

Health Kindergarten

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The Kindergarten program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- Define medicine.
- Identify people who are appropriate to help with the safe use of medicine.
- Students will explain the importance of appreciating yourself.
- Identify trusted adults as resources.
- Name feelings.
- Demonstrate how body language expresses feelings.
- Identify how tobacco is harmful to your body.
- Explain what it means to be a friend and how friends influence them.
- Identify the importance of good personal health practices. (hygiene, rest, exercise, dental care, nutrition)
- Explain the need to balance rest and activity.
- List different food groups and identify their location on the Food Guide Pyramid.
- Develop awareness how food packaging influences their eating decisions.
- Choose healthy snacks.
- Identify three types of physical activities that promote health.
- Explain that germs can make you sick.
- Demonstrate how to avoid spreading germs

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>when they cough or sneeze.</p> <ul style="list-style-type: none"> • Identify the importance of hand washing. • Understand the necessity of not touching each others hair and sharing helmets, combs, brushes and hair apparel. • Identify what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body. • Describe what a family is. • Describe the basic needs of a family. • Explain that everyone’s role in the family is important. • Explain that it is natural for families to change. • Identify people who can help when faced with stressful situations. • identify important car safety (seat belts and back seat riding). • identify an emergency situation. • identify the appropriate ways to get help in an emergency situation. • identify a meeting place outside of their home for use during emergencies. • demonstrate decision –making skills to make safe decisions about water play. • identify precautions to take around animals and steps for approaching a pet safely. • recognize Officer Friendly as a helper in the community (if service is available). • identify own personal space. • identify safe/unsafe/unwanted touches. • identify Touching Rule and steps to get help if someone breaks that rule. • Understand and demonstrate empathetic behavior • Understand and practice the skill of 		
--	--	--

<p>emotion management</p> <ul style="list-style-type: none"> • Understand and practice the skill of problem solving • Identify conflicts and demonstrate conflict resolution techniques. 		
<p>Content Outline</p> <ol style="list-style-type: none"> I. Unit 1 - Substance Abuse II. Unit 2 - Wellness III. Unit 3 - Family Life IV. Unit 4 - Safety and Accident Prevention V. Unit 5 - Violence Prevention 	<p>Standards</p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary

1st Marking Period			2nd Marking Period			3rd Marking Period			
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2		Unit 3		Unit 4		Unit 5		
<u>Substance Abuse</u>	<u>Wellness</u>		<u>Family Life</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>		
5 weeks	8 weeks		6 weeks		6 weeks		6 weeks		

Unit 1 – Substance Abuse, 5 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.2 Describe similarities and differences between self and others and understand that the body is good and special.
- P.1.3 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears eyes, mouth)
- P.1.5 Describe a healthy and safe environment.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- P.2.1 Demonstrate the ability to seek information from trusted adults. (e.g. common health and safety concerns, roles and responsibilities of community helpers)

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- P.5.3 Practice using words to identify feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.4 Identify ways to encourage others to make positive health choices

Unit Objectives

Students will be able to:

- define medicine.

Essential Questions

- What do I need to stay healthy?
- How and where do I find information, products and resources?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Skill Objectives

Students will:

- explain the importance of appreciating yourself.
- identify people who are appropriate to help with the safe use of medicine.
- identify trusted adults as resources.
- name feelings.
- demonstrate how body language

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What is a medicine? • Who can give me a medicine? • Is it better to appreciate what you have than worry about what you don't have? • Who are some people you can get help from? • What are feelings and how can we express them? • How can tobacco hurt our bodies? 	<p>expresses feelings.</p> <ul style="list-style-type: none"> • identify how tobacco is harmful to your body. • explain what it means to be a friend and how friends influence them
	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • Being Me and Drug-Free Workbook 	

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.8 Identify and practice ways to prevent disease and other health problems.
- P.1.9 Discuss germs and their connection to illness.

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- P.3.2 Identify personal behaviors that are health-enhancing.
- P.3.3 Identify personal health behaviors that need to be changed.
- P.3.4 Demonstrate good hygiene practices to improve and maintain personal health.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- P.4.2 Recognize how the media and technology can influence their lives.
- P.4.3 Discuss how families and school influence personal health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- P.7.1 Define a healthy goal.

Unit Objectives

Students will be able to:

- understand the necessity of not touching each others hair and sharing helmets, combs, brushes and hair apparel.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How do I sue the goal-setting process to improve my health?

