



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:**

- 1.1.a Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.
- 1.2.a Describe the importance of having a healthy heart, brain, and lungs.
- 1.3.a Share ways to maintain a healthy heart, brain, and lungs for lifelong health.

Essential Understandings	Essential Knowledge and Skills
<p>There are ways to help maintain a healthy heart, brain, and lungs for lifelong health.</p> <ul style="list-style-type: none"> • Body systems are made of organs and other body structures that work together to perform important specific functions. (1.a) • The lungs are used to breathe. Oxygen is brought into the body and carbon dioxide leaves the body through the mouth and nose. (1.a) • The heart pumps blood, which circulates through the body carrying oxygen and nutrients. (1.a) • The stomach digests food for energy. (1.a) • The brain is the communication center that keeps all body systems and organs functioning, keeps the body moving, has all your memories, and helps you think. (1.a) • An organ that is not functioning properly will affect a person’s overall health. (2.a) • It is important to keep organs such as the heart, brain, and lungs healthy so the body can function effectively. (2.a) • Ways to keep the heart, brain, and lungs healthy include regular physical activity, eating healthy foods, and staying away from cigarette smoke and other air pollution. (3.a) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • label a diagram of the human body to show the locations of major body organs including the heart, brain, lungs, and stomach (1.a); • write a sentence to explain why it is important to have a healthy heart, brain, lungs, and stomach (2.a); • list/identify ways to keep the heart, brain, lungs, and stomach healthy (3.a). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

Topic: Nutrition**Standards:**

- 1.1.b Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).
- 1.1.c Explain what physical reactions may occur if someone is having an allergic reaction.
- 1.2.b Identify “sometimes foods” (e.g., candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy.
- 1.2.c Explain how allergens remain on surfaces and why it is important to clean surfaces and hands before and after eating.
- 1.3.b Explain that all foods can fit into a healthful diet through balance, variety, and moderation.
- 1.3.c Describe how one can get help from an adult if a classmate is having an allergic reaction.

Essential Understandings	Essential Knowledge and Skills
<p>Good nutrition helps the body function and includes eating a variety of foods from the five MyPlate food groups and moderation of “sometimes foods.”</p> <ul style="list-style-type: none"> • Healthy food choices can help keep the body working and growing. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. (1.b) • Healthy food choices include a variety of foods from the MyPlate food groups—fruits and vegetables, proteins, grains, and dairy with limited amounts of “sometimes foods.” Fruits and grains are a great source of energy and vitamins; vegetables provide vitamins and minerals to help keep people from getting sick; protein builds muscle; and dairy/soy helps bone health. • “Sometimes foods” (e.g., candy, cakes, cookies, ice cream, and soda) usually have a lot of added sugar and should be consumed once in a while (sometimes), not daily. (2.b) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create/select pictures of healthy food choices from each food group and pictures of “sometimes foods” (1.b, 2.b); • identify ways to incorporate “sometimes foods” into a healthy diet through balance, variety and moderation (3.b); • list/select pictures of possible physical reactions to a food allergy (1.c); • identify areas of the classroom or cafeteria that need to be respected for students with food allergies (2.c);

<ul style="list-style-type: none">• Many foods advertised on television and through social media may not be healthy and should be eaten in moderation. For example, some cereals and snacks that are advertised and sold contain a lot of added sugar, therefore making it a “sometimes food.” (2.b) <p>People who have allergic reactions to food can be supported by helping to keep surfaces clean, keep hands clean, and getting help from an adult if needed.</p> <ul style="list-style-type: none">• Some people have allergic reactions to foods and can be harmed by these foods. The person’s body reacts to the food item in which they are allergic. Common foods that may cause allergies include tree nuts, peanuts, eggs, fish, shellfish, soy, and wheat/gluten.• Reactions to food allergies may include an upset stomach, runny nose, itchy skin rash, or trouble breathing. (1.c)• In addition to foods that can cause allergic reactions, food allergens can remain on surfaces touched by the food for many days if not cleaned. In areas such as school cafeterias, a student with allergies can have a reaction from a food allergen that came into contact with a cafeteria table from another class if not cleaned. Cleaning tables, desks, and hands after eating can help reduce the chance of an allergic reaction. (2.c)• Anyone can help people with allergies by following rules in the classroom and cafeteria and by helping keep surfaces clean, washing hands before and after eating, not sharing food, and getting help from an adult if you think someone is having a food allergy problem. (3.c)• Class celebrations can include alternatives to food to protect people with allergies. Some examples might be a craft project, stickers, a special movie or video, or a book to share with the class.	<ul style="list-style-type: none">• make a list/select ways to help people with food allergies, including adults, who can help (3.c)<ul style="list-style-type: none">○ name something that can be brought in or an activity to be done for class celebrations that does not involve food○ demonstrate proper hand and surface cleaning to protect someone with a food allergy. <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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Topic: Physical Health

