

Health Area: Body Systems

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

Essential Health Concepts

K.1.e. Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet)

Healthy Decisions

K.2.d. Identify situations that require the use of each of the five senses.
K.2.i. Recognize how the body's parts work together.

Advocacy and Health Promotion

K.1.e. Describe ways to protect the five senses.

Essential Understandings:

- Understand how each of the five senses works.
- Understand what the major body parts are and how they work together in the body.
- Understand what teeth do and how to take care of them.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • The five senses are seeing, hearing, smelling, tasting, and touching. When you use your senses, you learn about what is around you. The five senses help you know and understand what is around you. • Major body parts include the head, trunk, arms, legs, hands, and feet. • Teeth chew and begin the process of breaking down food for the digestive system. • Teeth help you speak. • The body's parts work together so you can stand, move, write or draw, play, learn, participate in sports, and engage in other activities. 	<p>Health Education Resources for all of Grade K</p> <ul style="list-style-type: none"> • Grade K Health Education Standards of Learning • Grade K Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade K - One Body and Five Senses • Unit 2 - Grade K - My Five Senses and Body Parts 	<ul style="list-style-type: none"> • List (verbally) all five senses and say what they do. • Given different sensory stimulation (e.g., pop popcorn, music, a stuffed animal, etc.), identify which senses they used to identify each item • Match the body part associated with the five senses and draw a picture of what each part does. • Match the major body parts on a diagram. • Describe how to take care of teeth and what happens if they are not taken care of. 	<p>Health Smart Virginia Resources for Grade K including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices Body Worksheets and Printables • Body Systems • Health Conscious Activities for Young Children –Anatomy • Human Body Printables – K-2 • Human Body • How the Body Works • Human Body for Kids • Kids Health-human body series • My 5 Senses Learning About My World • Making Sense of Our Senses.

Health Area: Body Systems

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<ul style="list-style-type: none"> • Ways to protect the five senses include: <ul style="list-style-type: none"> ○ Sight – wear sunglasses outside; wear goggles to protect your eyes when doing things like playing some sports; have your eyesight checked ○ Hearing – wear earplugs if you’re around loud noise; use low volume when wearing headphones or earbuds; don’t put things in your ears ○ Smell – don’t put things in your nose ○ Taste – be careful with hot food and drinks that can burn your tongue ○ Touch – protect your skin by wearing sunscreen • Teeth need daily care, including brushing, flossing, and eating a healthy diet low in sugars. • Be sure to brush all of your teeth. • Brush for 2-3 minutes. 			<ul style="list-style-type: none"> • ScienceNet- My Senses • The Five Senses
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------

Health Area: Body Systems

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<ul style="list-style-type: none"> • Get a new toothbrush about every three months. • To help care for teeth, visit the dentist every six months. Sometimes the dentist may want to check your teeth more often than every six months. 			
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

Essential Health Concepts

K.1.a. Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).

K.1.b. Recognize the need for regular physical activity.

K.1.c. Describe different types of physical activity.

K.1.d. Recognize the importance of a regular bedtime routine and enough sleep.

K.1.g. Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors).

K.1.h. Identify that hand washing reduces the chance of becoming sick.

K.1.i. Describe the function of the teeth and how to take care of them.

Healthy Decisions

K.2.a. Describe healthy meal choices that include all food groups.

K.2.b. Identify positive physical activity options and the benefits of being physically active every day.

K.2.c. Describe alternatives to television watching.

K.2.f. Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).

K.2.g. Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.

K.2.h. Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

Advocacy and Health Promotion

K.3.a. Describe a variety of healthy snacks foods.

K.3.b. Recognize that not all food products advertised or sold are healthy.

K.3.c. Describe ways to participate regularly in physical activities inside and outside of school.

K.3.d. Describe ways to calm down before bed to prepare for sleeping.

K.3.f. Discuss why medicines should only be taken under the supervision of an adult.

K.3.g. Demonstrate proper hand washing.

K.3.h. Demonstrate how to brush and floss teeth correctly.

