



★  
Colorado  
Academic Standards

# Comprehensive Health



# Personal Safety



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Comprehensive Health Standards Review and Revision Committee

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## Purpose of Comprehensive Health and Physical Education

“In the great work of education, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.” ~Horace Mann

"We know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong, and that hardy spirits and tough minds usually inhabit sound bodies." ~John F. Kennedy

Preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. It no is longer acceptable to think of “gym class” and “hygiene lessons.” Today’s world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Health and physical education prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one’s health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness. These standards encourage physical literacy, which is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person<sup>1</sup>, as well as, health literacy, which is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions.<sup>2</sup>

Health education and physical education are separate disciplines, each with a distinct body of knowledge and skills. However, the two disciplines are naturally interdisciplinary and clearly complement and reinforce each other to support wellness. Schools have a unique role and responsibility to address both health and physical education from preschool through twelfth grade to instill and reinforce knowledge and skills needed to be healthy and achieve academically.

Colorado's comprehensive health and physical education standards lay out a vision for these vitally important disciplines, and describe what all students should know and be able to do at each grade level through eighth grade and in high school. The authors of this document were preschool through twelfth-grade educators, higher education professors, business representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21<sup>st</sup> century possess when he or she left high school? The answers to this question framed the work that led to the development of four standards in comprehensive health and physical education for preschool through twelfth grade.

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<sup>1</sup> SHAPE America Physical Literacy. *SHAPE America*. [Online] <https://www.shapeamerica.org/events/physicalliteracy.aspx?hkey=61893e49-8a9e-430c-b4f5-8267480cb421>.

<sup>2</sup> Centers for Disease Control and Prevention. What is Health Literacy. *Centers for Disease Control and Prevention*. [Online] <https://www.cdc.gov/healthliteracy/learn/>.

## Prepared Graduates in Comprehensive Health and Physical Education

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

# Standards in Comprehensive Health and Physical Education

Standards are the topical organization of an academic content area. The four standards of comprehensive health and physical education are:

## **1. Movement Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

## **2. Physical and Personal Wellness**

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

## **3. Social and Emotional Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

## **4. Prevention and Risk Management**

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The four standards are organized across comprehensive health and physical education in the following manner:

### **Comprehensive Health standards:**

2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

### **Physical Education standards:**

1. Movement and Competence Understanding
2. Physical and Personal Wellness
3. Social and Emotional Wellness
4. Prevention and Risk Management

## General Considerations for Health Education:

There has been a shift in the focus of health education instruction in the last few years. In the past, health education was very much focused on health knowledge. The current state of health education encourages comprehensive skills-based health education that addresses multiple behaviors through instruction that ensures that information is medically accurate and developmentally appropriate, while allowing students to have multiple opportunities to learn, practice, and reinforce their learning and skills to support transfer beyond the classroom. The essential health skills of accessing information, analyzing influences, decision making, goal setting, interpersonal communication, self-management, and advocacy are foundational component to the comprehensive health education standards. These standards ultimately focus on supporting healthy behaviors, life-long health, and wellness.

In revising the health education standards, the authors fully acknowledge that local school districts may need to make modifications based on local courses, infrastructure, and available resources. The standards and evidence outcomes are intended to guide the health education experience of students' PK-12 and are not intended to be a checklist, but are used to frame objectives for a standard and to provide guidance for teaching health concepts and skills. As part of the revision process, the committee identified the key health skills for each grade level expectation. This provides a specific skill focus across all grade levels.

It is important to note that local data and students' needs should drive the focus of the health education at the local level. With constantly changing health concerns regarding behaviors and drug use, it is up to the local communities to address their specific local needs regarding priority behaviors and drug use. The standards related to drug use prevention are intended to guide specific skills regarding the prevention of drug use. The specific drugs identified in the standards are not limiting, prioritized, or, comprehensive, and local schools and districts should identify their areas of focus on based on local data.



### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Preschool Learning and Development Expectation:

1. Identify ways to be safe while at play.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. State how to be a safe walking across the street.
- b. Follow basic health and safety rules inside and outside the classroom.
- c. Communicate to a parent or trusted adult if something is not safe.
- d. Communicate and understanding the importance of health and safety routines and rules.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/Adults May:*

1. After breakfast, Miss Lupe places toothpaste in small cups for the children. The children are called over in pairs to brush their teeth as she assists and supervises them.
2. Identify situations in the classroom, school, and community that may be unsafe and discuss how to make them safe or prevent injuries.
3. Provide opportunities for children's participation in creating safety rules.
4. Provide accommodations and adaptations for children with disabilities in the classroom and outside so all children can participate in the activities.
5. Establish routines that instill responsibility for keeping the learning environment clean and safe.
6. During the day, the adult reminds the children of specific rules.

