

Health Education Today Preview:

-2nd Grade Elementary Health-

2ND GRADE



Full Year Elementary Health

National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!



Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your students acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!



#3. Topic: Bacteria and Viruses Card Activity

[Return to Table of Contents](#)

Learning Standard: Understand bacteria and viruses are types of germs.

H1.W3.2a

-Describe differences between communicable and noncommunicable diseases. H1.W3

National Standard 1 Skill: Health promotion and disease prevention

Objective: To understand the differences between "bacterial" and "viral" infections, and then to conclude if a disease is "communicable" (can be spread) and "non-communicable" (not passed from person to person).

Activity: Here is a video to introduce these topics to your students: "The Immune System" on the Kid's Health page:

<https://kidshealth.org/en/kids/center/htbw-main-page.html>



Real Teachers' Reviews Endorse Our Elementary Health Program:

“Transitioning from my role as a school counselor to an elementary PE/Health teacher was a big change, but this resource made the process much smoother. Thank you for providing such valuable support!”

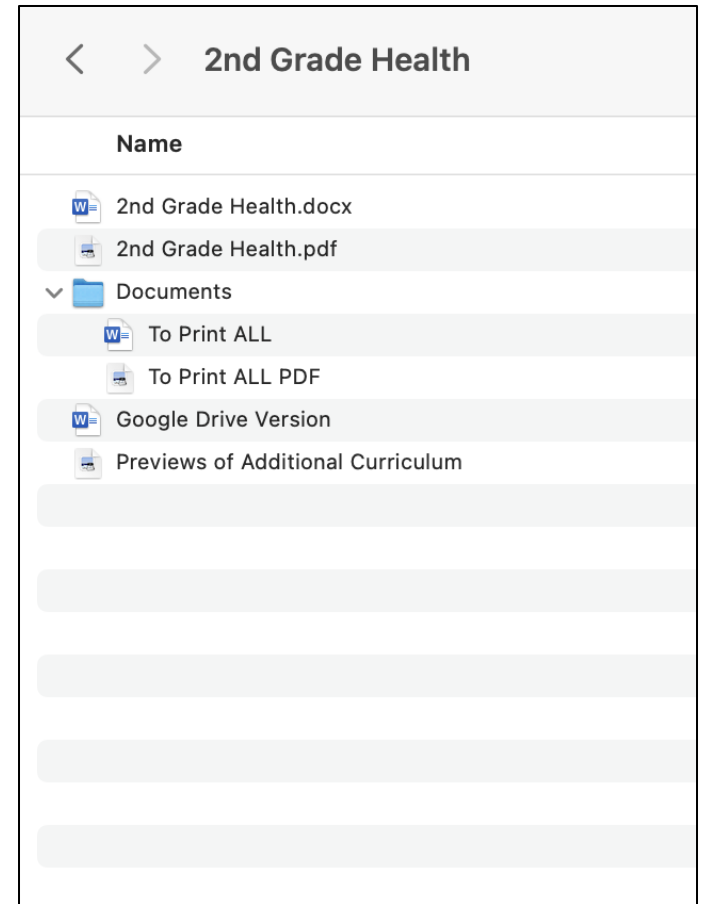
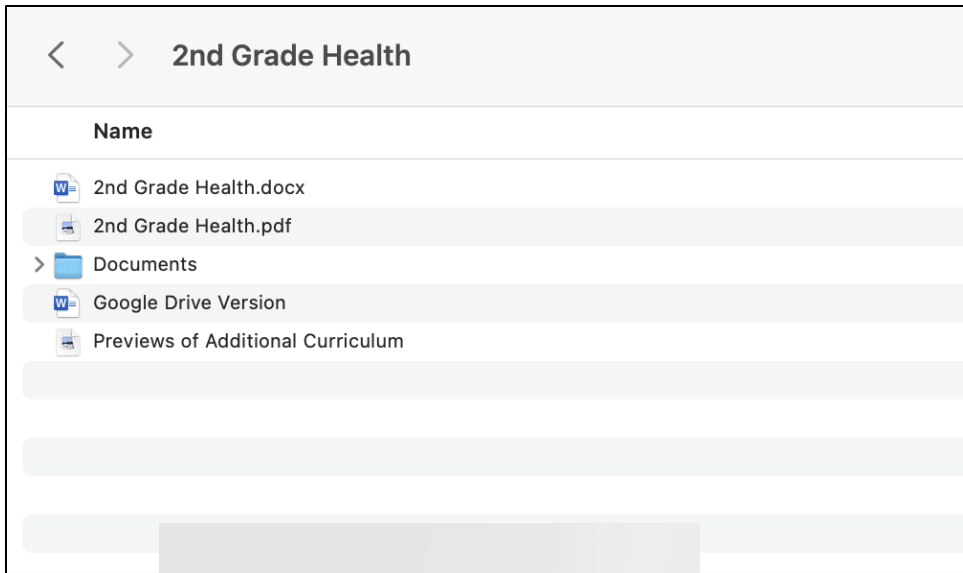
“This is the best health curriculum I have ever seen or used. The time and effort that went into creating this is top notch!”