Skill Objectives

Students will:

- identify the importance of good personal health practices. (hygiene, rest, exercise, dental care, nutrition)
- explain the need to balance rest and activity.
- list different food groups and identify

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • Why is it important to practice being healthy? • Why is it important to take time to rest and sleep? • What are the varieties of food necessary to make a balanced diet? • How does food packaging influence us on our food choices? • What is a healthy snack? • What physical activities help to keep us healthy? • What is a germ and how do they make us sick? • What should we do when coughing and sneezing to prevent our germs from spreading? • How do you correctly wash your hands? • What are the health rules about hair and sharing hair products? • What is a tick and how can you be safe around them? 	<p>their location on the My Plate.</p> <ul style="list-style-type: none"> • Develop awareness how food packaging influences their eating decisions. • choose healthy snacks. • identify three types of physical activities that promote health. • explain that germs can make you sick. • demonstrate how to avoid spreading germs when they cough or sneeze. • identify the importance of hand washing. • identify what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body.
<p><u>Technology Resource</u> http://www.mypyramid.gov/tips_resources/printmaterials.html</p>	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • Scrubby Bear • Nurse visit about Lyme disease • BLAST- information on Lyme disease 	

Unit 3 – Family Life, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.4 Identify how families can influence personal health.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- P.4.1. Discuss their roles in the family and the roles of their parents/guardians.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- P.5.2 Describe characteristics of a responsible individual.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- P.6.2 Identify adults who can assist in making health-related decisions.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.1 Use language to convey healthy behaviors.
- P.8.2 Use language to express opinions about health topics.
- P.8.3 Name trusted adults at home, in school and in the community.

Unit Objectives

Students will be able to:

- describe what a family is.
- explain that everyone's role in the family is important.

Essential Questions

- What do I need to stay healthy?
- What influences my healthy behavior and decisions?
- How can communication enhance my personal

Skill Objectives

Students will:

- identify people who can help when faced with stressful situations.
- verbalize the basic needs of a family.

<ul style="list-style-type: none"> explain that it is natural for families to change. 	<p>health?</p> <ul style="list-style-type: none"> How do I make good decisions to keep myself healthy? What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> What is a family? What is the role of a family? How can families change? Who are adults we can go to if we need to talk to someone? 	
	<p><u>Materials / Resources</u></p>	

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.5 Describe a healthy and safe environment.
- P.1.6 Identify health and safety problems that can be treated early.
- P.1.7 Identify ways injuries can be prevented.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- P.2.2 Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers).
- P.2.3 Identify characteristics of a trusted adult.

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- P.3.5 Understand and follow rules and routines.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- P.5.4. Identify healthy ways to express needs, wants and feelings.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- P.6.3. Discuss reasons to make and results of making healthy choices

Unit Objectives

Students will be able to:
understand what is an emergency

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Skill Objectives

Students will:

- identify important car safety (seat belts and back seat riding).

	<ul style="list-style-type: none"> • What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What are the safety rules in the car? • What is an emergency situation and how do I get help? • What are the safety rules around water? • What are the safety rules around animals? • How can a police officer help us? • What is personal space and why is it important practice? • What are the safety rules on touches? 	<ul style="list-style-type: none"> • identify the appropriate ways to get help in an emergency situation. • identify a meeting place outside of their home for use during emergencies. • demonstrate decision –making skills to make safe decisions about water play. • identify precautions to take around animals and steps for approaching a pet safely. • recognize the police as a helper in the community (if service is available). • identify own personal space. • identify safe/unsafe/unwanted touches. • identify Touching Rule and steps to get help if someone breaks that rule.
	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Second Step to Violence Prevention • Talking about Touching • Fairfield Police Department • Fairfield Fire Department 	

Unit 5 – Violence Prevention, 6 weeks

Standards

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- P.3.6 Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time).

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- P.5.1 Practice using words to communicate as a means of enhancing health.
- P.5.5 Demonstrate caring and empathy for others.
- P.5.6 Demonstrate the ability to listen and speak in turn.
- P.5.7 Identify ways to deal with conflict.
- P.5.8 List examples of conflict.
- P.5.9 Engage in developing solutions to resolve conflicts and seek help when necessary.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.5 Participate in small and large group activities, interacting cooperatively with one or more children.
- P.8.6 Discuss positive ways to show care, consideration and concern for others.

Unit Objectives

Students will be able to:

- understand and demonstrate empathetic behavior.
- understand and practice the skill of emotion management.
- understand and practice the skill of problem solving.

Essential Questions

- What can I do to avoid or reduce health risk?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What are feelings?
- How can we express our feelings?
- How can we calm down when we are angry?
- What are the steps of problem solving?

Skill Objectives

Students will:

- identify conflicts and demonstrate conflict resolution techniques.

	Materials/Resources <ul style="list-style-type: none">• Second Step to Violence Prevention• Responsive Classroom• Mind Up	
--	--	--