Standards:

- 1.1.d Recognize that physical activity is a form of healthy entertainment.
- 1.1.e Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices.

- 1.2.d Identify ways to increase physical activity.
- 1.2.e Determine how sleep habits affect mood and academic performance.

- 1.3.d Encourage classmates to be physically active inside and outside school.
- 1.3.e Promote behaviors that affect health and wellness.

Essential Understandings	Essential Knowledge and Skills
<p>Physical activity is fun, good for the body (helping growth and body function), and helps a person feel good.</p> <ul style="list-style-type: none"> • Physical activity is needed every day. During school, physical activity happens in physical education and playing during recess. Physical activity can include walking and biking to and from school (where permitted/as safe). (1.d, 2.d) • Outside school, physical activity options include biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports, and playing on a playground. (2.d) <p>Healthy choices keep the body working and growing.</p> <ul style="list-style-type: none"> • Personal hygiene includes washing hands, brushing teeth, brushing/combing hair, and bathing/showering. (1.e) • Getting enough sleep is an important part of a healthy lifestyle. Sleep gives the body rest, helps thinking, can improve your mood, helps with 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • draw/select a variety of physical activities that can be done inside or outside school and share with classmates (1.d, 2.d, 3.d); • create a brief (count of 10) exercise that can be done in the classroom (teachers may use as assessment and as ongoing classroom activity breaks) (3.d); • draw/select pictures of healthy behaviors students engage in each day (1.e); • select a healthy behavior and share why it is important with a peer or family (2.e, 3.e).

<p>energy, and helps children do better in school. Most children between the ages of 5 and 12 need 10 to 11 hours of sleep each night (CDC). (1.e, 2.e)</p> <ul style="list-style-type: none">• Healthy food choices include a variety of foods from the MyPlate food groups—fruits and vegetables, proteins, grains, and dairy with limited amounts of “sometimes foods.” (1.e)	<p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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Topic: Disease Prevention/Health Promotion**Standards:**

- 1.1.f Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors).
- 1.2.f Explain the need for regular health checkups and screenings (e.g., medical, dental).
- 1.3.f Describe how one selected health professional/adult helps keep children healthy.

Essential Understandings	Essential Knowledge and Skills
<p>Throughout life, it is important to get regular/yearly checkups and screenings (called well checkups/well-child visits).</p> <ul style="list-style-type: none"> Parents/guardians help children with daily health. Adults at school, such as teachers, counselors, and school nurses, also help children with their daily health. (1.f) Well checkups/well-child visits and screenings are done by doctors, nurses, dentists, optometrists, and other health care providers. These checkups may include checking vision, hearing, temperature, height, weight, listening to the heart and lungs, immunizations (shots to prevent diseases), and asking questions about daily activities, sleep, and healthy eating. (1.f, 2.f, 3.f) Regular checkups can help find potential health issues before they become a problem. When you see a doctor regularly, they are able to detect health conditions or diseases early. (2.f) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> draw/select adults that help children stay healthy (1.f); match diverse pictures of health professionals (be mindful of gender bias) to a picture of what they do (1.f); select one health professional and draw/write what they do (example: eye doctor checks vision, dentist checks health of teeth, nurse takes temperature, doctor listens to heart and lungs) and why they are important (2.f, 3.f). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

Topic: Substance Use/Misuse Prevention**Standards:**

- 1.1.g Identify that medicines can be both helpful and harmful.
- 1.2.g Explain the harmful effects of misusing medicines and drugs.
- 1.3.g Create safety rules for medications in the home.

