

## **Glen Ridge Public Schools – Health Curriculum**

**Course Title: Health Education**

**Subject: Health**

**Grade Level: Kindergarten, Grade One and Grade Two**

**Duration: Full Year**

**Prerequisite: N/A**

**Elective or Required: N/A**

### **Health Mission Statement**

The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to a healthy adult lifestyle.

### **Course Description:**

This course prepares students to be health literate, and provides them with the tools needed to address personal, family, and public health issues. Using health promotion and disease prevention principles, nutritional concepts, and injury prevention strategies, students can modify personal behaviors based on risk factors and adopt health practices to reduce or eliminate preventable health problems. Health-literate students recognize the importance of prevention, early detection, and treatment in enhancing personal wellness.

Health-literate students communicate effectively. These students set goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

Health-literate students know the short and long- term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate students take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well being of others.

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## Course Name

### Unit One: Introduction to Health- Kindergarten

#### Topics

1. Rules - 1
2. Germs - 1
3. Food Allergies - 1
4. Goal Setting - 1

**Approximate # Of Lessons: 4 lessons (6 day cycles)**

#### Essential Questions:

- What are the foreseen and unforeseen consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- To what extent can we keep ourselves disease free?
- Why do we sometimes take healthy and unhealthy risks?
- How can you learn to like yourself and others?
- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?

#### Upon completion of this unit students will be able to:

- Identify three proper rules for classroom behavior
- Recognize two rules to stay safe at school
- Identify the nurse, principal and secretary by name who will help in maintaining a safe school environment
- Recognize three important tools of the School Nurse
- Understand the dual role played by the School Nurse/Health Educator
- Understand where germs can be found
- Recognize that some germs cause disease
- Identify two ways in which germs spread and how to keep germs from spreading
- Understand what it means to have an allergy
- Name two things that can cause an allergic reaction
- Recognize the importance of following school rules during snack and lunch times
- Understand why it is important to read food labels

- Know how to dial 911 for help
- Define the word goal

## **Interdisciplinary Standards:**

### **2.1 Wellness**

Personal Growth and Development 2.1.2.A.1, 2.1.2.A.2  
 Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3  
 Safety 2.1.2.D.1  
 Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3

### **2.2 Integrated Skills**

Interpersonal Communication 2.2.2.A.1  
 Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4  
 Character Development 2.2.2.C.1

## **Activities:**

- Have each student identify and draw a classroom rule
- Have the students walk to meet the principal and secretary and learn where the health office is located
- Read educational storybooks about school rules
- Demonstrate tools used in the health office
- Compare and contrast good and bad germs
- Discuss that germs are found everywhere and that most are harmless
- Have students demonstrate proper hand washing technique and return demonstration while singing “Happy Birthday” twice
- Display shapes and sizes of three main microbes
- Demonstrate how to cover mouth and nose into the elbow when coughing and sneezing
- Show a poster of when hand washing is necessary
- Read educational storybooks about germs
- Role play with students as to how they would seek help for a friend or themselves during an allergic reaction
- Demonstrate how to safely set up lunch foods within the classroom in terms of desks, placemats, wipes, milk, etc.
- Demonstrate how to clean up safely after eating foods that contain allergens
- Make a reminder list about not sharing food or not using food to bully others with food allergies
- Read educational storybooks about food allergies
- Complete grade level educational worksheets
- List the steps for setting a goal and describe why it is important in caring for your body
- Choose one personal health goal and list two steps to achieve it

## **Enrichment Activities:**

- Restate the lesson goals and teach a classmate what you've learned in the lesson
- Explain how dirty hands change the food you touch
- Explain what you should do if you have head lice
- Name a communicable disease and what specific germ causes it
- Describe what happens to the body during an anaphylactic reaction

#### **Methods of Assessments/Evaluation:**

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real world experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

