

**HE1 Health Education Concepts**

The development of the social skills and interpersonal relationships that foster a caring community of learners is a primary focus of education in kindergarten. Teacher awareness of stress in students' lives and the use of strategies to reduce negative stress should help students develop resilience. At the kindergarten level, learning opportunities should focus on concrete experiences, providing many opportunities to begin to develop basic health concepts as the students strive toward achieving an understanding of health and wellness.

**The student synthesizes health promotion and risk reduction concepts and attitudes;** that is, the student:

**HE1a** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

**HE1b** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

**HE1c** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

**HE1d** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

**HE1e** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

**HE1f** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Appreciates being healthy. **1a**
- Recognizes appropriate personal health care practices. **1a**
  - ◇ recognizing proper hand washing techniques;
  - ◇ appreciating clean body, clothes, and hair;
  - ◇ valuing proper rest, water consumption, and physical activity;
  - ◇ describing proper dental care;
  - ◇ describing proper sun protection.
- Recognizes how people become sick. **1a**
  - ◇ recognizing that some germs spread from others' coughing and sneezing;
  - ◇ recognizing that some germs spread from touching a contaminated object and then touching oneself with transmitted germs;
  - ◇ recognizing that some illnesses are not spread from others and are noncommunicable.
- Recognizes techniques for preventing disease and infection. **1a**
  - ◇ recognizing how to avoid contact with the body fluids of others;
  - ◇ describing how germs enter the body through openings in the skin.
- Recognizes school and community health service and safety providers. **1a**
  - ◇ recognizing a doctor;

- ◇ recognizing a nurse;
- ◇ recognizing a dentist;
- ◇ recognizing a counselor;
- ◇ recognizing a fireman;
- ◇ recognizing a paramedic.
- Cites safety rules for being safe when at home. **1b**
  - ◇ citing rules for preventing fires;
  - ◇ describing a “stop, drop, and roll” technique;
  - ◇ citing rules for staying safe around electricity.
- Cites safety rules for being safe when in the community. **1b**
  - ◇ recognizing appropriate communications to prevent violence;
  - ◇ identifying how to use conflict resolution techniques without fighting;
  - ◇ identifying how to stay safe around animals;
  - ◇ identifying how to prevent poisoning (“Mr. Yuk”);
  - ◇ identifying how to contact a poison control center;
  - ◇ recognizing role of simulated contact with 911 emergency response.
  - ◇ promoting the importance of adult supervision when in and around water.
  - ◇ identifying how to bicycle safely;
  - ◇ identifying how to roller-blade safely.
- Cites safety rules for being safe when on the move. **1b**
  - ◇ identifying how to use safety restraints;
  - ◇ identifying how to use car seats;
  - ◇ identifying ways of being safe on busses.
- Cites safety rules for being safe when at school. **1b**
  - ◇ identifying and reporting fighting;
  - ◇ identifying how to use playground equipment properly;
  - ◇ identifying how to recognize and report playground hazards
  - ◇ avoiding and reporting stray animals.
- Recognizes appropriate communication in interaction related to personal safety. **1b**
  - ◇ recognizing ways to prevent physical abuse;
  - ◇ recognizing how to answer the phone and door;
  - ◇ citing parent's name, home, and work phone numbers.
- Recognizes first aid treatment for cuts and scrapes. **1b**
  - ◇ identifying how to get help;
  - ◇ describing first aid treatment for cuts and scrapes.
- Recognizes the benefits of healthful eating. **1c**
  - ◇ appreciating the benefits of eating a variety of healthful foods;
  - ◇ recognizing how eating food satisfies hunger.
- Recognizes the importance of making healthful food choices. **1c**
- Identifies the benefits and risks of physical activity. **1c**
  - ◇ identifying physical benefits;
  - ◇ identifying social benefits;
  - ◇ citing potential risks associated with physical activity.
- Recognizes important principles of physical activity. **1c**
  - ◇ describing phases of a workout: warm-up, workout, and cool-down;
  - ◇ valuing a healthful, active lifestyle.
- Recognizes factors that contribute to the development of healthful relationships. **1d**

- ◇ citing the importance of building and maintaining friendships;
- ◇ recognizing ways to build relationships with family members or other adults.
- Identifies appropriate coping behaviors to deal with the demands of daily living. **1d**
  - ◇ identifying situations that might cause feelings of loss;
  - ◇ identifying sources of negative stress;
  - ◇ identifying techniques for deep diaphragmatic breathing that manages stress.
- Cites safe use of medicines. **1e**
  - ◇ identifying who should give children medicines;
  - ◇ recognizing the safety importance of children not taking any drug without adult supervision;
- ◇ recognizing that “look-alike” drugs sometimes exist and that these must be avoided and reported to a responsible adult;
- ◇ valuing safety related to use of medicines.
- Recognizes that tobacco use is harmful to health. **1e**
  - ◇ distinguishing between smokers and nonsmokers;
  - ◇ describing smoke in the air as harmful;
  - ◇ describing chewing tobacco as harmful.
- Recognizes differences in family structures and customs. **1f**
  - ◇ identifying the family as a basic unit in society;
  - ◇ describing a variety of diverse family structures and customs.