#### *Examples of Learning/Children May:*

1. Chu communicates to the adult that he found glass on the playground.
2. Ruby reminds Vlad to wear his helmet when riding the tricycle so that his head is safe if he falls.
3. During the class meeting, children contribute ideas on how to safely use the playground equipment.
4. On the way to the library, Miss Emelia reminds the children (as a group) to stop at the crosswalk, then asks the lead child to check both ways for oncoming traffic before walking across the street.
5. During a class meeting, Mr. Ben and the preschool children create a list of safe ways to use the playground equipment as well as discussing why certain types of play might be more likely to cause injuries. Together they decide that not walking too close to the swings is an important rule. Thomas suggests that they create a line in front of the swings using a jump rope so that everyone knows not to come too close.
6. Paul waits for Sarah to move away from the base of the slide before he slides down.





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

2. Explain safe behavior as a pedestrian and with motor vehicles.

### Evidence Outcomes

#### *Students Can:*

- a. Explain safe behavior when getting on and off and while riding on school buses.
- b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle.
- c. Recognize and describe the meaning of traffic signs.
- d. Describe how rules at school can help to prevent injuries.
- e. Demonstrate safe pedestrian behaviors.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Examine how crosswalk and traffic signs change based on new research about how children see and react to symbols. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how vehicles and streets are places with hazards and require careful attention. (Personal Skills: Personal Responsibility)
3. Identify personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What are some things that can happen if everyone runs around and pushes each other?
2. What would it be like if there weren't any rules for cars or pedestrians?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Demonstrate effective communication skills in unsafe situations.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation.
- b. Describe how to call 911 or other emergency numbers for help.
- c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon.
- d. Identify unsafe or risky situations around the home, school, and community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify how other forms of technology can be used to communicate in an emergency situation. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply effective communication skills in an emergency situation using both verbal, nonverbal, and various technologies. (Civic/Interpersonal Skills: Communication)
3. Identify how personal strategies that can be used to develop, avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What would happen if you were lost and you didn't know how to ask for help?
2. What would you do if you found a gun?
3. In addition to a phone, how else could you get help when you are at home? In a car?
4. Without using words, what are ways you could let someone know you need help?

#### *Health Skills:*

1. Interpersonal Communication
2. Self-Management/Personal Responsibility
3. Accessing Information





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

2. Demonstrate strategies to avoid hazards in the home and community.

### Evidence Outcomes

#### *Students Can:*

- Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community.
- Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles).
- Explain why using medicines without adult permission can be harmful.
- Describe how to safely ride a bike, skateboard, and scooter as well use inline skates.
- Demonstrate strategies to avoid fires and burns (Stop, drop, and roll).
- Demonstrate how to call 911 or other emergency numbers for help in dangerous situations.
- Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use.
- Identify safety rules around modern technology, including the internet.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explain why everyone has a responsibility to practice strategies to prevent fires from starting and to prevent fire from spreading. (Personal Skills: Personal Responsibility)
- Explore how professional responders practice how to quickly help in an emergency. (Professional Skills: Career Awareness)
- Compare and contrast different types of hazards that children in other countries or communities may need to be aware of. (Civic/Interpersonal Skills: Global/Cultural Awareness)
- Identify concepts and skills to avoid potential hazards and respond appropriately. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- Why is it important to know the difference between what we can and cannot ingest?
- Why is it important to follow traffic signs and pedestrian safety rules when riding a bike, skateboard, scooter, or inlineskates?
- What could happen if you were camping, there was a campfire, and everyone decided to leave and go for a hike without putting the fire out first?
- Why is it important to wear safety equipment?
- How do you know when an emergency is occurring?

#### *Health Skills:*

- Self-Management/Personal Responsibility
- Interpersonal Communication:





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.

### Evidence Outcomes

#### *Students Can:*

- Demonstrate how to make a decision to call 911 or other emergency numbers for help.
- Demonstrate effective refusal skills to avoid unsafe situations.
- Describe the use of safety equipment for specific activities and sports such as biking.
- Identify ways to reduce or prevent the risk of injuries around water.
- Develop an awareness of how modern technology can create a distraction that leads to unsafe situations (e.g., looking down in a crowd, unaware of traffic, awareness of others).

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore how first responders personnel consider situations from a variety of aspects. (Professional Skills: Career Awareness)
- Develop a plan for preventing injuries through preparation and communication. (Civic/Interpersonal Skills: Communication)
- Explore how Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation. (Professional Skills: Career Awareness)
- A 911 operator is trained to send help in an emergency and provide help over the phone. (Professional Skills: Career Awareness)
- Take personal responsibility to use safety equipment, such as helmets, knee pads, and life jackets, to help prevent unintentional injuries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

- How do I know when to call 911?
- What do individuals do when they need to communicate and they cannot speak?
- What are the decisions made by emergency workers?
- What happens if a player does not wear a helmet or kneepads?
- Why is it important to be careful around water?
- Why do lifeguards say “walk don’t run” at swimming pools?
- Why is looking down at your phone or tablet while walking in a parking lot dangerous?