#### **Resources/Including Online Resources**

- Nurse Clementine by Simon James
- Nurse Nancy by Katherine Jackson
- The Cow Buzzed by Andrea Zimmerman and David Clemesha
- Germs by Judy Oetting
- Germs Are Not for Sharing by Elizabeth Verdick
- No More Germs Please by Ann Sequeira, RN
- Snail Started It by Katja Reider and Angela Von Roehl
- Farm Flu by Teresa Bateman
- There's A Louse In My House by Taro Pharma
- Allie the Allergic Elephant by Nicole Smith
- Big Book of Hygiene by Learning Wave Communications
- Germ Busters Handwashing Activity Book by Marjorie T. Cooke
- We Wonder Activity Workbook "Let's Stop Germs"
- Alexander's Fun and Games: A FAN Kid's Activity Book by Mariel Christine Furlong
- Lyme Disease Kindergarten Curriculum Timeforlyme.org
- "Alexander the Elephant Who Couldn't Eat Peanuts" DVD
- Kidshealth.org
- Allermates.com
- Allergy and Anaphylaxis Network
- cdc.gov
- Glogermcompany.com
- Giantmicrobes.com
- Cloroxclassrooms.com
- Harcourtschool.com
- Macmillanmh.com
- Smart Board technology

**Course Name**

## **Unit Two: Staying Safe- Kindergarten**

### **Topics**

- 5. Fire Prevention - 1**
- 6. Drugs and Medicines/Self Esteem - 2**
- 7. Community Helpers - 1**
- 8. Summer Safety - 1**

**Approximate # Of Lessons: 5 lessons (6 day cycles)**

### **Essential Questions:**

- What is the difference between healthy and unhealthy risks?
- How can you learn to like yourself and others?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How do I determine whether or not a medication will be effective?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media, and other pressures?
- Why does one person become an addict and another does not?
- Where do I go to access information about good health and fitness services?

### **Upon Completion of this unit students will be able to:**

- List three ways that fires can start
- Identify an EXIT sign over a doorway
- Name two ways to prevent fires
- Understand how to “Stop, Drop and Roll” and know when to use it
- Understand not to open a door if it is hot
- Understand why it is dangerous to play with fire
- List three rules to follow during a fire drill at school
- Recognize where fire detectors are found and when to change the batteries
- Define the word drug
- Identify what is and what is not a safe drug
- Explain what medicines are and who the trusted adults are who may administer them
- Understand what substances are harmful to the body
- Identify three poisonous substances found in the home
- Recognize the difference between prescription and over-the-counter medications
- Explain what it means to make a decision

- Understand that feeling healthy is connected to feeling good about ourselves
- Recognize that each person is unique, special and different in many ways
- Identify three trusted community helpers that keep us safe
- Name three rules to stay safe on the school playground and in the community
- Identify two situations when safety gear must be worn

## **Interdisciplinary Standards:**

### **2.1 Wellness**

Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3  
 Safety 2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3

### **2.2 Integrated Skills**

Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4  
 Character Development 2.2.2.C.1  
 Health Services and Information 2.2.2.E.1

### **2.3 Drugs and Medicines**

Medicines 2.3.2.A.1, 2.3.2.A.2  
 Alcohol, Tobacco and Other Drugs 2.3.2.B.1, 2.3.2.B.4, 2.3.2.B.5  
 Dependency/Addiction & Treatment 2.3.2.C.1, 2.3.2.C.2

## **Activities:**

- Walk around the school and count the number of EXIT signs
- Draw and color an EXIT sign to take home
- Role play strategies for reporting a dangerous situation
- Demonstrate “Stop, Drop and Roll”
- Participate in a visit from the Montclair Fire Department
- Read educational storybooks about fire safety
- Watch educational fire safety DVD’s
- Complete educational workbooks about fire safety
- Demonstrate various household containers that contain poisonous substances
- Participate in School-Wide Red Ribbon Week activities
- Complete educational workbooks on Drug Prevention and Poisons
- Demonstrate different containers and labels for prescription and over-the-counter medications
- List the steps for refusal
- Draw a picture of something that you makes you feel good about yourself
- Show visuals of safety equipment and signs
- Read educational storybooks about self esteem
- Read educational storybooks about safety
- Role play scenarios for playground safety rules
- Complete educational worksheets on community helpers and safety

