

## Health - Pre-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 Pre-Kindergarten program is comprised of 3 units of study.

### Course Overview

#### Course Objectives

Students should:

- recognize the food groups.
- understand that food gives energy and helps us to be strong, good thinkers, and have healthy bones, muscles and teeth.
- identify foods in terms of groups with a focus on fruits and vegetables.
- distinguish between everyday foods vs. once in a while food.
- identify meal components.
- use the 5 senses to explore and describe food.
- identify adults who can assist in making health-related decisions.
- practice steps to prevent communicable disease (tissues, hand washing, toileting)
- brush teeth and gums.
- count teeth.
- identify foods that are good/bad for teeth.
- identify what happens at a doctor visit.
- identify appropriate clothing for weather and temperature.
- identify personal space and property.
- practice independent toileting.
- practice feeding self to foster independence.
- introduce, familiarize and practice: the

#### Essential Questions

- How do I make good decisions to keep myself healthy?
- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

#### Assessments

- Nutrition- using real /toy food to identify food groups- sorting.
- Trusted adults- draw a picture of your trusted adult
- Personal hygiene- demonstrate brushing technique on model teeth.
- Match pictures of facial expressions with feelings.

<p>language needed to identify and express feelings and needs through facial expression and body language.</p> <ul style="list-style-type: none"> <li>• identify healthy behaviors.</li> </ul>		
<p><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1 - Wellness</a></p> <p>II. <a href="#">Unit 2 - Healthy Habits</a></p> <p>III. <a href="#">Unit 3 - Self -Help Skills</a></p>	<p><b><u>Standards</u></b></p> <p><a href="#">State of Connecticut Curriculum Frameworks</a></p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Core Concepts</i></li> </ul> <p><a href="#">National Association for the Education of Young Children (NAEYC) Standards</a></p>	

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		
<b>Wellness</b>			<b>Healthy Habits</b>				<b>Self -Help Skills</b>		
8 weeks			8 weeks				8 weeks		

## Unit 1- Wellness, 8 weeks

### NAEYC Standards

Children are:

- provided varied opportunities and materials to help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy foods.

### Unit Objectives

Students will be able to:

- recognize the food groups.
- understand that food gives energy and helps us to be strong, good thinkers, and have healthy bones, muscles and teeth.

### Essential Questions

- How do I make good decisions to keep myself healthy?

### Focus Questions

- What does it mean to be healthy?
- Why do we need to eat healthy food?
- What is a fruit and vegetable?
- What foods should you not eat everyday? Which ones are once in a while foods?
- What are three food groups that make a healthy meal?
- How do different foods look, feel, taste, smell and sound?
- Who can I go to help me make healthy choices?

### Skill Objectives

Students will:

- identify foods in terms of groups with a focus on fruits and vegetables.
- distinguish between everyday foods vs. once in a while food.
- identify meal components.
- use the 5 senses to explore and describe food.
- identify adults who can assist in making health-related decisions.

### Materials/ Resources

- Newbridge Science Kit and Hands-on Science Exploration
- Children's Literature
- Dramatic play- fake and real food
- Cooking activities
- Art projects
- Math- counting food
- Social studies- food sources- family/community
- Nutrition games and puzzles

## Unit 2 – Healthy Habits, 8 weeks

### NAEYC Standards

Children are:

- provided varied opportunities and materials that encourage good health practice such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- provided with opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine.

### Healthy and Balanced Living Curriculum Framework

#### *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:

- list personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity).

### Unit Objectives

Students will be able to:

- identify what happens at a doctor visit.

### Essential Question

- What do I need to know to stay healthy?

### Focus Questions

- What are germs and how do we get them?
- What should I do when I cough or sneeze to not spread germs?
- What are the steps to hand washing?
- How do we use the toilet correctly?
- How do we keep our teeth healthy?
- Why do we need to go to the doctor?

### Skill Objectives

Students will:

- practice steps to prevent communicable disease (tissues, hand washing, toileting)
- brush teeth and gums.
- count teeth.
- identify foods that are good/bad for teeth

### Materials /Resources

- Dental hygienist visit
- Lakeshore Dental Kit/Doctor Kit
- Children’s literature
- Role play with puppets
- Scrubby Bear- American Red Cross
- Dramatic play

**Unit 3 – Self -Help Skills, 8 weeks**

**NAEYC Standards**

Children:

- are provided with varied opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.
- have opportunities to practice safety procedures.

**Unit Objectives**

Students will be able to:

- recognize healthy behaviors.

**Essential Questions**

- What can I do to avoid or reduce health risks?

**Focus Questions**

- What clothes do I need to wear when it is cold out vs. hot?
- What is your personal space?
- What things belong to you and why should we not touch other’s belongings without permission?
- What makes us feel happy, sad, angry, etc?
- How can you tell how others are feeling?

**Skill Objectives**

Students will:

- identify appropriate clothing for weather and temperature.
- identify personal space and property.
- practice independent toileting.
- practice feeding self to foster independence.
- introduce, familiarize and practice: the language needed to identify and express feelings and needs through facial expression and body language.

**Materials Resources**

- Wilbur the Weather Watcher- McGraw Hill
- Children’s literature
- Role play
- Second Step to Violence Prevention