

Kindergarten Health Standards

Unifying Idea: Acceptance of personal responsibility for lifelong health.

Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, including caring for: teeth, gums, eyes, ears, nose, skin, hair, and nails.	Watch and practice how to use a toothbrush and dental floss to care for their teeth.
	Identify the health risks for own age group.	Role-play safe practices of activities that represent major risks.
	Use protective equipment or practice behaviors to protect the body.	Watch and practice the use of seatbelts, bicycle helmets, and sports safety equipment.

Food Choices	Performance Indicators	Sample Activities
	Identify food using the senses.	Given a variety of foods, identify each by using sense of touch, taste, smell, and sight.
	Name and categorize a variety of foods.	Given a variety of appropriate foods, separate them into two categories: 1) deriving from plants, and 2) deriving from animals.
	Select foods that promote health.	Given a variety of foods, students will recognize the healthy foods. Discuss how family, culture, and the media influence food choices.

Physical Activity	Performance Indicators	Sample Activities
	Participate regularly in active play and a variety of enjoyable activities with a focus on the pleasure of being active.	<p>Respond to directions given for games and other activities.</p> <p>Learn to play games cooperatively with classmates during playtime (recess), such as:</p> <ul style="list-style-type: none"> - Duck, Duck, Goose - Mother May I? - Ring Around the Rosey - Red Light, Green Light - Simon Says - Dodge Ball.

Mental and Emotional Health	Performance Indicators	Sample Activities
	Identify and verbalize basic feelings by name.	<p>Show students pictures of children who are happy, mad, hurt, etc. Students will then verbalize by answering questions, such as:</p> <ul style="list-style-type: none"> - “How do you think this boy/girl is feeling?” - “What makes you think they are mad/sad?” - What do you think the person in the picture might tell his/her parent?”
	Accept the normalcy of a wide range of feelings	When asked their feelings, students respond positively to each other.
	Make simple choices after considering merits of alternatives.	Given a choice between two or three desirable options, describe the advantages of each and the reason for the selection.
	Carry out personal responsibilities.	Each child will provide a specific example of responsibility and how it is carried out on a regular basis.

	Demonstrate personal characteristics that contribute to self-confidence and self-esteem, such as: honesty, integrity, and respect for the dignity of others.	Act-out appropriate responses to situations and identify the appropriate responses after viewing pictures of various situations.
	Develop and use effective communication skills to enhance social interactions.	Role-play sharing, talking, and listening.

Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention	Performance Indicators	Sample Activities
	Practice good personal hygiene and health behaviors to prevent the spread of disease.	Demonstrate basic health actions, such as: washing one's hands and covering one's mouth when sneezing and coughing.
	Practice positive health behaviors to reduce the risk of disease.	<p>Identify healthy foods and behaviors, and understand the importance of immunizations.</p> <p>Model correct ways to wash hands, blow nose, and dispose of Kleenex. Have students practice.</p> <p>Discuss proper ways to use restroom facilities. Have students "walk through" the procedures.</p> <p>Listen to a representative from the health profession and discuss positive health behaviors that reduce the risk of disease.</p>

Treatments of Disease	Performance Indicators	Sample Activities
	<p>Recognize symptoms of common illnesses, such as: fever, rashes, coughs, congestion, and wheezing and be able to describe them to parents or health-care providers.</p>	<p>Role-play a trip to the doctor or describe symptoms to one's parent or care giver.</p> <p>Invite a doctor or nurse to the classroom to discuss common illnesses, their symptoms, and to defuse students' fear of a physical exam.</p>
	<p>State rules for using and handling medicines.</p>	<p>Provide the following three rules in response to an appropriate prompt: 1) take medicine only if adult family member says it is okay, 2) never touch unknown medicine, and 3) never eat anything you are not sure is safe.</p>
	<p>Practice simple measures to prevent the spread of germs.</p>	<p>After viewing video clips or pictures of children engaged in everyday activities, point out those activities that are conducive to the spread of germs and describe a more appropriate behavior.</p> <p>Have students role-play appropriate ways to prevent the spread of germs, such as: blowing noses, sharing food, sharing combs, brushes, hats, or covering the mouth when sneezing.</p>