Essential Understandings:

- Recognize healthy food choices.
- Understand the importance of physical activity.
- Describe different types of physical activities.
- Recognize that sleep contributes to good health and how to prepare for sleep.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Food can be categorized into different groups: <ul style="list-style-type: none"> ○ Fruits – apples, berries, bananas, raisins, melons, 100% fruit juice ○ Vegetables – carrots, broccoli, spinach, peas, squash, beans ○ Grains – rice, oatmeal, whole wheat bread, pasta, cornbread, pretzel 	<p>Health Education Resources for all of Grade K</p> <ul style="list-style-type: none"> • Grade K Health Education Standards of Learning • Grade K Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade K - Nutrition, Physical Activity, and Health Promotion 	<ul style="list-style-type: none"> • Name the five food groups found on My Plate. • Can you tell me a fruit? Vegetable? • identify various foods that belong to each foodgroup. • Create a healthy breakfast, lunch or dinner plate consistent with the groupings on myplate.gov; • identify fats, oils, and sweets and say why these 	<p>Health Smart Virginia Resources for Grade K including the following identified resources:</p> <p>Nutrition</p> <ul style="list-style-type: none"> • American Heart Association (AHA) - Elementary Lesson Plans • Food Plate Game • Fuel Up to Play 60- 101 Tips for Teaching Nutrition in Physical Education • Great Body Shop

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<ul style="list-style-type: none"> ○ Protein – meat, poultry, fish, eggs, beans, nuts or seeds ○ Dairy – milk, ice cream, yogurt, cheese • Eating a variety of healthy foods every day leads to good overall health. • Using the ChooseMyPlate.gov picture of a plate helps you remember how much of a meal should come from each group. The plate is divided in half, with fruits and vegetables on one side and grains and protein on the other. This means that about half your meal should be fruits and vegetables, and the other half should be grains and proteins. You may also notice the vegetable section is a little larger than the fruit section. This means you should have more vegetables than fruits in your meal. • It is also important to choose healthy snack options. Examples of healthy snacks include whole grain crackers, 	<ul style="list-style-type: none"> • Unit 2 - Grade K - Healthy Eating • Unit 3 - Grade K - I Choose to Be Healthy 	<p>should be eaten in moderation</p> <ul style="list-style-type: none"> • Select an example of a nutrition plan, sleep plan, and physical activity plan from a variety of examples. • Name different types of physical activity and specific exercises to build heart fitness (walking, running, jumping rope, swimming, hiking, playing basketball and soccer). • Identify activities that are as fun or more fun than watching TV. • Answer the following questions: Why is sleep so important? How much sleep do you get every night? How do you feel when you don't get enough sleep? What helps you fall asleep? What are dreams? What kind of dreams have you had? • Identify what helps them calm down before sleep. 	<ul style="list-style-type: none"> • Kids Health Teacher's Guides: <ul style="list-style-type: none"> • Breakfast • Food and Cooking Safety • Healthy Snacking • School Lunch • Learning to Give - What Is a Balanced Menu? • Learning to Give - What Is My Plate? • Learning to Give - World Hunger • My Plate Kids Place • NIH We Can! Eat Play Grow Site • NIH Eat Play Grow Curriculum • PBS Arthur Nutrition - Eat Well • PBS Fizzy's Lunch Lab Site • PBS Fizzy's Lunch Lab videos • PE Central Lessons • There's a Rainbow on My Plate • Together Counts K-2 Nutrition curriculum <ul style="list-style-type: none"> • Food for Thought • Healthy Eating Patterns • Job of a Nutrient
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<p>cheese, nuts, yogurt, fruit, or vegetables.</p> <ul style="list-style-type: none"> • Unhealthy snacks include chips and candy. • Sometimes you see advertisements on television for different foods. It is important to remember that not all foods advertised are healthy. Not all foods sold in the grocery store are healthy. For example, some cereals and snacks that are advertised and sold contain a lot of sugar. • Physical activity is movement that uses energy. • Physical activity is important because it helps you feel good about yourself, sleep well, and be able to move more easily. • You need physical activity every day. You may get physical activity during school by going to physical education or playing during recess. You should also be involved in physical activity after or before school. 			<ul style="list-style-type: none"> • USDA - Serving Up My Plate – A Yummy Curriculum Grades 1-2 <p>Physical Activity</p> <ul style="list-style-type: none"> • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers • Activity Breaks • American Heart Association (AHA) - NFL Play 60 Challenge • East Carolina University - Energizers for Grades K-2 • Fuel Up to Play 60 • Fast Breaks • Kids Health Teacher’s Guides: <ul style="list-style-type: none"> • Fitness • Sportsmanship • National Institutes of Health (NIH)- We Can! Eat Play Grow site • National Institutes of Health (NIH) Eat Play Grow Curriculum • PE Central Lessons Site • Safe Routes to School <p>Sleep and Hygiene</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • CDC Cover Your Cough Poster • CDC Hand Washing Experiment
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<ul style="list-style-type: none"> • There are many options for physical activity, including biking, walking, swimming, riding a scooter, dancing, stretching, participating in sports or martial arts, and playing on the playground. • Getting enough sleep is as important as eating the right foods and exercising daily. Sleep gives your body time to rest. Sleep can help you grow properly and helps to keep you from getting sick. Sleep helps you feel better and be able to solve problems. • A regular bedtime routine helps you prepare to sleep. It may include quiet or relaxing activities like taking a bath or reading a book. You should try to go to sleep at the same time each night. • Kids in kindergarten need about 10-11 hours of sleep. 			<ul style="list-style-type: none"> • Germs – video • Getting Ready for Bed • Hand Washing - It's a Snap (Middle School Curriculum) • Henry the Hand – 4 Principles of Hand Awareness • How to Brush Your Teeth Properly - For Kids - video • How to Wash Your Hands – video • KidsHealth Teachers Guides: <ul style="list-style-type: none"> • Germs • Sleep • Oral Health Education: Saving Smiles Series - Healthy Mouth, Healthy Body • PE Central – Rush to Brush - Grades K-2 • Seuss Sleep Book Lesson Plan • Sleep Education K-2 • Sleep – BrainPop • Virginia Department of Health Dental Program • When and How to Wash Hands • Why We Need Sleep
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Safety and Injury Prevention

