

2ND GRADE HEALTH CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

PRINCIPLES OF HEALTH PROMOTION

- _____ Recognize the signs and symptoms of sickness (e.g., headache, stomachache, fever).
- _____ Simulate proper hand washing techniques.
- _____ Understand the need to brush teeth to remove bacteria.
- _____ Demonstrate proper tooth brushing techniques.
- _____ Recognize the importance of proper facial tissue disposal as a way to control disease.
- _____ Demonstrate proper facial tissue disposal.
- _____ Recognize the need for and use of seat belts.
- _____ Demonstrate the use of proper equipment when bicycling, skateboarding, and rollerblading.
- _____ Recognize the importance of following traffic signs.
- _____ Discuss basic traffic rules that need to be followed on the way to/from school.
- _____ Explain what can happen if medicines are used improperly.
- _____ Demonstrate proper procedures and techniques used during tornado and fire drills.
- _____ Know what fatigue is and how to take care of it.

INFLUENCES ON HEALTH

- _____ List hygiene habits that are used daily to maintain or improve health.
- _____ Use personal hygiene behaviors/choices that will improve health and safety.
- _____ Listen to and follow rules for playground safety.
- _____ Demonstrate skills and behaviors used to prevent the spread of infectious diseases.
- _____ Name the people within the school responsible for health-related services.

This checklist is a suggested guideline.

- _____ Identify people and services within the community responsible for health-related services (e.g. fire, paramedics, police)
- _____ Encourage others to use skills and make choices that will help prevent the spread of infectious diseases.

HEALTH AND ENVIRONMENT

- _____ Name the three R's of "saving" the environment (reduce, reuse, recycle).
- _____ Name recycling methods used at home and at school.
- _____ List items that can be recycled.
- _____ Describe ways to burn the skin.
- _____ List things that pollute the environment.
- _____ Recognize different types of pollution (e.g., air, soil, water, noise).
- _____ Identify the sources of air pollution.

BODY SYSTEMS

- _____ Identify the ankles, knees, hips, fingers, elbows, shoulders, neck, and toes.
- _____ Arrange body parts to form the outline of a human being (head, arms, chest, legs, hands, feet).
- _____ Explain the function of the eyes, ears, and nose.
- _____ Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function.
- _____ Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease.
- _____ State rules for taking medicines.
- _____ Discuss the relationship between germs and disease.
- _____ Observe and discuss the consequences of behavior choices.
- _____ Explain the importance of eating a variety of foods.
- _____ Recognize the relationship between exercise and muscular development.
- _____ Recognize the importance of calcium to bones.

This checklist is a suggested guideline.

_____ Memorize the sections included in the USDA Food Pyramid.

_____ List choices that have a positive influence on health.

_____ List choices that have a negative influence on health.

GROWTH AND DEVELOPMENT

_____ Recognize caring adults who are significant in one's life.

_____ Study the structure of families.

_____ Identify ways to help others feel good about themselves.

_____ Identify responsibilities one has in daily life.

_____ Discuss how one's behavior has consequences.

_____ Compare one's growth to that of one's peers.

_____ List characteristics that make students similar, different, and unique.

_____ Discuss the importance of belonging to a group and what it feels like to be included or excluded.

_____ Demonstrate a balance between regular vigorous activities and rest and relaxation.

_____ Identify sources of sugar in one's diet.

_____ Identify ways that people express feelings.

COMMUNICATION AND CONFLICT

_____ Demonstrate safety rules at home, at school, and in the community.

_____ Recognize caring adults who are significant in one's life.

_____ Practice asking an adult for help.

_____ Give examples of how one shows basic emotions.

_____ Identify situations or behaviors that illicit different types of emotional responses.

_____ Explain how using good listening skills can help avoid conflict.

_____ Practice good communication techniques.

_____ Define the word 'conflict'.

This checklist is a suggested guideline.

- _____ Demonstrate good manners.
- _____ Explain how choices affect personal behavior.
- _____ Tell how to make good choices.
- _____ Classify behaviors at home, at school, and in the community as being good or bad.
- _____ Define the word 'bullying.'

DECISION MAKING SKILLS

- _____ Explain how brushing and flossing teeth prevents tooth decay.
- _____ Demonstrate how to wash hands correctly.
- _____ Demonstrate basic cleanliness.
- _____ Change unsafe conditions (that affect health) to safe conditions at home or at school.
- _____ Recall choices that affect health on a daily basis.
- _____ Predict consequences for good and poor health choices.

ESSENTIAL HEALTH SKILLS

- _____ Identify uncomfortable situations.
- _____ Identify dangerous situations.
- _____ Write your name, address, and phone number.
- _____ Memorize emergency and medical phone numbers.
- _____ Know appropriate authority figures to contact in a dangerous or uncomfortable situation.