**Enrichment Activities:**

- Restate the lesson goals and teach a classmate what you've learned in the lesson
- Explain why you think refusing is included in the unit on safety
- Write rules for using medicines safely
- Make a poster about saying "No" to drugs
- Describe two ways alcohol can harm your body
- Identify three reasons why it is important to know what community helpers do
- List the steps you would take to report a dangerous situation

**Methods of Assessments/Evaluation:**

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real world experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

**Resources/Including Online Resources**

- Sparky the Fire Dog by Don Hoffman
- The Big Book of Safety for Children by Cindy Barden
- Poisons Make You Sick by Dorothy Chlad
- Show Me Community Helpers by Clint Edwards
- Career Day by Anne Rockwell
- The Loveables in the Kingdom of Self Esteem by Diane Loomans
- I Like Myself by Karen Beaumont
- Be Yourself by Charles Schulz
- The Little Rose by Sheri Fink
- A Bad Case of Tattle Tongue by Julia Cook
- Big Bouffant by Kate Hosford
- Unique Monique by Maria Rousaki
- May I Pet Your Dog by Stephanie Calmenson
- Stay Safe by Claire Llewellyn
- I Can Play It Safe by Alison Feigh
- Have a Fun Summer Workbook by Clara Maas Medical Center
- Safety Activity Workbook by Creative Teaching Press
- Health and Safety Curriculum Workbook by Max W. Fisher
- Fire Safety Activity Workbooks by Montclair Fire Department
- Community Resources- Montclair Fire Department
- Being Me Drug Free Learning and Activity Book by Fox Pro Media
- We're All Different DVD by Sunburst
- Timon and Pumba Summer Safety DVD



- Kidshealth.org
- thesafeside.com
- fda.gov
- narconon.org/talktokids
- drugfacts4youngpeople.com
- theehow.com/list
- cdc.gov
- njsaferoads.com
- nfpa.org
- aap.org
- njpies.org
- smokeybear.com
- care.com
- sparky.org
- firefacts.org
- brainpop.com
- Smart Board technology

### **Course Name**

### **Unit Three: Body Systems- Kindergarten**

#### **Topics**

- 1. Skeletal - 1**
- 2. Respiratory/Tobacco - 1**
- 3. 5 Senses/Disabilities - 5**
- 4. Nervous System - 1**
- 5. Cardio-Vascular - 1**
- 6. Digestive - 1**

**Approximate # Of Lessons: 10 lessons (6 day cycles)**

#### **Essential Questions:**

- What are the foreseen and unforeseen consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- To what extent can we keep ourselves disease free?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How do I determine whether or not a medication will be effective?

- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media, and other pressures?
- Why does one person become an addict and another does not?

**Upon Completion of this unit students will be able to:**

- Understand that body parts work together as a system to perform a function
- Understand that systems work together as a whole to support wellness
- Recognize that we have many bones that fit together to make the skeleton
- Recognize that we have joints that allow us to bend
- Understand that bones protect soft, internal organs
- Understand that bones grow
- Demonstrate how the lungs work in each respiration
- Name one healthy and one unhealthy habit that effects the lungs
- Identify the brain as the organ that controls our body systems
- Recognize that the five senses are part of the Nervous System
- Name the five senses and the organ responsible for each
- Name two ways to take care of each of the senses
- Define the term disability in terms of ability
- Recognize the emotions of sympathy and empathy
- Understand that the heart is the main organ of the Cardio-Vascular System
- Understand that the heart is a muscle that pumps blood throughout the body
- Name two ways to take care of the heart
- Name two main parts of the Digestive System
- Explore the path food takes through the Digestive System
- Recognize how the body uses food

**Interdisciplinary Standards:**

**2.1 Wellness**

Personal Growth and Development 2.1.2.A.1, 2.1.2.A.2  
 Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3

**2.2 Integrated Skills**

Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4  
 Character Development 2.2.2.C.1, 2.2.2.C.2