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<p>Essential Health Concepts</p> <p>K.1.f. Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.</p> <p>K.1.j. Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt).</p> <p>K.1.k. Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).</p> <p>K.1.l. Describe why it is important to ask adults for help in an emergency and how to ask for help.</p> <p>K.1.m. Demonstrate how to call 9-1-1.</p> <p>K.1.p. Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others.</p>	<p>Healthy Decisions</p> <p>K.2.e. Describe how medicine can be helpful or harmful, and recognize poison warning labels.</p> <p>K.2.j. Identify the meaning of safety signs, symbols, and warning labels.</p> <p>K.2.k. Identify safe choices when walking, riding in a car and bus, and riding a bike.</p> <p>K.2.l. Describe sun safety practices.</p> <p>K.2.m. Compare emergency and nonemergency situations.</p> <p>K.2.q. Recognize that not all products advertised or sold are healthy or safe.</p> <p>K.2.r. Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances.</p>	<p>Advocacy and Health Promotion</p> <p>K.3.f. Discuss why medicines should only be taken under the supervision of an adult.</p> <p>K.3.i. Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags).</p> <p>K.3.j. Describe common safety rules and practices for individuals, families, and communities.</p> <p>K.3.k. Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).</p> <p>K.3.l. Describe why it is important to ask adults for help in an emergency and how to ask for help.</p> <p>K.3.m. Demonstrate how to call 9-1-1.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Understand that making safe choices and observing safety protocols will prevent injury. • Understand how to be safe when traveling in a variety of ways. • Understand how to stay safe when exposed to the sun for prolonged periods of time. 			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Making safe choices will prevent injury. Examples of safe choices include wearing a seatbelt when riding in a vehicle; sitting in the back seat when riding in a vehicle; using a child safety seat/booster seat; wearing a helmet when riding a bike or scooter or when skating; and tying shoe laces. • Use the sidewalk when walking. 	<p>Health Education Resources for all of Grade K</p> <ul style="list-style-type: none"> • Grade K Health Education Standards of Learning • Grade K Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade K - Introducing Safety • Unit 2 - Grade K - Exploring Safety on the Road 	<ul style="list-style-type: none"> • What are three safe choices that you can make to prevent injury? • identify some of the safety rules they have at home and at school and describe how these keep them safe • Identify poisonous labels • Make a picture showing someone making a safe choice while walking, biking, or on the bus and be able to explain what is going on. Explain what 	<p>Health Smart Virginia Resources for Grade K including the following identified resources:</p> <ul style="list-style-type: none"> • Bicycle Safety • Classroom Health Educator • Fire Safety Activities • How to Be Safe When You're in the Sun • Kids Fire Safety Activity Book • Maryland DOT Pedestrian Safety Lessons for Kindergarten