“My son's school was lacking in Health Education (an incredibly important subject!) so I was able to fill in the gaps with this resource. It covers a multitude of health education standards and I look forward to having this on hand in the future for my other children. ”

“Our district lacked health curriculum and what we had was really outdated. I used this in my class and they students enjoyed the activities. They helped me establish a routine and keep students engaged. ”



File Organization:



***Editable in Word and Google Docs!**

Standards: Beginning each lesson

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[Return to Table of Contents](#)

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Easy to Navigate “Table of Contents”:

2nd Grade Health Table of Contents:

Lesson # and Clickable Link:	National Standards:	Washington State Standards:	Activity:	Write in Your Standards Here:
Health Education Core Idea: Wellness				
1	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	-Describe what it means to be healthy. H1.W1.2	Healthy Habits Bingo	

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Engaging Lessons
walk you through
with activities



Examples of Daily Lessons:

Topics Include:

Topic: Wellness:

- 1) Healthy Habits Bingo
- 2) Personal Hygiene Relay
- 3) Bacteria and Viruses Card Activity
- 4) Analyzing Influences and Decision Skills
- 5) Accessing Valid Information Decisions
- 6) Communication Skills Practice
- 7) Decision-Making Skills
- 8) Steps to Achieve a Personal Goal

Topic: Safety

- 9) Emergency Skills Re-enactments
- 10) First Aid Kits
- 11) Safe and Unsafe Touches

Topic: Nutrition

- 12) Creative Water Bottles Bulletin Board
- 13) Food Label Literacy
- 14) Healthy Choices Board Game
- 15) Unhealthy Alphabet Soup
- 16+17) Identifying Healthy Food Choices

