



**ALIGNMENT CHART:
National Health Education Standards**

**Second Step Child Protection Unit
for Kindergarten–Grade 5**

**Second Step Child Protection Unit
and National Health Education
Standards (Elementary)**

The Second Step Child Protection Unit teaches students key personal safety skills they can use to keep themselves safe. Students learn safety rules, including the Touching Rule, to help them identify unsafe or sexually abusive situations. They learn the Always Ask First Rule and the Ways to Stay Safe—recognize, report, and refuse. They practice applying these to unsafe and sexually abusive scenarios.

This chart shows the connections between the National Health Education Standards (NHES) published by the Centers for Disease Control and Prevention and lessons in the Second Step Child Protection Unit for Kindergarten through Grade 5.

NHES for K–G2 that align with the K–G3 Child Protection Unit lessons are shown. G3 lessons meet all the G2 standards identified. NHES for G3–G5 that align with the G3 lessons are also shown (outlined in red).

Safety rules

- Common safety rules for guns, fire, riding on wheels and in vehicles, water, dogs, sharp tools, and traffic
- The Always Ask First Rule: Always ask a parent or the person in charge first
- The Touching Rule (K–G3): A person should never touch your private body parts except to keep you healthy
- The Private Body Parts Rule (G4–G5): Private body parts are private. No one should ever touch yours or ask to see yours except a doctor or nurse. No one should make you look at his or hers, or anyone else’s. And never touch anyone else’s.
- The Never Keep Secrets Rule: Never keep secrets about touching

Ways to stay safe

- Recognize: Is it safe? What’s the rule?
- Report: Tell an adult
- Refuse: Say words that mean no



Kindergarten–Grade 3

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills			Core Learning Strategies				
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1.2.4 List ways to prevent common childhood injuries.	✓	✓		✓	✓		✓	✓			✓	✓	✓	✓		✓	✓	✓
	1.5.4 Describe ways to prevent common childhood injuries.	✓	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓			✓
NHES 2: Students will analyze the influence of family, peers, culture, technology, and other factors on health behavior.	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	✓	✓		✓	✓	✓	✓	✓										
NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	3.2.1 Identify trusted adults and professionals who can help promote health.		✓	✓					✓			✓	✓	✓	✓	✓			✓
	3.2.2 Identify ways to locate school and community health helpers.		✓						✓	✓	✓		✓	✓					
NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.		✓			✓		✓	✓		✓	✓	✓	✓					
	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.		✓	✓		✓		✓				✓	✓	✓		✓			✓

NHES for G3–G5 that align with the G3 lessons



Kindergarten–Grade 3

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
NHES 4 (cont.): Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	
	4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.		✓	✓				✓	✓	✓	✓	✓	✓	✓		✓		✓	
	4.5.4 Demonstrate how to ask for assistance to enhance personal health.	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.	5.2.1 Identify situations when a health-related decision is needed.	✓	✓	✓			✓			✓	✓		✓	✓					
	5.5.1 Identify health-related situations that might require a thoughtful decision.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	✓	✓				✓			✓				✓					
	5.5.2 Analyze when assistance is needed in making a health-related decision.	✓	✓	✓		✓	✓	✓	✓			✓	✓		✓				

NHES for G3–G5 that align with the G3 lessons



Kindergarten–Grade 3

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7.2.2 Demonstrate behaviors that avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	

7.5.3 NHES for G3–G5 that align with the G3 lessons



Grades 4–5

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Private Body Parts Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Activity	Song	Review lesson and media
NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1.5.4 Describe ways to prevent common childhood injuries.	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			
NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	✓			✓	✓			✓			✓	✓	✓	✓	✓	✓		
NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓		✓	
	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	
	4.5.4 Demonstrate how to ask for assistance to enhance personal health.		✓	✓					✓		✓	✓	✓	✓		✓		✓	
NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.	5.5.1 Identify health-related situations that might require a thoughtful decision.	✓			✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
	5.5.2 Analyze when assistance is needed in making a health-related decision.	✓	✓	✓		✓		✓	✓		✓		✓	✓	✓			✓	
	5.5.3 List healthy options to health-related issues or problems.	✓								✓	✓		✓	✓	✓	✓		✓	



Grades 4–5

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Private Body Parts Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Activity	Song	Review lesson and media
NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7.5.1 Identify responsible personal health behaviors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓			✓
NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.	8.5.1 Express opinions and give accurate information about health issues.												✓	✓	✓	✓			✓



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By creating Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.