**2.3 Drugs and Medicines**

Alcohol, Tobacco and Other Drugs 2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.5  
 Dependency/Addiction & Treatment 2.3.2.C.1, 2.3.2.C.2

**Activities:**

- Read educational storybooks about the Skeletal, Respiratory, Nervous, Cardio-Vascular and Digestive Systems
- Read educational storybooks about the Five Senses
- Demonstrate a model of the lungs using a plastic bottle and a balloon
- Demonstrate how smoker's lungs look using "Smokey Sue" doll
- Complete educational worksheets on body systems
- Make a brain hat
- Show educational DVD's about body systems
- Complete large scale puzzle of Skeletal System
- Sing songs about the systems and how they work
- List famous people with different abilities
- Do experiments for the Senses of Hearing, Sight, Touch and Smell
- Make a model to show how sound travels
- Walk through a "Giant's Digestive System"
- Play Senses Bingo Game

#### **Enrichment Activities:**

- Restate the lesson goals and teach a classmate what you've learned in the lesson
- Explain how the exchange of gases occurs in the lungs
- Make a poster of the 206 bones in the body
- Assemble the puzzle "Squishy Human Body"
- Describe how the Circulatory System works
- Describe how our body gets the nutrients and vitamins it needs from food
- Draw the anatomy of the ear and eye
- Label the parts of the brain

#### **Methods of Assessments/Evaluation:**

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real word experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

#### **Resources/Including Online Resources**

- Bones by Stephen Krensky
- The Skeleton Puzzle
- The Skeleton Inside You by Philip Balestrino
- Breathe In Breathe Out by Pamela Nettleton

- Lungs by Shannon Caster
- The Organic Puppet Theatre by Terry Louis Schultz and Linda M. Sorenson
- My Body Series by Sally Hewitt
- Me and My Amazing Body by Joan Sweeney
- My Amazing Body by Pat Thomas
- Look, Listen, Taste, Touch and Smell by Pamela Hill Nettleton
- Look Inside Your Body by Usborne
- Sounds All Around by Wendy Pfeffer
- Hearing by Rebecca Rissman
- What's Inside Me? by Body Parts Apron
- My Body by Scholastic Discover More
- My Five Senses by Alikei
- You Can't Taste a Pickle with Your Ear by Harriot Ziefert
- You Can't Smell a Flower With Your Ear by Joanna Cole
- Hello Ocean by Pam Munoz Ryan
- The Listening Walk by Paul Showers
- I Have a Sister, My Sister is Deaf by Jeanne Whitehouse Peterson
- The Five Senses by Nuria Roca
- Your Five Senses by Melvin and Gilda Berger
- Look, Listen and Learn by Susan Canizares and Pamela Chanko
- The Loud Book by Deborah Underwood
- The Patch by Justina Cen Headley
- Eyes are for Winking by Katherine Hengel
- Jacob's Eyepatch by Beth Kobliner Shaw
- My Brain by Sally Hewitt
- Touch That by Sally Hewitt
- Smell It by Sally Hewitt
- Thump, Thump Learning About Your Heart by Pamela Hill Nettleton
- My Body Works by Jane Schoenberg- Book and CD
- The Amazing Human Body by Scholastic
- Models of the eye and ear
- Posters of the Body Systems
- "The Giant's" Digestive System Teacher-made mat
- Sound Bingo Game
- "Annie and the Funsters" DVDs of hearing and sight
- "This Is You" DVD by Disney
- Sid the Science Kid "Sense-Ational" Adventures by PBS
- My Body Workbook by Teacher Created Resources
- Five Senses Workbook by Creative Teaching Press
- Educational worksheets
- Harcourtschool.com
- Posters from The Bureau At Risk Youth
- My Body Workbook by Evan-Moor
- The Great Body Shop posters of Body Systems and Activities

