

Health Education, Kindergarten

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
 - (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification

of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.

(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(5) Students should first seek guidance in the area of health from a parent or legal guardian.

(b) Knowledge and Skills Statements

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses.

- (A) name the five senses;

Breakouts

- (i) name the five senses

(2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

- (A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals;

Breakouts

- (i) name people who can provide health care guidance

(B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;

Breakouts

- (i) identify personal hygiene habits that help individuals stay healthy
- (ii) identify personal health habits that help individuals stay healthy

(C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and

Breakouts

- (i) discuss ways in which germs are transmitted
- (ii) discuss methods of preventing the spread of germs

(iii) discuss the importance of immunization

(D) identify head lice and biting insects that may cause illness and their proper removal and care.

Breakouts

(i) identify head lice

(ii) identify biting insects that may cause illness

(iii) identify [head lice] proper removal and care

(iv) identify [biting insects] proper removal and care

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) identify their own feelings and emotions;

Breakouts

(i) identify their own feelings

(ii) identify their own emotions

(B) describe and practice calming and self-management strategies;

Breakouts

(i) describe calming strategies

(ii) describe self-management strategies

(iii) practice calming strategies

(iv) practice self-management strategies

(C) discuss how friends can influence a person's behavior;

Breakouts

(i) discuss how friends can influence a person's behavior

(D) demonstrate skills for making new acquaintances;

Breakouts

(i) demonstrate skills for making new acquaintances

(E) demonstrate respect and communicate appropriately with individuals; and

Breakouts

(i) demonstrate respect

(ii) communicate appropriately with individuals

(F) identify and practice ways to solve conflicts with a friend.

Breakouts

(i) identify ways to solve conflicts with a friend

- (ii) practice ways to solve conflicts with a friend
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
 - (A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and
 - Breakouts
 - (i) describe positive social skills
 - (ii) describe positive personal qualities
 - (B) discuss the meaning of goals and identify at least one health-related goal.
 - Breakouts
 - (i) discuss the meaning of goals
 - (ii) identify at least one health-related goal
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to discuss how to treat peers with different learning needs with dignity.
 - (A) discuss how to treat peers with different learning needs with dignity.
 - Breakouts
 - (i) discuss how to treat peers with different learning needs with dignity
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
 - (A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;
 - Breakouts
 - (i) demonstrate an understanding that the human body is composed mostly of water
 - (ii) explain the importance of drinking water daily
 - (B) identify healthy portion sizes for common food items;
 - Breakouts
 - (i) identify healthy portion sizes for common food items
 - (C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and
 - Breakouts
 - (i) identify types of foods that help the body grow, including fruits
 - (ii) identify types of foods that help the body grow, including vegetables

- (iii) identify types of foods that help the body grow, including dairy
- (iv) identify types of foods that help the body grow, including protein

(D) identify healthy and unhealthy snack choices.

Breakouts

- (i) identify healthy snack choices
- (ii) identify unhealthy snack choices

(7) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:

(A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and

Breakouts

- (i) describe basic facts of food allergy safety
- (ii) explain the importance of respecting others who have allergies

(B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.

Breakouts

- (i) identify habits that help individuals stay healthy

(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:

(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and

Breakouts

- (i) discuss procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911
- (ii) demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911

(B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.

Breakouts

- (i) identify the purpose of protective equipment
- (ii) demonstrate the proper use of protective equipment

(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:

(A) identify roles and characteristics of a trusted adult;

Breakouts

- (i) identify roles of a trusted adult
 - (ii) identify characteristics of a trusted adult
- (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations; and

Breakouts

- (i) identify refusal skills
 - (ii) role play refusal skills
- (C) identify personal space and appropriate boundaries.

Breakouts

- (i) identify personal space
 - (ii) identify appropriate boundaries
- (10) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

- (A) name safe play environments;

Breakouts

- (i) name safe play environments
- (B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful;

Breakouts

- (i) name objects that may be dangerous
 - (ii) explain how [objects that may be dangerous] can be harmful
- (C) recall personal home address as part of a personal safety plan.

Breakouts

- (i) recall personal home address as part of a personal safety plan

- (11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

- (A) identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

Breakouts

- (i) identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment
- (12) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
 - (A) identify bullying behaviors and the role of the bystander;
 - Breakouts
 - (i) identify bullying behaviors
 - (ii) identify the role of the bystander [when bullying behaviors are identified]
 - (B) identify ways to discourage bullying;
 - Breakouts
 - (i) identify ways to discourage bullying
 - (C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; and
 - Breakouts
 - (i) describe appropriate actions to take in response to bullying
 - (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
 - Breakouts
 - (i) explain how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
 - (ii) practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
- (13) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
 - (A) discuss the proper usage of medications; and
 - Breakouts
 - (i) discuss the proper usage of medications
 - (B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.
 - Breakouts
 - (i) discuss the harmful effects of alcohol on physical health
 - (ii) discuss the harmful effects of tobacco on physical health
 - (iii) discuss the harmful effects of drugs on physical health
- (14) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available

for help. The student is expected to identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

- (A) identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

Breakouts

- (i) identify refusal skills
- (ii) identify how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol
- (iii) identify how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of tobacco
- (iv) identify how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of other drugs