Essential Understandings	Essential Knowledge and Skills
<p>Medicines/medication can help a person feel better but can be harmful if not used correctly.</p> <ul style="list-style-type: none"> • Medications are used to cure, prevent, or manage (i.e., allergies, asthma) disease and used to ease symptoms such as fever, cough, or pain. Some medicines are given to a person by a doctor, or the doctor prescribes the medicine that is picked up at a pharmacy/drugstore. Some medicine can be bought at the store without visiting the doctor. (1.g) • 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. (1.g) • 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. (3.g) • Parents/guardians should have a safe place to keep medications at home. (3.g) • No one should taste or eat unknown substances. There are white powder substances such as flour or salt that are used in cooking and do not harm people; there are other white powder substances, such as household cleaners and drugs, that are very harmful to people. Stop! Ask an adult first before smelling, touching, tasting, or picking up an unknown substance. (2.g) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • draw two pictures (or select from a variety of pictures)—one that shows the safe use of medicine and the second showing harmful use of medicine; write a sentence explaining the pictures or importance of only taking medicine safely (1.g, 2.g); • create a list of safety rules for medications in the home (3.g). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

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

- 1.1.h Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
- 1.1.i Compare and contrast personal safety behaviors at home, at school, and in the community.
- 1.1.j Describe sun safety practices.
- 1.2.h Explain why it is important to follow safety rules and guidelines for personal safety.
- 1.2.i Describe how to report a dangerous situation.
- 1.2.j Identify the importance of sun safety.
- 1.3.h Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
- 1.3.i Practice fire safety and emergency/disaster procedures.
- 1.3.j Describe the proper way to apply sunscreen.

Essential Understandings	Essential Knowledge and Skills
<p>Following safety rules and guidelines keep people safe.</p> <ul style="list-style-type: none"> • Unsafe behaviors have consequences that could be harmful and result in temporary or permanent injury. (2.h) • School bus: Stay seated and face forward; keep feet, backpack, and other items out of the aisle; talk quietly; cross the street in front of the bus after checking to make sure all other traffic has stopped. (1.h) • Car: Sit in the rear seat, using a car seat or booster seat as appropriate; wear a seatbelt. (1.h) • Pedestrian: Look for cars before crossing the street; cross the street at the crosswalk, when available; wait for the crossing signal, if available; use the 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify pictures of or create a poster for bus, automobile, pedestrian, playground, fire, water, Internet, biking, or recreational equipment safety (1.h, 2.h, 3.h); • list/select at least one safety rule for the home, school, and in the neighborhood and write why it is important (1.i);

<p>sidewalk; if walking in the road, walk on the left side facing traffic; if walking at night, use a flashlight and wear reflective clothing. (1.h)</p> <ul style="list-style-type: none"> • Playground: Use equipment correctly; wait your turn. (1.h) • Fire: Know two escape routes from the home; practice evacuation drills at school; do not play with matches; do not use the stove or oven without supervision or permission; leave immediately if there is smoke or you see fire; stop, drop, and roll if clothes catch fire. (1.h) • Water: Do not swim alone; know laws for wearing a personal floatation device (life jacket) when boating or swimming; follow lifeguard’s directions; walk around the pool; don’t push others, and don’t jump on others. (1.h) • Internet: Only visit sites approved by a parent/guardian, teacher, or other trusted adults; do not provide personal information on websites—don’t give your name, your age, where you live, what school you go to, or your phone number; ask a parent/guardian before providing information on a website; tell an adult if something makes you feel uncomfortable. (1.h) • Biking: Always wear a helmet, even for short rides; wear bright-colored clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk bike across roads; look for cars before crossing the road. (1.h) • Recreational equipment (scooter, skateboard, in-line skates)—wear a helmet, elbow and knee pads, and wrist guards; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on sidewalks. (1.h) <p>Safety includes knowing what to do in case of an emergency and how to report a dangerous situation at home, at school, and in the community.</p> <ul style="list-style-type: none"> • Home: Safety practices include using the stove, oven, or microwave with adult supervision, not playing with matches, not touching medicines or household cleaners (poisons) without an adult present; know and practice an escape plan in 	<ul style="list-style-type: none"> • name/list adults who can help in an emergency or dangerous situation and what information to tell the adult (2.i); • create a map showing two ways to exit the home safely in case of a fire (3.i); • demonstrate safe participation in school safety drills (3.i); • explain orally or in writing why sun safety is important (2.j); • create a sun safety poster that includes how to be safe in the sun and how to put on sunscreen (1.j, 3.j); • explain the importance of accessing the Internet only with approval from a trusted adult (1.h, 3.h) <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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case of fire; don't play in the road; ask for help if a ball or other toy goes into the road. (1.i)