Health Area: Safety and Injury Prevention

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<ul style="list-style-type: none"> • When crossing the street, use the crosswalk, wait for the walk signal, and cross with an adult. • On a bus, students should know to sit on their bottom with book bags on the floor and face forward with back against the seat. • To cross the street after exiting a school bus, walk to the front of the bus, wait for the driver to see you (the bus driver may signal for you to cross), and be sure other vehicles have stopped. • Safety signs and symbols include signs such as stop signs, crossing signs, and warning labels. • To protect skin and eyes from the sun, wear sunscreen, sunglasses, a hat, and clothing that covers as much skin as possible. Sunscreen should be SPF 30 or higher and should be reapplied every 2-3 hours or after swimming. The sun's rays are harshest between 10:00 a.m. and 4:00 p.m. Staying 	<ul style="list-style-type: none"> • Unit 3 - Grade K - What is an Emergency? • Unit 4 - Grade K - Stay Away from Poisons • Unit 5 - Grade K - Be Safe • Unit 6 - Grade K - Beware of Poisons and Harmful Substances • Unit 7 - Grade K - Emergency and Non-emergency Situations • Unit 8 - Grade K - Sun Safety 	<p>could happen if the person made a dangerous choice.</p> <ul style="list-style-type: none"> • Match safety equipment to a picture of the activity it's used for • Identify warning signs (deep water, pedestrian crossing, etc.) • Identify two ways to protect yourself from the sun when outside. • In response to visuals, identify appropriate and inappropriate behaviors for the situations. • Identify family members, adults at school, health care professionals, and public safety figures (police, ambulance, fire) as helpers. • Describe why it is important to ask adults for help in emergencies and how to ask for help. • Demonstrate calling 9-1-1 and have students practice calling 9-1-1. 	<ul style="list-style-type: none"> • Mr. Yuk • NHTSA Walkability Checklist • Poison Center Poster Comparing Medicines and Candy • Road Safety • Safe Routes to School Pedestrian Safety Lessons • Safety Signs • Scholastic – Activities to Teach About Safety • Sesame Street Get Ready Tool Kit • Spike Poison Prevention DVD (ages 3-6/10 minute video for loan) • Spike Poison Prevention YouTube Lesson Illustration • Stop! Ask First! (6 minute video). • Strangers and Trusted Adults. • SunWise Tool Kit • Sun Safety: A Summer Safety Activity • Summer Safety Activity: "Its an Emergency" • Teaching Your Child About 9-1-1 • Virginia Poison Center
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Safety and Injury Prevention

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

out of the sun will also protect skin and eyes.			
----------------------------------------------------	--	--	--

Health Area: Social Emotional Health

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

Essential Health Concepts

K.1.g. Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.

Healthy Decisions

K.2.m. Identify appropriate ways a person may express the emotions of happy, unhappy, or mad.

Advocacy and Health Promotion

K.3.1. Demonstrate ways to express emotions appropriately.

Essential Understandings:

- Understand that there are different emotions.
- Understand the importance of expressing emotions effectively and in a healthy way.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Emotions include happiness, sadness, anger, fear, frustration, and pride. • Emotions are how you feel when you experience certain events. Some events make you feel good and have positive emotions like happiness. Some events make you feel bad and have negative emotions like anger or frustration. • Negative emotions can affect physical health by inhibiting the person from making healthy lifestyle choices. • Talking to a trusted adult about emotions is a healthy way to learn about dealing with new and difficult feelings. Other ways to deal with difficult emotions are to draw a picture or write a story. Exercise or playing 	<p>Health Education Resources for all of Grade K</p> <ul style="list-style-type: none"> • Grade K Health Education Standards of Learning • Grade K Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade K - Emotions Lessons Overview • Unit 2 - Grade K - How Are You Feeling Today? 	<ul style="list-style-type: none"> • Match emotions with facial expressions • Create an “I feel” statement, describing various scenarios/feelings. Be able to explain how to deal with each emotion in a healthy way. • List ways that people can express feelings (your face or body can show feelings) • Describe appropriate ways to deal with uncomfortable feelings (e.g. one good way is to talk about them); describe inappropriate ways to deal with uncomfortable feelings (starting a fight, saying bad words, breaking something); and discuss healthy ways to deal with feelings. 	<p>Health Smart Virginia Resources for Grade K including the following identified resources:</p> <ul style="list-style-type: none"> • Elementary School Counseling - Identifying and Expressing Feelings • Fit4TheClassroom – Mood Music Lesson • Joyful Mind – Mindfulness in the Classroom Activities • KidsHealth.org Teacher’s Guides for PreK-2: <ul style="list-style-type: none"> ○ Self Esteem ○ Empathy ○ Feelings ○ Feeling Sad ○ Stress ○ Sportsmanship ○ Conflict Resolution ○ Getting Along • Learn to Be Healthy