Topic: Sexual Health

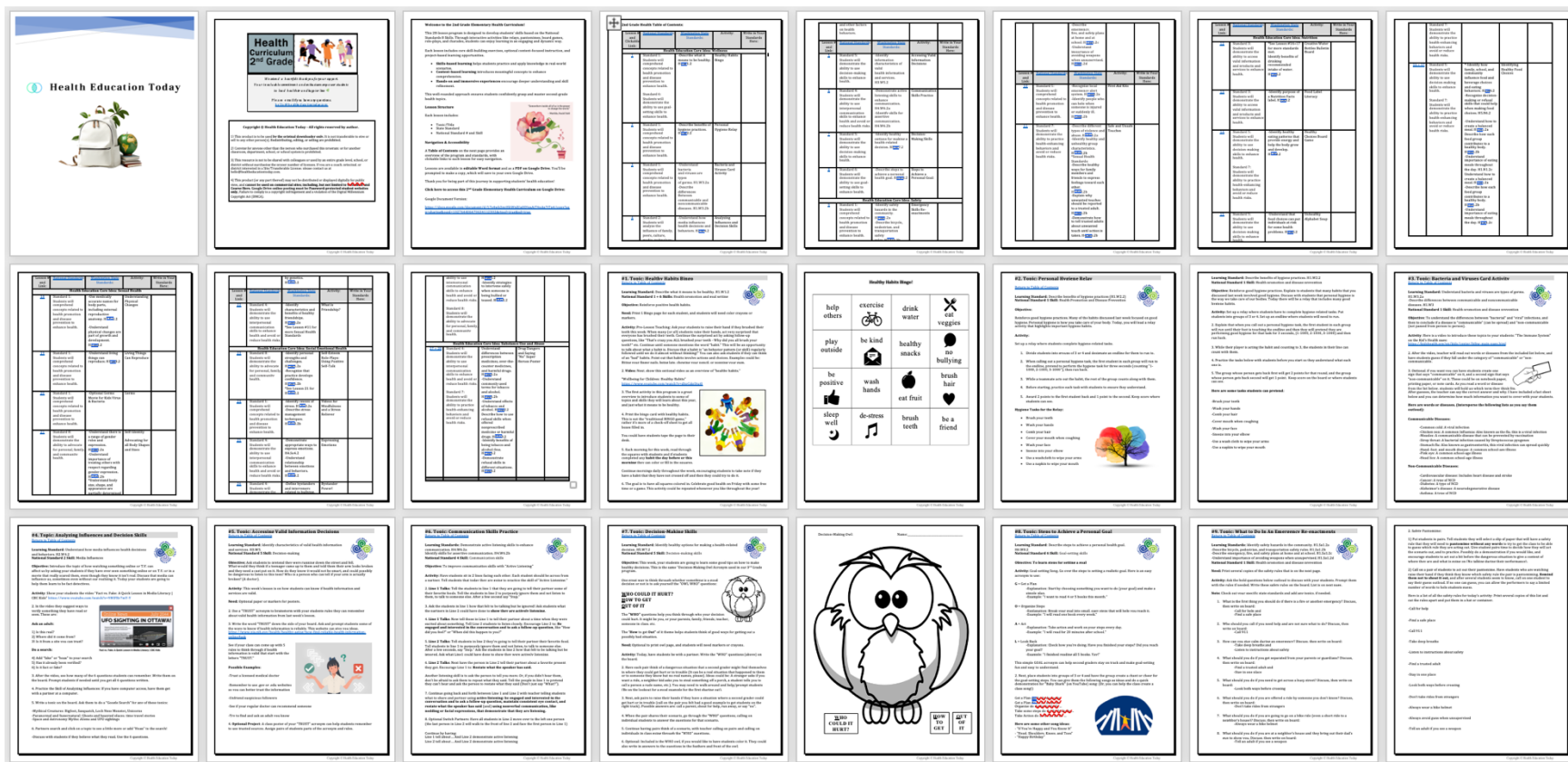
- 18) Understanding Physical Changes
- 19) Living Things Can Reproduce
- 20) Germs: Virus and Bacteria
- 21) Self-Identity or Advocating for all Body Shapes and Sizes
- 22) What is Friendship?

Topic: Social Emotional Health

- 23) Self-Esteem Role-Plays: Using Positive Self-Talk
- 24) Videos for Mindfulness and a Stress Reliever
- 25) Expressing Emotions
- 26) Bystander Power!

Topic: Substance Use and Abuse

- 27+28) Drug Dangers and Saying "No" Super Heroes Poster



Examples of Daily Lessons:

#1. Topic: Healthy Habits Bingo

[Return to Table of Contents](#)

Learning Standard: Describe what it means to be healthy. H1.W1.2
National Standard 1 + 6 Skills: Health promotion and goal setting



Objective: Reinforce positive health habits.

Need: Print 1 Bingo page for each student, and students will need color crayons or markers.

Activity: Pre-Lesson Teaching: Ask your students to raise their hand if they brushed their teeth this week. When many (or all) students raise their hands, act very surprised that everyone has brushed their teeth. Continue the surprised act by asking follow-up questions, like "That's crazy you ALL brushed your teeth - Why did you all brush your teeth?" etc. Continue until someone mentions the word "habit." This will be an opportunity to talk about what a habit is. Discuss that a habit is "an behavior pattern (or skill) regularly followed until we do it almost without thinking!" You can also ask students if they can think of an "bad" habits. Point out that habits involve actions and choices. Examples could be: Biting your finger nails, being late, chewing your pencil, or popping your gum.

2. **Video:** Next, show this optional video as an overview of "healthy habits."

"Wellbeing for Children: Healthy Habits"

<https://www.youtube.com/watch?v=dhpCdqQtui0>

3. The first activity in this program is a great overview to introduce students to some of topics and skills they will learn about this year, and just what it means to be healthy.