- Home: Fire safety includes not playing with matches, knowing at least two routes out of the home, having a meeting spot for family outside the home, and practicing family escape plan. (1.i)
- School: Safety practices include walking and not running in the hallways; following directions and remaining quiet during fire/evacuation drills, participating in tornado drills and lock-down drills to prepare for emergencies; keeping medications in clinic or nurse's office; and following safety rules on playground. (1.i)
- Community: Safety practices include staying with an adult or older sibling, being aware of your surroundings when crossing the street, being careful when talking with strangers, and paying attention in parking lots and parks. (1.i)
- It is important to report any dangerous situations to an adult. For situations like getting hurt on the playground, being uncomfortable about something on the Internet, or finding broken glass on the sidewalk, a child can tell an adult. The child should tell the adult what happened, when it happened, and where it is located. (2.i)
- In an emergency situation a child may call 911 for help. Emergencies include fire, a person who can't wake up or speak, or an injury where there is a lot of bleeding. When calling 911 it is important to identify yourself, tell the dispatch operator (the person who answers 911 calls) what the emergency is and where you are, follow instructions given by the dispatch operator, and don't hang up the phone unless you are told to do so. (2.i, 3.i)

The sun has many benefits, including providing the body with Vitamin D (bones health), lowering blood pressure, promoting relaxation, improving mood, and supporting better sleep. However, sun can be harmful to people's skin if exposed for long periods.

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| <ul style="list-style-type: none">• Sun safety includes wearing sunscreen with sun protection factor (SPF) of 30 or higher, reapplying sunscreen every two to three hours or more often if swimming, wearing clothing with long sleeves and pants, wearing a hat, and avoiding being in the sun between 10 a.m. and 4 p.m. when the sun’s rays are strongest. (1.j, 3.j)• Exposure to the sun can cause skin to burn/sunburn. Sunburn can cause blisters on the skin. Sunburns can lead to skin cancer. (2.j) | |
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Topic: Mental Wellness/ Social and Emotional Skills**Standards:**

- 1.1.k Identify comfortable and uncomfortable feelings and when one might experience these feelings.
- 1.1.l Describe positive characteristics that are unique to each individual.
- 1.1.m Identify effective listening skills.
- 1.1.n Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.
- 1.2.k Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.
- 1.2.l Explain the importance of showing kindness, consideration, and concern for others.
- 1.2.m Explain how listening is important for effective communication.
- 1.3.n Apply strategies for establishing and respecting others’ personal space, boundaries, and belongings.
- 1.3.k Demonstrate ways to express feelings appropriately.
- 1.3.l Demonstrate cooperation with friends and classmates.
- 1.3.m Demonstrate effective listening skills.
- 1.2.n Identify strategies for respecting others’ personal space, boundaries, and belongings.