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Describe the appropriate behavior when confronted with various warning signs, sounds, and symbols.	Practice identifying warning signs and symbols. Describe and practice the appropriate actions to take in response to a fire alarm, smoke detector, or earthquake drill.
	Practice safe behaviors in or out of motorized vehicles, including crossing streets safely.	Given pictures of basic traffic signs and signals, describe the meaning of each. Listen to the school crossing guard or a police officer as they demonstrate appropriate ways to cross streets safely.
	Demonstrate the stop, drop, and roll response to burning clothing.	After being given advance notice that practice fire drills will occur throughout the day, students will act out the stop, drop, and roll response at the teacher's prompting.
	Successfully seek emergency help when appropriate.	Differentiate between emergencies and non-emergency situations. Discuss when to or not to use 911. Given descriptions of a variety of emergency situations, explain appropriate reactions.
	Practice safe behavior in and near water.	Discuss appropriate safety precautions in and near water.

	Identify items that are hot or that produce enough heat to burn oneself.	When shown pictures of common items, the students will determine which are hot or produce dangerous heat, such as: iron, tap water, curling iron, space heater, cigarette lighter, oven, and candle.
	Interact safely with strangers.	Role-play the appropriate response to situations involving strangers. Listen to someone from law enforcement discuss safe behaviors involving strangers.
	Develop and use appropriate skills to avoid, resolve, and cope with conflicts.	Demonstrate and role-play appropriate steps for resolving differences of opinion.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Exercise self- control.	Demonstrate and role-play appropriate reactions to situations.
	Develop and use interpersonal and other communication skills.	Identify ways to cope with or seek assistance as necessary when confronted with situations involving alcohol, tobacco, and other drugs.
	Distinguish between helpful and harmful substances.	Given brief descriptions of behaviors engaged by children, select those that are safe and those that might be risky. Have students identify pictures of helpful/harmful substances.
	Routinely seek help from and offer help to others.	Each child will provide a specific example of seeking help and offering help when asked.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Develop ways to seek assistance if worried, abused, or threatened, including how to tell a trusted adult if uncomfortable touching occurs.	Discuss and practice the importance of appropriate responses to situations.

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members	Identify family members and the importance of their role in the family structure.
	Demonstrate ways to support positive family interactions, such as: listening to and following directions, following family rules, showing concern toward other family members, and interacting appropriately with family members.	Discuss the importance of rules and the consequences that can occur from not following established rules. Develop and use effective communication skills to handle emotions.

Standard: Students will promote positive health practices within the school and community, including developing positive relationships with their peers.

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Know and use appropriate ways to make new friends.	Role-play how to make new friends.

	Demonstrate acceptable methods of gaining attention.	<p>Given brief descriptions of behaviors engaged by children, select those that are appropriate and those that might be unacceptable.</p> <p>Role-play what happens when choices are made – good or bad.</p>
	Demonstrate positive actions toward others, including: acts of trust, kindness, respect, affection, listening, patience, and forgiveness and avoid demeaning statements directed toward others.	<p>From video clips or photographs, identify examples of how feelings and behaviors affect health.</p> <p>Listen to stories with these themes and discuss.</p>
	Resolve conflicts in a positive, constructive way.	Listen to a story or watch a video on conflict resolutions.

Unifying Idea: An understanding of the process of growth and development.

Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycles	Performance Indicators	Sample Activities
	Demonstrate an understanding of the aging process, such as understanding why some older adults, including grandparents and great grandparents, may have needs different from those of younger adults and children.	<p>Discuss and chart the basic needs of infants, children, parents, and grandparents.</p> <p>Monitor personal growth on a class chart.</p> <p>Students bring pictures to class of grandparents. Allow student to talk about pictures.</p> <p>Students invite grandparent to class to allow the class to see all grandparents are unique.</p>

Standard: **Students will understand and accept individual differences in growth and development.**

Growth and Development	Performance Indicators	Sample Activities
	Demonstrate an understanding of individual differences.	Discuss and chart basic differences in the class, such as: hair and eye color, height and weight, etc.
	Gain sensitivity to individuals with disabilities.	Discuss and practice effective ways of communicating with children with individual disabilities.

Unifying Idea:**Informed use of health-related information, products, and services that may be helpful or harmful to their health.**

Standard: **Students will identify information, products, and services that may be helpful or harmful to their health.**

Products and Services	Performance Indicators	Sample Activities
	Identify places to obtain health and social services and learn what types of services are provided.	Discuss and identify the places to receive health care. Take paper home informing parents of such services.
	Identify health care workers.	From pictures identify health care providers and their services.
	Identify consumer influences.	Discuss and chart how the consumer is influenced by media and advertising.