

**Kindergarten  
Health Education  
Objectives and Content  
2018/2019**

**National Standards**

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

**UNIT I: Social and Emotional Health**

**MSC Standard:** Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

**Objectives-** The student will be able to:

- a. Demonstrate positive communication among peers
- b. Identify and practice skills for making and keeping friends
- c. Identify words that describe a variety of feelings
- d. Discuss healthy ways to express feelings
- e. Identify characteristics that contribute to one's uniqueness
- f. Explore the roles and responsibilities of families and family members
  - Identify family members
  - Identify personal placement within family structure
  - Role of families within society
  - Role of family members within the family

**IMPORTANT NOTE:** The term "family" may mean different things to different people. The families in which our students live are varied and diverse. Therefore, the HCPSS has chosen NOT to define "family" but to encourage students to have a discussion at home about how *their* families define "family."

Enrichment

- j. *Show consideration and respect for self and others*
- k. *Choose nonviolent ways to resolve conflicts.*

## **UNIT II: Safety, First Aid, and Injury Prevention**

**MSC Standard:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

**Objectives-** The student will be able to:

- a. Identify how to cross a street safely
- b. Identify ways to stay safe from fires
- c. Identify ways to be safe in a car and on the school bus
- d. Recognize the safe use of medicines
- e. Describe and practice responding to emergency situations
  - Tell an adult
  - Call 911
- f. Recite personal information to know when lost or separated from a parent or caregiver and identify adults who can help
  - Information to know
    - First and last name
    - Address
    - Parent and caregiver first and last name
    - Home phone number
  - Adults who can help
    - Police officer
    - Store clerk (person behind the counter or at a cash register)
- g. Demonstrate safe decision-making skills regarding interactions with strangers
- h. Use the “No, Go, Tell, Keep Telling” strategy for personal body safety
- i. Identify adults who can help in an abusive situation.

## **UNIT III: Disease Prevention and Control**

**MSC Standard:** Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

**Objectives-** The student will be able to:

- a. Identify ways to prevent the spread of germs and reduce the risk of becoming sick
  - Washing hands
  - Using tissues
  - Covering mouth and nose when coughing or sneezing
  - Not sharing food and drink items
  - Being immunized
- b. Identify healthy personal hygiene habits and reasons for each.
  - Washing hair regularly
  - Bathing or showering regularly
  - Wearing clean clothes every day
  - Brushing teeth at least twice daily
- c. List the proper times and procedures for washing hands

- When to wash hands:
  - After playing with pets or animals
  - Before, during, and after preparing food
  - After using the restroom
  - After coughing or sneezing
  - After handling money
  - After handling trash or taking out garbage
  - Whenever hands come in contact with body fluids (i.e. runny nose, watery eyes, saliva)
  - More frequently when someone in the home is sick
  - When hands are dirty
- How to wash hands: (according to the USDA)
  - Use liquid soap and warm running water for at least 20 seconds.
  - Wash all parts of the hand including under the fingernails.
  - Rinse hands well to remove all traces of soap.
  - Dry hands with paper towels.
  - Use a paper towel to turn off the faucet.
  - Allow hands to dry thoroughly before contact with anything else

#### Enrichment

*d. Recognize the signs of illness and when to tell an adult*

- Stuffy head
- Sore throat
- Cough
- Headache
- Feeling hot or cold (fever)
- Feeling achy.

#### **UNIT IV: Nutrition and Fitness**

**MSC Standard:** Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

**Objectives-** The student will be able to:

- a. Identify sources of foods
  - Plants
  - Animals
- b. Categorize examples of foods as they fit into My Plate
- c. Identify healthy eating habits and proper eating manners
- d. Explain the relationship between food and health
  - Food and the five senses – color, shape, texture
  - How foods affect the body
- e. Recognize ways the media influences food choices

Enrichment/Optional

*f. Identify common food allergies and risks associated with them.*