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"> Feelings include comfortable feelings, such as happy, glad, and excited, and sometimes uncomfortable feelings, such as sad, unhappy, mad, frustrated, and angry. (1.k) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> create or select an “I feel” statement describing various scenarios/feelings (each student should be able to explain how to deal with each feeling in a healthy way) (1.k, 2.k, 3.k); draw a self-portrait that shows one or more positive personal characteristics (1.l);

- Feelings are not bad, but sometimes people express feelings in ways that can be harmful to themselves or others. (1.k)
- Different experiences may cause different feelings. A person may feel happy when they play with a friend, go to a birthday party, do well in school, or visit family. A person may feel sad or unhappy if they lose a game or toy or have a disagreement with a friend or sibling. A person may feel mad if someone takes something that belongs to them or a parent/guardian tells them they can't do something they want to do. (1.k)
- Feelings need to be expressed in a healthy way to prevent harm to yourself or others. It is not healthy to hit someone who takes your toy and makes you mad. (2.k)
- A healthy way to express feelings is to write/draw about them in a safe place or share feelings with a parent/guardian or trusted adult that can help by talking out the problem. If you feel mad, you can also try some other strategies to start to feel better, such as counting to 10, playing a game, being physically active outside, taking a break, taking some deep breaths, or getting a hug. (2.k)

Everyone is unique and should be respected for their different characteristics. Differences are what makes people special. Showing respect for others may include being kind, considerate, and cooperative.

- Each person has positive characteristics or qualities that make them unique/different. Characteristics may include physical appearance or things a person enjoys or is good at, such as being math smart, good with people, or playing the piano. (1.1)
- Accepting others who are unique helps people to get along with others and make friends. Being kind (saying/doing nice things), considerate (thinking about others' feelings), and showing concern (care about others) for others helps make friends. (2.1)

- add a friend or adult to the drawing that shows their positive personal characteristics, how they are different (1.1);
- create a story about being a good friend or classmate (2.1, 3.1);
- demonstrate listening by repeating what someone else says; follow instructions for a game/activity; or in small groups do an add-on story (one person starts and after a few sentences the next person continues the story) (1.m, 3.m);
- write a sentence or create a poster for one thing students can do to be responsible and respectful to others in the classroom/in school (1.n, 2.n, 3.n).

Additional resources:

www.healthsmartva.org

<https://everfi.com/>

- Cooperation is the ability to work with someone to achieve a task. (3.1)
- Children may demonstrate cooperative behaviors when they help a classmate cleanup, work together to complete a project, or share their supplies. (3.1)

Communication includes the skill of listening.

- Part of making and keeping friends is listening. Listening shows you are interested in the other person. After listening, you may have more questions. When you ask questions and learn about someone else, friendships can get stronger. (2.m)
- Listening skills – (adapted from [Everything you need to know about improving your child’s active listening skills](#)) (1.m)
 - Stop talking
 - Prepare yourself for listening
 - Focus on what is being said
 - Maintain eye contact
 - Repeat what the person said or ask questions to ensure understanding

Respecting others includes being responsible, showing kindness and consideration, and knowing when not to cross others’ boundaries or personal space.

- Children show respect for others by treating other people in a way in which they would want to be treated and showing they care about others, such as including others in play at recess and in activities in the classroom. (1.n)
- Children may demonstrate responsibility by following school and classroom rules. Acceptance of responsibility can be shown by admitting when they have broken something, putting toys away, or putting book bags and jackets away. (1.n)

- Strategies for respecting others' personal space and boundaries include asking first before touching someone (i.e., high five, fist bump, hug, hold hands, or touch a toy someone else is playing with). (2.n)
- Strategies for respecting others' belongings include asking to use a toy or look at a book, treating the toy/book carefully so it is not broken or damaged, and returning it to the person it belongs to when asked or when finished using it. (2.n)

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 [Virginia Department of Education](https://doe.virginia.gov).

Topic: Violence Prevention

Standards:

- 1.1.o Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing).
- 1.1.p Describe personal space and boundaries for oneself and others.

- 1.2.o Explain the importance of responsible behaviors when interacting with others.
- 1.2.p Explain how to listen and use words to respond to and solve problems.

- 1.3.o Demonstrate responsible behaviors when interacting with others.
- 1.3.p Demonstrate best ways to solve social problems.