4. Print the bingo card with healthy habits. This is not the "traditional BINGO game," rather it's more of a check-off sheet to get all boxes filled in.

You could have students tape the page to their desk.

5. Each morning for this week, read through the squares with students and if students completed any **habit the day before or this morning** they can color or fill in the squares.

Continue mornings daily throughout the week, encouraging students to take note if they have a habit that they have not crossed off and then they could try to do it.

6. The goal is to have all squares colored in. Celebrate good health on Friday with some free time or a game. This activity could be repeated whenever you like throughout the year!



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Healthy Habits Bingo!

help others	exercise 	drink water	 eat veggies
play outside	be kind 	healthy snacks	 no bullying
be positive 	wash hands	 eat fruit	brush hair 
sleep well 	de-stress 	brush teeth	be a friend

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Examples of Daily Lessons:

#12. Topic: Creative Water Bottles Bulletin Board

[Return to Table of Contents](#)

Learning Standard: Identify benefits of drinking recommended intake of water. H1.N2.2

National Standard 3 Skill: Access Valid Information



Objective: To learn the benefits of drinking water.

Need: Printed copies of water bottles on next pages (enough of a variety for each student to choose 1) and students will need markers or crayons.

Activity: Students will design creative water bottles from the water bottle graphics from <https://pixabay.com/>; or by having students draw their own cool water bottles. Use students' final bottle pictures to create a class "Drink Enough Water" bulletin board.

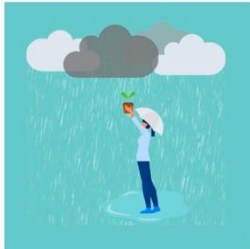
2. First, talk about the importance of water for second graders and how much water they should drink each day. The National Academy of Medicine says an adequate amount of water for "4 to 8-year-olds is five cups of water a day (40 oz per day)".

Source: <https://nutritionsource.hsph.harvard.edu/water/>

3. Here is more information you can use to explain the benefits of water to your students. Harvard University found that "Drinking enough water is essential for physiological processes such as circulation, metabolism, temperature regulation, and waste removal.

Although excessive dehydration is associated with serious health problems, even mild dehydration can cause issues, including headaches, irritability, poorer physical performance, and reduced cognitive functioning."

4. Ask students if they would drink more water if you had a really cool water bottle? Tell students today, they will have a chance to create cool water bottles, and put them all on a bulletin board to post where other students can be encouraged to drink enough water.

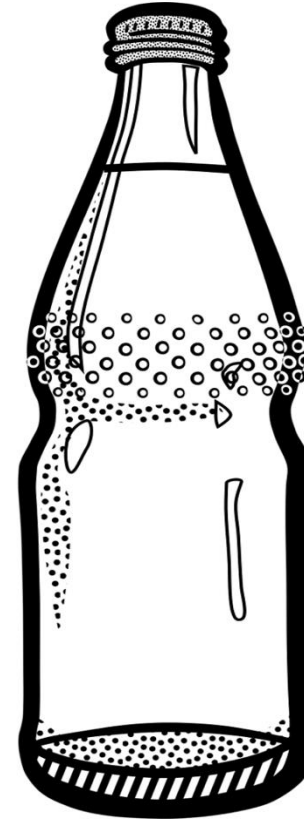


Students can color their bottles with drawings of their favorite cartoon characters or video game. Encourage them to use this project to show a bit of their own personality and their favorite things they like to do!

Extra: Here is an article about how to get your school to offer more water for kids:

<https://www.hsph.harvard.edu/prc/wp-content/uploads/sites/84/2014/09/Keep-It-Flowing.pdf>

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Examples of Daily Lessons:

#16 + 17. Topic: Identifying Healthy Food Choices

[Return to Table of Contents](#)

Learning Standards for 17: Identify how family, school, and community influence food and beverage choices and eating behaviors. H2.N6.2
-Recognize decision-making or refusal skills that could help when making food choices. H5.N6.2

Learning Standards for 18: Understand how to create a balanced meal. H1.N1.2a
-Describe how each food group contributes to a healthy body. H1.N1.2b
-Understand importance of eating meals throughout the day. H1.N1.2c
National Standard 5 +7 Skill: Decision-making /Health enhancing behaviors

Objective: Teaching students the "Go, Slow, and WHOA Foods" way to choose foods. This program was recommended by the American Psychological Association in 2023.

