

New York State Health Learning Benchmarks and High Five! K-2 Program

STANDARD 2: A SAFE AND HEALTHY ENVIRONMENT

STANDARD 3: RESOURCE MANAGEMENT

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students will:

- Understand basic safety rules
- Recognize potentially dangerous situations and know how to avoid or reduce their risk
- Know some personal and social skills which contribute to individual safety
- Recognize characteristics of the environment that contribute to health.

This is evident, for example, when students:

- Describe personal safety rules to avoid such things as abuse, abduction, poisoning, and accidents
- Discuss how following safety rules help to protect people at home and in the school and community
- Apply safety rules to prevent injury
- Demonstrate ways to avoid and reduce threatening situations
- Identify ways to care for and show respect for self and others
- Demonstrate refusal skills to protect health
- Identify ways to protect and preserve a healthy environment
- Develop a safety plan for healthy living

Module 1: Identify feelings, recognize feelings, describe feelings and body reactions related to feelings. Understand that emotions are a part of being human and that it is okay to have/show feelings based on situations we are facing. Students can describe feelings and how people act when they are exhibiting or stating they are feeling a certain way. Understand that our feelings and instincts help to keep us safe.

Module 1: Students are taught to make the right choice when they are feeling angry. Students learn ways to calm their body down before they use their words or their body to harm another person.

Module 2/4: Students learn to say no or words that mean no when they do not want something to happen to them that would put themselves or their body in danger.

Module 2: Students learn to say “No”, Go to the closest safe adult, and tell them what happened if they are approached by a stranger or ever feel uncomfortable in a situation.

Module 3: Students learn the DON’T RULE of getting themselves in the middle of physical fighting between peers or adults. Module 3: Students learn that when anyone chooses to physically harm each other with their bodies, the DON’T and DO Rule.(Don’t get in the middle and Do get an adult.) Students are given a blank safety plan, which is reviewed with the students. Students are encouraged to complete the Safety Plan at home with their Feelings Helper and keep it posted in

a safe place. Students learn that when people are using words to hurt each other, they can remove themselves from the situation and later share how they felt observing the situation.

Module 4: Students learn that they can say “No” if they feel uncomfortable or unsafe in any situation with, anyone, even an adult they trust and love. Students learn that their body belongs to them and the only person who should see or touch the private parts of their body is someone who is keeping their body clean or healthy.

STUDENTS WILL ACQUIRE THE KNOWLEDGE AND ABILITY NECESSARY TO CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT

Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students will:

- Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment
- Know how to access help when illness, injury, or emergency situations occur

This is evident, for example, when students:

- Demonstrate procedures to be followed in case of fire, floods, other natural disasters, or personal danger

Module 1: Students learn to identify Feelings Helpers at home and school to help them when they are confronted with uncomfortable feelings, emotions, and unsafe situations or people.

Module 2: Students learn that strangers are people they do not know. They learn to say, “No!” run away and tell the closest safe adult what happened. Students learn to get help from safe strangers (ie. police officers, security guards, store employees, EMTs, etc.) if lost from parent/caregiver or experiencing an unsafe situation

- Describe aspects of a nurturing and safe environment for self and others
- Demonstrate procedures for getting emergency assistance (e.g., calling a neighbor, 911, police)
- Describe how to access resources in the home, school, and community to assist with health problems

Module 3: Students learn how to keep themselves safe when anyone is arguing with their words or hurting each other with their bodies. They practice the DO get an adult rule, DON'T get in the middle. Students develop a safety plan with their Feelings Helper to use in an emergency. Students discuss ways to get help in an emergency and how to use a house phone or cellular phone to dial 911 when appropriate.

Module 4: Students learn the private body parts rule. Students learn that it is okay to say no to anyone who makes them feel uncomfortable or tries to look at or touch the private parts of their bodies. Students learn to tell a Feelings Helper if anyone tries to break this rule.