- Educational workbook about Tobacco by Karen Liptak
- Macmillanmh.com
- Kidshealth.org
- thesafeside.com
- fda.gov
- nlm.nih.gov
- samhsa.gov
- inhalants.org
- neuroscience for kids - faculty.washington.edu
- cdc.gov
- aap.org
- brainpop.com
- Smart Board Technology
- Librarythinkquest.org
- Abcya.com/skeletal
- Kidsbiology.com
- Lung.org
- Educationworld.com
- Watchknowlearn.org
- Pbskids.org
- Childrenheartfoundation
- Childrenheartinstitute

### **Course Name**

### **Unit Four: Healthy Habits- Kindergarten**

### **Topics**

- 1. Good Personal Hygiene - 1**
- 2. Dental - 1**
- 3. Nutrition - 3**
- 4. Environment - 1**
- 5. SunWise - 1**

**Approximate # Of Lessons: 7 lessons (6 day cycles)**

#### **Essential Questions:**

- What are the foreseen and unforeseen consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- To what extent can we keep ourselves disease free?

- Why do we sometimes take healthy and unhealthy risks?
- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How can you inspire others to address health issues?
- Where do I go to access information about good health and fitness services?
- What is the minimum amount of exercise I can do to stay physically fit?

**Upon Completion of this unit students will be able to:**

- Recognize the concept of wellness
- Define a good habit
- Identify two good self-care practices (brushing teeth, taking a bath or shower, eating healthful foods, exercising daily, etc.) that keep you well
- Know the difference between “baby” and “adult” teeth
- Demonstrate the proper way to brush teeth, rinse and floss
- Recognize the role of the dentist
- Understand the importance of regular dental check-ups
- Recognize that food is placed in groups
- Understand that good nutrition and physical activity are essential for a healthy lifestyle
- Identify healthy food choices
- Define the word snack
- Recognize a food label
- Recognize what food groups are on a “Healthy Plate”
- Understand that it is important to protect our environment
- Name two ways to protect our environment
- Understand Earth Day
- Name two good habits to protect oneself from the harmful rays of the sun

**Interdisciplinary Standards:**

**2.1 Wellness**

Personal Growth and Development 2.1.2.A.1

Nutrition 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3

Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3

Safety 2.1.2.D.1

**2.2 Integrated Skills**

Interpersonal Communication 2.2.2.A.1

Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4

Advocacy and Service 2.2.2.D.1

Health Services and Information 2.2.2.E.1

## **2.6.2.A Regular physical activity in relation to one's health**

### **Activities:**

- Make a poster of “Healthy Habits”
- Read educational storybooks about personal hygiene
- Play a guessing game to identify different personal care items from the “Healthy Tool Box”
- Demonstrate proper teeth cleaning practices
- Show educational DVD's about healthy habits
- Read educational storybooks about healthy teeth
- Read educational storybooks about Nutrition
- Demonstrate food groups using the food pocket pyramid and poster of MyPlate.gov
- Name the five food groups
- Identify two parts of a food label using the Food Label Poster
- Place healthy snacks in “Gregory the Goat's” mouth using a teacher-made model
- Complete educational worksheets on Nutrition
- Participate in school-wide activities during Nutrition Month (Healthy Lunch Day, Dr. Seuss Read Across America)
- Identify recycling bins throughout the school
- Name two things that we recycle at school
- Read educational storybooks about the environment in the outdoor learning garden
- Watch educational DVD's about the environment
- Participate in Sun Wise grade-level presentations

### **Enrichment Activities:**

- Restate the lesson goals and teach a classmate what you've learned in the lesson
- Explain the difference between UVA and UVB rays of the sun
- Explain how self-care practices relate to wellness
- Explain what might happen if you didn't brush your teeth correctly
- Describe how people can eat less salt
- Explain why consumers want to know what's in food
- Describe what might happen if you bought a food based on an advertisement

### **Methods of Assessments/Evaluation:**

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real word experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

