trusted friend or trusted adult can help and identify a trusted person who can help (3.k).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>
---	---

- Getting along involves thinking about how other people are feeling. When something happens, thinking about how you would feel in that situation can give you an idea about how someone else might feel. It's important to think about how other people might be feeling and what you can say and do to support them. (3.j)
- Ways to respect people who are different from us: (3.j)
  - Listen to others when they speak.
  - Be sensitive to other people's feelings.
  - Ask questions. Try to learn something from other people.
  - Show interest and appreciation for other people's cultures and backgrounds.
  - Be considerate of others.
  - Use positive language.

Trusted friends and adults can help and support children as they learn and grow.

- A trusted friend is someone who is trustworthy, honest, loyal, a good listener, and supportive in good times and challenging times, and someone you enjoy being with. (1.k)
- A trusted adult is someone you can talk to about anything, someone you enjoy being around, someone who is a good listener, or someone who is helpful. (1.k)
- Characteristics of a trusted friend and a trusted adult include caring, reliable, helpful, good listener, supportive, trustworthy, and honest. (1.k)
- Trusted adults at school and at home may include parents/guardians, other adult family members, neighbors, teachers, school principal, and school counselors. (2.k)
- Trusted friends and adults can help students with homework, understanding and talking about feelings, problems, or questions. (3.k)

<ul style="list-style-type: none"> <li>• A trusted friend also shows reciprocity. If being trustworthy, honest, loyal, a good listener, and supportive are characteristics of a trusted friend, then you should be those things for the other person.</li> </ul> <p>Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the <a href="#">Virginia Department of Education</a>.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
---	--

**Topic: Violence Prevention**

**Standards:**

- 2.1.1 Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient.
- 2.1.m Define conflict and describe situations in which conflict may occur.
  
- 2.2.1 Identify ways to respond appropriately to joking, teasing, and bullying.
- 2.2.m Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict.
  
- 2.3.1 Use appropriate strategies to safely stand up to teasing and to report bullying.
- 2.3.m Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community.

Essential Understandings	Essential Knowledge and Skills
<p>Bullying is an intentional way to hurt someone’s feelings, reputation, or to physically hurt someone. It is usually targeted at the same person over time. Bullying is a serious problem and often the person being bullied does not know how to safely seek help. (1.1)</p> <ul style="list-style-type: none"> <li>• Joking is something said or done to cause laughter. People may not know that a person is joking and may take the action or words seriously. Ask the person if they are joking or tell them how their joking makes you feel. (1.1)</li> <li>• Teasing is a way to joke with friends that is not intended to be harmful. However, teasing can hurt. Teasing that is ongoing is bullying. Tell the person teasing how it makes you feel if you feel safe. Get help from an adult if the teasing does not stop or the teasing makes you feel unsafe. (1.1)</li> <li>• Bullying can be done in person or online (cyberbullying). Bullying can be verbal (i.e., teasing, taunting, name-calling, threatening to cause harm), physical (i.e., hitting/kicking/pinching, spitting on, tripping/pushing, or taking or breaking someone’s things), or social (i.e., leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, or embarrassing someone in public). (1.1)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• compare and contrast the difference between joking, teasing, taunting, and bullying; identify how each may affect the recipient (1.1);</li> <li>• list strategies for dealing with unwanted joking, teasing, and bullying (2.1);</li> <li>• use strategies to describe how they could help themselves or a friend who is being teased or bullied and the positive benefits of being a helper (3.1);</li> <li>• create a “no bullying” campaign for the school that includes how</li> </ul>

