



Grade 2 Engagement and Assessment Ideas

Body Systems

- Have students help partners trace their body on a large piece of paper and draw: the location of the heart and the blood vessels; the parts of the digestive system where food is broken down into nutrients; the location of the bones that make up the skeletal system; the nervous system.
- Have students run 50 yards and place their hands over their hearts to feel body parts working.
- Have students learn how to count their pulse.
- Provide a worksheet for students to identify parts of the digestive system and explain what each part does.
- Using pictures of bone groups (skull, rib cage, pelvis, arms, and legs) and have students assemble a human skeleton.
- Engage students in demonstrations of ways to increase muscle strength and flexibility in their arms, trunk, and legs.
- Discuss how some health conditions are caused by heredity and how they can be reduced by responsible health behaviors. Have students write down or draw traits they may have inherited from relatives.
- Ask a community health care provider to visit the classroom and give the students “check-ups”.

Community/Environmental Health

- Create posters with drawings that show how our physical environment affects our health and how to reduce pollution.
- Have students set goals to reduce pollution in their school and community.

Nutrition

- Provide a variety of images that enable students to select healthy foods and describe how they help the heart and body.
- Provide images for students to cut out to prepare a healthy meal - ensuring that all food groups are represented.

- Describe food safety practices that keep foods safe from germs (e.g., washing, refrigeration, separation from meats and fats).
- Have students write a story about how their family and friends influence their food choices.
- Utilize the ChooseMyPlate.gov resources.
- Ask students to keep a record of all the foods they eat in a day and compare their log to the *My Plate* recommendations.

Disease Prevention/Health Promotion

- Review the activity cards at <http://www.cdc.gov/bam/activity/cards.html> and identify activities that they might like to try one day.
- Discuss everyday activities that provide physical activity (e.g., walking, cleaning up, skipping rope, riding a bicycle, kicking a ball); have the students set goals to limit daily screen time and to increase two of these activities; students keep logs of how much time they engaged in it over a week-long timeframe.
- Incorporate physical activity into classroom activities using various instant recess, brain breaks, and energizers.
- Have students wear smocks to protect their clothing; place a small amount of hypoallergenic washable paints on students' hands and involve them in selected activities (e.g., greeting and shaking hands with classmates, opening doors and cabinets) to enable a discussion of how the paint transfers from the student to other people and other surfaces in the same way that germs do. Discuss and practice hand washing and covering coughs as a way to prevent the transmission of germs and communicable diseases.

Substance Abuse Prevention

- Talk with the students about harmful effects of tobacco, alcohol, and drugs, on young children, and role-play refusal skills.
- Discuss how difficult it is sometimes to tell the difference between medicine and other drugs.
- Discuss medication labeling, poison control stickers and role-play calling 9-1-1.
- Discuss how important it is to take medicine only from a parent or other trusted adult.
- Provide worksheets for students to identify trusted adults.
- Role-play avoidance and refusal skills related to medicine, drugs, alcohol, and tobacco.
- Role-play strategies for avoiding tobacco smoke.

Safety/Injury Prevention

- Have the students locate on the city map the nearest police station to his or her home.
- Have the students find the section of the phone directory where emergency numbers are listed.
- Provide images for students to identify emergency resources, services and health care professionals (e.g., fire house, uniforms).
- Ask students to write short stories about situations that would require them to seek help from an emergency responder and how they would reach out to them.

- Have students practice dialing 9-1-1 on a disconnected phone and role-play: what they would say in an emergency; listening skills; and staying on the line.
- Have students memorize and write out the phone numbers of their parents/caregivers.

Mental Wellness/Social Emotional Skills

- Implement the KidsHealth.org lessons on feeling sad- *Lets Talk About It, Feeling Better* - at <http://classroom.kidshealth.org/3to5/problems/emotions/sad.pdf> (modify for Grade 2) and the lessons on self-esteem - *Garden of Greatness, Chain of Confidence* at <https://classroom.kidshealth.org/classroom/prekto2/personal/growing/self-esteem.pdf>.
- Incorporate activities that encourage kindness into every class.
- Engage students in role-plays about helping a friend who is sad about a sick friend or family member.
- Create and read two scenarios where a child experiences disappointment; in one scenario the where the child handles it inappropriately and in the other scenario the child overcomes disappointment in a positive manner. Have students discuss the pros and cons of each ending. Have students further illustrate or act out constructive ways of dealing with disappointment.
- Have students identify constructive ways of dealing with disappointment.
- Encourage students to talk to trusted adults about disappointments, loss and grief. Talk to them about helpful school and community resource people.
- *When Grief Enters the Classroom* is a resource at http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf that provides good background and strategies for educators on addressing grief across various developmental ages.

Violence Prevention

- Engage students in cooperative group work and have them reflect on the positive feelings of working together and helping each other.
- Have students role-play settling an argument in a responsible way.
- Have students role-play words and actions that they may use to object to teasing and bullying.
- Have students describe how they would help a friend who is being teased or bullied and the positive benefits of being a helper.
- Ask students to identify ways that individuals are similar and different and create a cooperative art project that celebrates diversity.