## Resources/Including Online Resources

- To The Tub by Peggy Perry Anderson
- Mortimer Mooner Stopped Taking a Bath by Frank Edwards
- Big Book of Hygiene by Learning Wave Communications
- Bear Feels Sick by Karma Wilson
- I'm Not Feeling Well Today by Shirley Neitzel
- "Staying Clean and Healthy" Creative Activities for Teaching Basic Personal Hygiene Habits
- Hooray for Teeth by Gina Shaw
- Bear's Loose Tooth by Karma Wilson
- I Know Why I Brush My Teeth by Kate Rowan
- The Monster Health Book by Edward Miller
- How Do Dinosaurs Get Well Soon? by Jane Yolen and Mark Teague
- The Food Parade by Elicia Castaldi
- Maisy, Charley, and the Wobbly Tooth by Lucy Cousins
- Gregory, the Terrible Eater by Mitchell Sharmat
- My Food Pyramid by Discover
- MY Plate poster
- Food Pyramid poster and pocket chart
- Good Enough To Eat by Lizzy Rockwell
- I Can Save the Earth by Alison Inches
- Earth Day-Hooray! by Stuart J. Murphy
- Berenstain Bears Can't Pollute by Stan Berenstain
- We Are Extremely Good Recyclers by Lauren Child
- I Want to go Green but What Does That Mean? by Jill Dunn
- Max and Mila at the Beach by Amalyn Persohn Martin
- Timon and Pumba Goes Green DVD by Disney
- My Pyramid K-2 DVD by schoolvideos.com
- Personal Hygiene DVD by Sunburst
- Kidshealth.org
- Cybrayman.com/hygiene.html
- Crest.com
- Mysmilekids.com
- Colgate.com
- Mouthhealthykids.com
- Superkidsnutrition.com
- Nourishinteractive.com
- Eatright.org/kids
- Choosemyplate.gov
- Eartheasy.com
- Ekokids.ca/
- Gogreenman.com
- Sunwise.com



- [Sunsafetyforkids.org](http://Sunsafetyforkids.org)
- [Skincancer.org](http://Skincancer.org)
- Smart Board Technology

## **Course Name**

### **Unit Five: Relationships and Sexuality/Character Education- Kindergarten**

#### **Topics**

- 6. Community Service - 2**
- 7. Personal Growth and Development - 1**
- 8. Animals From Eggs - 2**
- 9. Family/Parenting - 1**
- 10. Conflict Resolution - 1**
- 11. Friendship/Bullying - 2**

**Approximate # Of Lessons: 9 lessons (6 day cycles)**

#### **Essential Questions:**

- To what extent can we keep ourselves disease free?
- How can you learn to like yourself and others?
- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How can you inspire others to address health issues?
- Where do I go to access information about good health and fitness services?
- How do we learn to understand and respect diversity in relationships?
- How do we know when a relationship is not worth saving?
- How do you know when the time is right for you to become sexuality active?
- Why does the US have such a high incidence of unintended pregnancies and sexually transmitted infections?
- How do you know when you are ready to have a child?

#### **Upon Completion of this unit students will be able to:**

- Name two ways to help others

- Recognize the benefits gained for others and oneself by participating in service projects
- Recognize the different ways we grow
- Identify basic characteristics of the five stages of the life cycle
- Name three animals that come from eggs
- Recognize that mammals produce offspring like themselves
- Recognize the difference between people and animals in how they care for their young
- Identify three similarities of boys and girls
- Recognize that people have families and each family is unique
- Describe the roles of family members and the ways they help and support each other
- Identify two ways to get along with family members
- Understand that it is important for family members to help and respect one another
- Identify what decisions we make as families
- Define what a friend is and name two reasons why friends are important
- Compare and contrast how to make a friend and how not to make a friend
- Define two behaviors of bullying
- Recognize the difference between telling and tattling

### **Interdisciplinary Standards:**

#### **2.1 Wellness**

Diseases and Health Conditions 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3

Social and Emotional Health 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3

#### **2.2 Integrated Skills**

Interpersonal Communication 2.2.2.A.1

Decision Making and Goal Setting 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.B.4