#### *Health Skills:*

- Interpersonal Communication:
- Self-Management/Personal Responsibility
- Decision-Making





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Identify ways to prevent injuries at home, in school, and in the community.

### Evidence Outcomes

#### *Students Can:*

- a. Define how injuries can occur at home, in school and in the community.
- b. Create a personal safety plan and explain how it will be used at home, in school, and in the community. (e.g., bike safety, pedestrian safety, and emergency situations).
- c. Identify safety rules around modern technology, including the internet.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain why safety is the responsibility of all members of a community. (Civic Interpersonal Skills: Global/Cultural Awareness)
2. Create safety plans that can save lives and prevent injuries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. Is it important to pre-plan for safety?
2. How do pedestrians stay safe from motor vehicles and bicycles?
3. What would be important to put in a safety plan?
4. Is it safe to put your personal information on social media?

#### *Health Skills:*

1. Self-Management/Personal Responsibility





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Demonstrate basic first aid and safety procedures.

### Evidence Outcomes

#### *Students Can:*

- Identify ways to reduce the risk of injuries from animal bites and insect stings.
- Explain what to do, such as calling 911 or a poison control center, if someone is injured or is poisoned by products such as household cleaners or other substances.
- Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking.
- Develop and apply a decision-making process for avoiding situations that could lead to injury.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Explore community resources that are available for basic first aid training. (Professional Skills: Information Literacy)
- Knowing what to do in an emergency situation including providing basic first aid and/or seeking help is a lifelong skill that supports communities. (Civic/Interpersonal Skills: Civic Engagement)

#### *Inquiry Questions:*

- Which animals and insects can be dangerous?
- What steps should you take to save someone from choking?
- How do you decide what is dangerous to ingest?

#### *Health Skills:*

- Self-Management/Personal Responsibility
- Decision-Making





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

4. Demonstrate ways to promote safety, and prevent unintentional injuries.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community.
- b. Develop a safety plan for self and/or others in home, school, and community.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Being able to prepare for the safety and welfare of self and others is a lifelong skill. (Professional Skills: Self-Advocacy)

#### *Inquiry Questions:*

1. Is it possible to create safe schools and communities?
2. Why might it be desirable to create these safe communities?
3. What are potential safety issues in our community?

#### *Health Skills:*

1. Advocacy for self and others





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

3. Demonstrate safety procedures for a variety of situations.

### Evidence Outcomes

#### *Students Can:*

- a. Describe first-response procedures needed to treat injuries and other emergencies.
- b. Identify accepted procedures for emergency care and lifesaving care.
- c. Describe actions to take during severe weather or trauma-related emergencies.
- d. Analyze the role of peers, family, and media in causing or preventing injuries.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify how community or region has unique risks associated with living there. (Civic/Interpersonal Skills: Civic Engagement)
2. Individual behaviors and the environment interact to cause or prevent injuries. (Personal Skills: Personal Responsibility)

#### *Inquiry Questions:*

1. What are the challenges of maintaining one's safety in a variety of dangerous situations?
2. What are the alternate ideas or methods that can emerge from an emergency situation in case the original plan does not work or typical equipment is not available?

#### *Health Skills:*

1. Analyze Influences
2. Advocacy





### Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.

### Grade Level Expectation:

10. Advocate for changes in the home, school, or community that would increase safety.

### Evidence Outcomes

#### *Students Can:*

- Evaluate situations and environments that could lead to unsafe risks that cause injuries.
- Identify strategies to reduce the risk of injuries in situation and environments.
- Determine and utilize the correct steps in reporting unsafe or suspicious behavior.
- Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle.
- Advocate for changes at home, in school, or in the community that would increase safety.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

- Analyze why insurance companies advocate for safe practices. (Professional Skills: Career Awareness)
- Explain why employers reward employees at work for reduced injuries and constantly remind workers to be safe. (Professional Skills: Career Awareness)
- Explore the nation's authorities on product safety and preventable injury concerns (e.g., Underwriters Laboratory). (Professional Skills: Use Information and Communication Technologies)

#### *Inquiry Questions:*

- How can personal choices (e.g., friendships, activities, environments) reduce the incidence of risk?
- Why do people engage in risky behaviors regardless of consequences?
- How would you determine the severity of suspicious behavior?

#### *Health Skills:*

- Advocacy for Self and Others
- Self-Management/Personal Responsibility
- Decision-Making