Background Info:

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/go-slow-whoa.pdf>

Need: Photos of food items. You have a few choices here for the posters you and your students will create today. You can collect old magazines or grocery store flyers that can be cut up. Or, you could also bring in real food wrappers, or ask students to bring in empty food wrappers (paper only). One last idea is to go to <https://pixabay.com/> and print graphics of the food items for your students to cut up (Like the example in this poster here).

Before this activity, you will want to get 3 poster boards or butcher paper.

a) Print the single pages of GO, SLOW, WHOA documents created below and glue each one into the middle of your 3 posters (See this example).

Activity: Have students listen to the material on this GO, SLOW, WHOA website. Discuss and check to see that your students understand the concepts.



<https://kidshealth.org/en/kids/go-slow-whoa.html>

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We Can! GO, SLOW, and WHOA Foods

Use this chart as a guide to help you and your family make smart food choices. Post it on your refrigerator at home or take it with you to the store when you shop. Refer to the *Estimated Calorie Requirements* to determine how much of these foods to eat to maintain energy balance.

- **GO Foods**—Eat almost anytime.
- **SLOW Foods**—Eat sometimes, or less often.
- **WHOA Foods**—Eat only once in a while or on special occasions.

Food Group	Nutrient-Dense		Calorie-Dense	
	GO (Almost Anytime Foods)	SLOW (Sometimes Foods)	WHOA (Once in a While Foods)	
Vegetables	Almost all fresh, frozen, and canned vegetables without added fat and sauces	All vegetables with added fat and sauces; oven-baked French fries; avocado	Fried potatoes, like French fries or hash browns; other deep-fried vegetables	
Fruits	All fresh, frozen, canned in juice	100 percent fruit juice; fruits canned in light syrup; dried fruits	Fruits canned in heavy syrup	
Breads and Cereals	Whole-grain breads, including pita bread; tortillas and whole-grain pasta; brown rice; hot and cold unsweetened whole-grain breakfast cereals	White refined flour bread, rice, and pasta; French toast; taco shells; cornbread; biscuits; granola; waffles and pancakes	Croissants; muffins; doughnuts; sweet rolls; crackers made with trans fats; sweetened breakfast cereals	
Milk and Milk Products	Fat-free or 1 percent low-fat milk; fat-free or low-fat yogurt; part-skim, reduced fat, and fat-free cheese; low-fat or fat-free cottage cheese	2 percent low-fat milk; processed cheese spread	Whole milk; full-fat American, cheddar, Colby, Swiss, cream cheese; whole-milk yogurt	
Meats, Poultry, Fish, Eggs, Beans, and Nuts	Trimmed beef and pork; extra lean ground beef; chicken and turkey without skin; tuna canned in water; baked, broiled, steamed, grilled fish and shellfish; beans; split peas; lentils; tofu; egg whites and egg substitutes	Lean ground beef; broiled hamburgers; ham, Canadian bacon; chicken and turkey with skin; low-fat hot dogs; tuna canned in oil; peanut butter; nuts; whole eggs cooked without added fat	Untrimmed beef and pork; regular ground beef; fried hamburgers; ribs; bacon; fried chicken; chicken nuggets; hot dogs; lunch meats; pepperoni; sausage; fried fish and shellfish; whole eggs cooked with fat	
Sweets and Snacks*		Ice milk bars; frozen fruit juice bars; low-fat or fat-free frozen yogurt and ice cream; fig bars, ginger snaps, baked chips; low-fat microwave popcorn; pretzels	Cookies and cakes; pies; cheese cake; ice cream; chocolate; candy; chips; buttered microwave popcorn	
Fats/Condiments	Vinegar; ketchup; mustard; fat-free creamy salad dressing; fat-free mayonnaise; fat-free sour cream	Vegetable oil, olive oil, and oil-based salad dressing; soft margarine; low-fat creamy salad dressing; low-fat mayonnaise; low-fat sour cream†	Butter; stick margarine; lard; salt pork; gravy; regular creamy salad dressing; mayonnaise; tartar sauce; sour cream; cheese sauce; cream sauce; cream cheese dips	
Beverages	Water; fat-free milk, or 1 percent low-fat milk; diet soda; unsweetened iced tea or diet iced tea and lemonade	2 percent low-fat milk; 100 percent fruit juice; sports drinks	Whole milk; regular soda; calorically sweetened iced teas and lemonade; fruit drinks with less than 100 percent fruit juice	