Health Area: Social Emotional Health

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<p>with friends may help you feel better. Some people like to spend some time alone to think about what happened.</p> <ul style="list-style-type: none"> • It is important to express positive emotions in an appropriate way, too. If you are very happy or excited, you may feel like jumping, running, or screaming. These behaviors may not be appropriate in all situations. 			<ul style="list-style-type: none"> • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Schools • Mindful Teachers Site • PBS - Overview of Mindfulness • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Lesson on Feelings ○ The Feelings Hop ○ Yoga Unit – Feelings and Reactions • Reach Out-Asking students if they are okay • Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons • Scholastic-Mind Up Curriculum • Scholastic-Social and Emotional Learning: Essential Lessons for Student Success • Teachnology-Mental Health and Stress Reduction • Tennessee Department of Mental Health - BASIC - A Collection of Social Emotional Lesson Plans & Activities (K-3rd grade)
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Social Emotional Health

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

			<ul style="list-style-type: none">• Wall Street Journal-Overview of Mindfulness• RCSD GRN-When Grief Enters the Classroom
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<p>Essential Health Concepts K.1.o. Describe what it means to be a friend and to show consideration and concern for others.</p>	<p>Healthy Decisions K.2.p. Identify why friends are important and how to cooperate and share with others.</p>	<p>Advocacy and Health Promotion K.3.o. Identify strategies for making friends. K.3.p. Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others. K.3.q. Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.</p>
--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Essential Understandings:

- Understand what a friend is and how to be a good friend.
- Understand who safe adults are and that their job is to keep children safe and healthy.
- Understand what respect means and how to show respect for others.
- Understand what social and physical barriers are and why people need that space.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.</i>	Sample Resources
<ul style="list-style-type: none"> • Many adults work to keep children healthy. They include parents/guardians, doctors, nurses, teachers, and school counselors. • Friends are people you enjoying playing with. Friends may be interested in some of the same things you are. Friends listen to your ideas and tell you their ideas. • Friends show consideration to each other. Consideration is treating someone nicely, listening to their ideas, not arguing, and getting along with them. • Friends are important because they help you feel good about yourself. • Some ways to make new friends are to introduce yourself; ask another person their name; ask questions about them, 	<p>Health Education Resources for all of Grade K</p> <ul style="list-style-type: none"> • Grade K Health Education Standards of Learning • Grade K Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade K - Friendship and Social Skills • Unit 2 - Grade K - How to Be a Friend • Unit 3 - Grade K - Social Skills and Appropriate Behavior 	<ul style="list-style-type: none"> • Name two adults that keep children healthy. • Create a sentence about respect, citing a trusted adult in your life. • Create a friendship bench on the playground at your school • Create a picture of friendship. Be able to explain why the people in the picture are friends. • Identify why friends are important and ways that they 	<p>Health Smart Virginia Resources for Grade K including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • Friends, Cooperative Games • Help Children Make a Friend • Key to Making Good Friends Poster and Class Friendship Book Activity. • Olweus - Class Meetings That Matter: A Year's Worth of Resources for Grades K-5

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- K.1 The student will identify and describe key health and safety concepts.
- K.2 The student will identify healthy decisions.
- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

<p>such as where they live, how old they are, or do they have brothers or sisters; offer to play or share a toy with the other person.</p> <ul style="list-style-type: none"> • Cooperation is the ability to work with someone to achieve a task. • Respect is how you treat someone as a result of your feelings for that person. • Social and physical barriers include the concept of space and learning how to manage space in a social and/or school setting. • The only way to have a friend is to be one.” – Ralph Waldo Emerson 		<p>cooperate and share with others.</p> <ul style="list-style-type: none"> • Role play strategies for making friends. • Role play strategies for establishing social and physical barriers to include polite refusal skills. 	<ul style="list-style-type: none"> • PBS Learning Media; Numerous K-12 Lessons Using Search Term: Social Skills • KidsHealth Classroom • School. • Tiny Girl –Big Dreams • What Is Respect
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------