Character Development 2.2.2.C.1

Advocacy and Service 2.2.2.D.1

Health Services and Information 2.2.2.E.1

#### **2.4 Human Relationships & Sexuality**

Relationships 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3

Sexuality 2.4.2.B.1

Pregnancy and Parenting 2.4.2.C.1

### **Activities:**

- Work in small groups to make posters of ways to help others
- Participate in school-wide service projects (Thanksgiving Food Pantry, Walk for Diabetes, Pajama/Book Project)
- Read educational storybooks about giving to others
- Complete educational worksheets on Growth and Development
- Make a “Stages of Life” poster using magazine pictures
- Read educational storybooks about the Stages of Life
- Watch educational DVD’s on Animals From Eggs

- Read educational storybooks about Chickens and Mammals
- Make a booklet “Animals From Eggs”
- Demonstrate the growth and development of a chick using a poster
- Read educational storybooks about families
- Draw a family picture and label what your family enjoys doing together
- Watch educational DVD’s about Family Life
- Role play various family conflict scenarios and how to use the steps of conflict resolution to solve them
- Read educational storybooks about Friendship and Bullying
- Complete educational worksheets about making friends
- List people that can help if you feel scared, sad or bullied
- Brainstorm what the word tattling means

### **Enrichment Activities:**

- Restate the lesson goals and teach a classmate what you’ve learned in the lesson
- Predict and describe what you may look like when you are an adult
- Compare and contrast needs and wants
- Explain how to self- control when you are angry
- Describe what might happen if family members didn’t follow the rules
- Make a “chores” chart and explain how to use it
- Make character puppets and write a story about friendship and bullying

### **Methods of Assessments/Evaluation:**

- Self-Assessment
- Peer Assessment
- Observation of students transferring knowledge to real world experiences
- Demonstration of skills
- Informal assessments
- Formal assessments

### **Resources/Including Online Resources**

- [Thanks for Thanksgiving](#) by Hulie Markes
- [Thanksgiving is for Giving Thanks](#) by Margaret Sutherland
- [The Berenstain Bears Think Of Those In Need](#) by Stan Berenstain
- [Tiger and Mouse the Gift of Helping Others](#) by Theodore Lightfoot
- [Taking Diabetes To School](#) by Kim Gosselin
- [Love You Forever](#) by Robert Munsch
- [I Am Not Sleepy and I Will Not Go To Bed](#) by Lauren Child
- [First the Egg](#) by Vaccaro Seeger
- [Chickens Aren’t the Only Ones](#) by Ruth Heller
- [Egg to Chicken](#) by Scholastic Life Cycles

- Does a Kangaroo Have a Mother Too? By Eric Carle
- The Family Book by Todd Parr
- Llama Misses Mama by Anna Dewdney
- The Big Bully Band by Ginnie Hofman
- Billy Bully by Alvaro and Ana Galan
- A Bad Case of Tattle Tongue by Julia Cook
- When I Care About Others by Cornelia Maude Spelman
- Ten Things I Love About You by Daniel Kirk
- I Love You Because You're You by Liza Baker
- The I Love You Book by Todd Parr
- You Will Be My Friend by Peter Brown
- The Way I Act by Steve Metzger
- When I Feel Angry by Cornelia Maude Spelman
- Teasing and Bullying Bully-Busting Curriculum K-12 by NJ State Bar Foundations and Law Center
- Chickens Aren't The Only Ones DVD by Reading Rainbow
- The Learning To Get Along Series DVD by Cheri Meiners
- All About Families DVD by Discovery Education
- Houghton Mifflin Science Series Discovery Works Kindergarten
- Smart Board Technology
- Macmillanmh.com
- Kidshealth.org
- cdc.gov
- njsbf.org
- answer.rutgers.edu
- yeskids.com
- littlehandsconnected.org
- kidsworldcitizen.org
- selfgrowth.com
- personalgrowthapproach.com
- learningpeace.com
- kidsmatter.edu
- amightygirl.com
- juliacookonline.com
- no-bystanders.com
- mygreatbigfamily.com
- glsen.org
- tolerance.orgcharacter.org
- smart and good schools 2.cortland.edu