Essential Understandings	Essential Knowledge and Skills
<p>Note: Teachers may want to instruct these standards with the Mental Wellness/Social and Emotional content.</p> <p>Everyone has feelings.</p> <ul style="list-style-type: none"> • When someone tells a person how good they are at something or invites them to play, it probably makes them feel happy. If someone says unkind or mean things, teases, or takes the toy they are playing with, the person may feel unhappy, sad, or mad. (1.o) • Behaviors and words can make others feel unhappy, sad, or have other uncomfortable feelings. Thinking about others before saying or doing unkind things is showing how to be responsible. (2.o) • Responsible behaviors (e.g., sharing toys, using kind words, including others in activities) are important in building friendships and relationships with others. (3.o) <p>Everyone has different needs for personal space. It is important to respect your own and others’ personal space and boundaries.</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • select or draw emojis that correspond to statements about how someone might feel (e.g., Great job on your art project 😊, I don’t want to share my toy with you 😞) (1.o); • write a sentence/kindness rule for one thing a student can do to be responsible and respectful to others in the classroom/in school (2.o, 3.o); • draw/select pictures that show what personal space is and is not;

<ul style="list-style-type: none">• Personal space is the amount of space between you and another person that makes you feel comfortable being near that person. (1.p)• Not everyone wants to be hugged or likes it when people get close, even if it is just “playing.” Always ask first. (1.p)• Listening is important to solving problems between people. Good listeners are better communicators. (2.p)• Sometimes people do not get along with one another and it causes a problem. Listening and using words to solve problems shows responsibility and respect. It is also important to use words that are kind, such as “please” and “thank you” and ask before taking or touching things. (2.p)• Listening skills (see Mental Wellness/Social and Emotional topic). (2.p)• Social problems or social conflicts, such as an argument over whose turn it is to use a toy, are usually between friends or classmates. Learning to solve social problems/social conflict can make friendships and other relationships stronger. You can ask an adult for help with social problems. Many adults (e.g., parents/guardians, teachers, and school counselors) are available to help children with social problems. (3.p)	<ul style="list-style-type: none">• identify or create class rules to help solve problems (e.g., I will listen first, I will ask questions, I will say how I feel or ask about the other person how they feel, I will suggest a solution, we will choose a solution, I will ask the teacher if we cannot solve the problem for help) (2.o, 3.o);• demonstrate how to ask someone if they want to play, share a toy, or want a hug, and how to respond with a “yes” and then with a “no” (3.o). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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Topic: Community/Environmental Health**Standards:**

- 1.1.q Identify items and materials that can be reduced, recycled, repurposed, or reused.
- 1.2.q Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.
- 1.3.q Create strategies to keep the environment healthy, including proper disposal of trash, recycling or reusing, and water conservation.

Essential Understandings	Essential Knowledge and Skills
<p>Everyone shares the responsibility to protect the environment—the water, land, and air we breathe.</p> <ul style="list-style-type: none"> • Examples of reducing and reusing items include using the second side of paper in class to draw, taking reusable shopping bags to the store, swapping toys or books with friends, using water bottles instead of paper or plastic cups, or giving used clothing to younger siblings or donating them to others. Items that can be recycled at home include things made from aluminum, glass, plastic, and paper. (1.q) • Reduce, reuse, recycle and proper disposal of trash keeps the community and Earth clean, prevents disease, and provides a place where people can enjoy. (2.q) • Water pollution is any substance found in a river, stream, lake, or ocean that harms the natural resources found in those environments. Preventing water pollution is important so that there is access to clean water. All living things (i.e., people, plants, and animals) depend on water. It is up to all of us to help keep our water clean. (2.q) • Children can conserve water by taking a shorter shower (use less water and less fuel since your house uses fuel to run the water heater); turning off water while brushing teeth; and drinking tap water instead of bottled water (using a reusable water bottle). (3.q) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create/select a picture(s) with items that can be recycled or reused (1.q); • create a picture or tell a story about water pollution or water conservation (2.q); • create a classroom recycling/upcycling plan that includes cleanup and categories to recycle or reuse various items (3.q). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>