<ul style="list-style-type: none"> <li>• Kids who are bullied can feel different, powerless, unpopular, and/or alone. They can also feel sad, lonely, or nervous; feel sick; have problems at school; or may bully other kids. (1.1) (<a href="#">Facts for Kids About Bullying</a>)</li> <li>• There are ways to deal with and report bullying and unwanted teasing. (2.1)       <ul style="list-style-type: none"> <li>• What can kids do? (<a href="https://www.stopbullying.gov/">https://www.stopbullying.gov/</a>)           <ul style="list-style-type: none"> <li>◦ Nobody should be mean to others.</li> <li>◦ Treat everyone with respect.</li> <li>◦ Stand up for others.</li> </ul> </li> </ul> </li> <li>• Responding (3.1)       <ul style="list-style-type: none"> <li>◦ Look at the kid bullying you and tell them to stop in a calm, clear voice.</li> <li>◦ If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.</li> <li>◦ Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.</li> <li>◦ Stay away from places where bullying happens.</li> <li>◦ Stay near adults and other kids. Most bullying happens when adults aren't around.</li> </ul> </li> </ul> <p>Conflict is different from bullying. Resolving conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help.</p> <ul style="list-style-type: none"> <li>• Conflict is a strong disagreement between people or groups (<a href="#">Merriam-Webster</a>). Conflict can occur when people want different things (play kickball vs. play basketball), think different things, or may be related to being able to express emotions (feelings of frustration). (1.m)</li> <li>• Communication is an effective and nonviolent strategy in conflict resolution. Skills to address conflict (2.m):       <ul style="list-style-type: none"> <li>◦ Able to reduce own stress quickly (calming down before addressing the conflict).</li> <li>◦ Be emotionally aware of yourself and the other person (How are you feeling? How is the other person feeling?)</li> <li>◦ State what the conflict is about.</li> </ul> </li> </ul>	<p>to report/get help. Create slogans, messages for morning announcements, or posters (3.1);</p> <ul style="list-style-type: none"> <li>• create class rules that ensure positive language is used to promote healthy relationships and create a no bullying learning environment (3.1);</li> <li>• define conflict and give examples of conflict (1.m);</li> <li>• participate in cooperative group work and reflect on the positive feelings of working together and helping one another (2.m);</li> <li>• role-play settling an argument in a responsible way (e.g., someone's turn with recess equipment) (3.m);</li> <li>• identify ways to welcome a new student to the class (3.m).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>
--	---

<ul style="list-style-type: none"> <li>o Communication skills             <ul style="list-style-type: none"> <li>▪ Listening carefully to others.</li> <li>▪ Speaking directly to each other.</li> <li>▪ Speaking honestly, being kind, and using a calm voice.</li> </ul> </li> <li>o Propose ways to resolve the conflict (solutions or compromises).</li> <li>o Try an agreed-upon way to resolve the conflict.</li> <li>• Cooperation skills (2.m)             <ul style="list-style-type: none"> <li>o following rules.</li> <li>o encouraging, helping, and complimenting others.</li> <li>o controlling temper.</li> <li>o wanting everyone to play well and succeed.</li> <li>o working together toward a common goal.</li> <li>o playing fairly.</li> <li>o sharing.</li> <li>o showing concern for classmates' feelings.</li> </ul> </li> </ul>	
---	--

**Topic: Community/Environmental Health**

**Standards:**

- 2.1.n Describe how the environment influences health.
- 2.2.n Describe ways to protect the environment.
- 2.3.n Promote a strategy to protect the environment.

Essential Understandings	Essential Knowledge and Skills
<p>The environment is everything around you—air, water, land, plants, and man-made things. The environment affects personal health, and everyone has a part in taking care of it.</p> <ul style="list-style-type: none"> <li>• We get oxygen by breathing air. Besides oxygen, air also contains pollutants, which can be harmful. Many human activities create air pollution (<a href="#">National Institutes of Health</a>). Clean air to breathe and clean water for drinking, cleaning, and land/space to grow food are essential for health. (1.n)</li> <li>• Infants and children are uniquely sensitive to air pollution, because their organs are developing and they have higher air per body weight intake. Health effects linked to air pollution include not only increasing the severity of respiratory diseases but also reducing lung function development and increased asthma incidence (<a href="#">Ambient Air Pollution: Health Hazards to Children American Academics of Pediatrics</a>). (1.n)</li> <li>• Ways children can help improve and protect the environment: (2.n)             <ul style="list-style-type: none"> <li>○ Reducing the amount of items that are used and thrown away.</li> <li>○ Reusing items when possible.</li> <li>○ Recycling cans, bottles, paper, books, and toys.</li> <li>○ Enjoy the Earth — walk in the woods, plant a tree, and eat some of the delicious food it produces.</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• create digital posters with drawings/select pictures that illustrate how students can create a healthier environment and why it is important (1.n, 2.n);</li> <li>• create a classroom, school, family, or neighborhood plan to support clean air, water conservation or reduce, reuse, and recycle (3.n).</li> </ul> <p>Additional resources:  <a href="http://www.healthsmartva.org">www.healthsmartva.org</a>  <a href="https://everfi.com/">https://everfi.com/</a></p>