*Through some of the foods in this row are lower in fat and calories, all sweets and snacks need to be limited so as not to exceed one's daily calorie requirements.
†Vegetable and olive oils contain no saturated or trans fats and can be consumed daily, but in limited portions, to meet daily calorie needs. (See Sample USDA Food Guide and DASH Eating Plan at the 2,000-calorie level handout)

Source: Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flahugh, Inc., 2002

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Examples of Daily Lessons:

#18. Topic: Growth and Development Physical Changes

[Return to Table of Contents](#)

Learning Standards: Understand physical changes are part of growth and development. H1.Se2.2

Use medically accurate names for body parts, including external reproductive anatomy. H1.Se1.2



National Standard 1 Skill: Health promotion and disease prevention

The activity today focuses on the first learning standard H1.Se2.2, but if you would like to cover the medical names for reproductive system body parts, here is some information:

When explaining the reproductive system to second graders, use simple terms like "tummy" for the pelvic area, "egg cells" for ovaries, and "sperm cells" for testes, avoiding complex medical terms like "gonads," "uterus," or "vas deferens" which might be confusing at this age level.

For females:

Ovaries: "Egg cells/holders"
Fallopian tubes: "Tubes that carry eggs"
Uterus: "Tummy"/"Baby bump"
Vagina: "Private area opening"

For males:

Testes: "Sperm cells/makers"
Scrotum: "Sperm bag"
Penis: "Male part for peeing"

Objective: Helping students understand their body changes are a normal part of growing.

Need: Print 1 butterfly handout for each student, and students will need markers or crayons

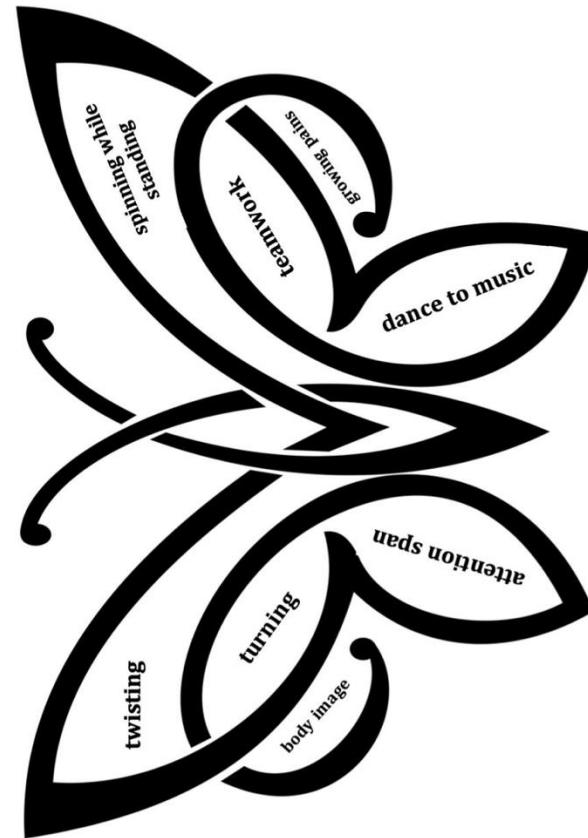
Activity: Read this optional background information article: "Your Child at 7: Milestones" <https://www.webmd.com/parenting/child-at-7-milestones>

2. Go through the butterfly with words graphic with students to help their awareness that their bodies will be changing as they get older and that's normal.

Optional: If you would like, you can print and hand out the graphic and have students color it. In the next lesson students will have a second butterfly handout and will be allowed to color it in.



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This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction**.
- ◆ **Challenges and impacts the mental, emotional, social life of children.**

Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow weekly lessons, providing talking points/instructions for activity.
- ◆ **Documents are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ Lessons are full of trending topics, photos, and video links that students will appreciate.

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