

# Health Education, Grade 2

**Time on Task:** 2½ hours per week (includes Physical Education)

## Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God as Creator is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

## Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

<p><b>Goals and Objectives</b> <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§115.4. Health Education, Grade 2.</b> <b>(a) Introduction.</b></p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.</p>	<p><b>Scope and Sequence</b></p> <ul style="list-style-type: none"><li>• Practice Good Posture</li><li>• Eat Nutritious Meals</li><li>• Exercise Your Whole Body</li><li>• Get Plenty of Rest</li><li>• Keeping Whole Body Clean</li><li>• Dental Care</li><li>• Eye Care</li><li>• Ear Care</li><li>• Preventing Communicable Diseases</li><li>• Your Manners</li><li>• Your Safety<ul style="list-style-type: none"><li>○ On the Street</li><li>○ Around Water</li><li>○ In the Home</li></ul></li></ul>	<p><b>Spiritual Goals</b> <b>God’s intended purpose for health:</b></p> <ol style="list-style-type: none"><li>1. To develop a knowledge of God as Creator.</li><li>2. To develop a desire for spiritual health.</li><li>3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.</li><li>4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.</li><li>5. To draw the student into a more intimate relationship with Jesus.</li><li>6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.</li></ol>
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	<b>Correlation with TEKS Teacher-generated lessons taught all year combined with P.E.</b>	<b>Biblical Integration Truth Statements</b>
<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Health behaviors.</b> The student understands that personal health decisions and behaviors affect health throughout the life span. <i>The student is expected to:</i></p> <p>(A) explain actions an individual can take when not feeling well;</p> <p>(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;</p> <p>(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;</p> <p>(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;</p> <p>(E) define stress and describe healthy behaviors that reduce stress such as exercise;</p> <p>(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and</p> <p>(G) describe how a healthy diet can help protect the body against some diseases.</p> <p><b>(2) Health behaviors.</b> The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;</p> <p>(B) identify ways to avoid deliberate and accidental injuries;</p> <p>(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</p> <p>(D) explain the importance of avoiding dangerous substances;</p> <p>(E) explain ways to avoid weapons and report the presence of weapons to an adult; and</p> <p>(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p><b>1. <i>What is prime reality, the really real?</i></b> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory.</p>

<p>approached and made to feel uncomfortable or unsafe by another person/adult.</p> <p><b>(3) Health information.</b> The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</p> <p>(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and</p> <p>(C) identify the major systems of the body.</p> <p><b>(4) Health information.</b> The student understands the difference between sickness and health in persons of all ages. <i>The student is expected to:</i></p> <p>(A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;</p> <p>(B) identify causes of disease other than germs such as allergies and heart disease;</p> <p>(C) explain how the body provides protection from disease; and</p> <p>(D) apply practices to control spread of germs in daily life such as hand washing and skin care.</p> <p><b>(5) Health information.</b> The student recognizes factors that influence the health of an individual. <i>The student is expected to:</i></p> <p>(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;</p> <p>(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and</p> <p>(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.</p> <p><b>(6) Health information.</b> The student understands how to recognize health information. <i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>(Psalm 8:1, Psalm 19:1)</p> <p><b>3. What is a human being?</b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p>
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<p>(A) identify people who can provide health information; and (B) identify various media that provide health information.</p> <p><b>(7) Influencing factors.</b> The student recognizes the influence of media and technology on personal health. <i>The student is expected to:</i></p> <p>(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and (B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.</p> <p><b>(8) Influencing factors.</b> The student understands how relationships influence personal health. <i>The student is expected to:</i></p> <p>(A) describe how friends can influence a person's health; and (B) recognize unsafe requests made by friends such as playing in the street.</p> <p><b>(9) Personal/interpersonal skills.</b> The student comprehends the skills necessary for building and maintaining healthy relationships. <i>The student is expected to:</i></p> <p>(A) identify characteristics needed to be a responsible family member or friend; (B) list and demonstrate good listening skills; and (C) demonstrate refusal skills.</p> <p><b>(10) Personal/interpersonal skills.</b> The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. <i>The student is expected to:</i></p> <p>(A) describe how to effectively communicate; (B) express needs, wants, and emotions in healthy ways; and (C) explain the benefits of practicing self-control.</p> <p><b>(11) Personal/interpersonal skills.</b> The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. <i>The student is expected to:</i></p> <p>(A) explain steps in the decision-making process and the importance of following the steps;</p>	<p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special</p>
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<p>(B) describe how personal-health decisions affect self and others;</p> <p>(C) list the steps and describe the importance of task completion and goal setting; and</p> <p>(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p><b>Student Activities</b></p> <p>Games</p> <p>Books</p> <p>Role Play</p> <p>Projects</p> <p>Journal</p> <p><b>Teaching Strategies</b></p> <p>Oral Instruction</p> <p>Demonstration</p> <p>Visual Aids</p> <p>Hands-on Activities</p> <p>Games</p> <p>Cooperative Learning</p> <p>Small Groups</p> <p>Guided Inquiry</p> <p>Open-ended Questions</p> <p>Debate</p> <p>Lecture</p> <p>Guest Speakers</p> <p><b>Evaluation Procedures</b></p> <p>Class Participation</p> <p>Demonstrations</p> <p>Oral Quizzes</p> <p><b>Other Resources and Bibliography</b></p> <p><u>Health, Safety &amp; Manners</u></p>	<p>revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are</li> </ul>
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	<p><u>Grade 2, A Beka Book</u></p>	<p>measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because</p>
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