## **HE2 Health Information Literacy**

Teachers create an intellectually engaging and responsive learning environment. Such an environment enables students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, printed, and technological resources. These resources, which may be found within the classroom, school, home, or community, will aid and support students as they gather, organize, and use information to think about and problem-solve around health issues.

**The student develops health information literacy concepts, attitudes, and skills;** that is, the student:

**HE2a** Demonstrates the ability to use health **information literacy** skills.

- Accesses resources for information on health-related issues effectively. **1a**

## **HE3 Health Communications and Influences**

In a caring community of learners, students engage in many forms of communication; e.g., reading and writing readiness; speaking, listening, and viewing. These intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the

development of constructive and meaningful relationships. Communication skills, fundamental to success in the workplace, are established in early childhood. Through demonstrations, facilitation, and modeling, students should be guided by the teacher to reflect on health-related issues. They should practice using appropriate eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhance their health and well-being. Throughout kindergarten, much of a child’s environment and activities are beyond their control; thus, protective considerations by adults are vital. As they develop their views of the world, students develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and healthfully communicate their ideas and feelings to others.

**The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness;** that is, the student:

**HE3a** Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

**HE3b Analyzes influences** of the family, peers, laws, culture, media, technology, and other factors on health.

- Communicates knowledge of how doctors, nurses, dentists, counselors, firemen, and paramedics help people competently. **1a**
- Demonstrates effective interpersonal communication skills completely, accurately, and healthfully. **1a**
  - ◊ being an effective speaker, e.g., I-statements, eye contact;
  - ◊ being an effective listener;
  - ◊ displaying effective nonverbal communication.
- Communicates reasons why it is important not to play with matches “fire” competently. **1b**
- Communicates knowledge of bicycle, car, bus, and pedestrian road safety practices competently. **1b**
- Communicates a clear message that prevents violence in bullying and conflict situations competently. **1b**
- Demonstrates appropriate and effective communications in personal safety interactions completely, accurately, and safely. **1b**
- Communicates knowledge of the benefits of eating a variety of healthful foods competently. **1c**
- Communicates knowledge about those persons who could safely give children medicines competently. **1e**
- Communicates a clear and strong message that tobacco use can harm health when in the air, smoked, or chewed competently. **1e**

#### **HE4 Healthful Choices**

At school and at home, students have many opportunities to demonstrate their ability to take responsibility for maintaining health habits. Parents and teachers provide patience and encouragement as these skills are developed. Students at this level need opportunities to choose behaviors that help prevent illness, injury, and disease and do things to promote

their health and well-being. The skills of the decision-making process are integrated with the health education instruction. Students can distinguish poor health habits from positive health practices and understand concrete ways to prevent poor vitality, illness, and injury.

**The student demonstrates the ability to self-manage by thinking then choosing behaviors which promote health and reduce health risks; that is, the student:**

**HE4a** Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

**HE4b** Demonstrates **self-management** by developing the ability to practice health-enhancing behaviors and reduce health risks.

**HE4c** Demonstrates the ability to **advocate** for personal, family, and community health.

- Makes specific and clear decision statements related to good hygienic practices based on a health and wellness ethic. **1a**
  - ◇ reflecting on behaviors that promote health and wellness as being good for a person's health;
  - ◇ making specified decisions based on a health and wellness ethic (the principles of looking good, feeling good, doing well, and having fun);
  - ◇ covering sneezes and coughs;
  - ◇ avoiding touching eyes;
  - ◇ washing and drying hands frequently.
- Demonstrates a refusal to use matches or a lighter without supervision and also cites whom to tell about children using matches or lighters completely, accurately, and safely. **1b**
- Demonstrates application of playground safety rules completely, accurately, and safely. **1b**
  - ◇ using equipment properly;
  - ◇ identifying and reporting playground hazards;
  - ◇ avoiding and reporting stray animals.
- Simulates providing first aid for cuts and scrapes completely, accurately, and safely. **1b**
- Makes specific and clear decision statements related to making food choices based on a health and wellness ethic. **1c**
  - ◇ reflecting on decisions that promote health and wellness as being good for a person's health;
  - ◇ making specified decisions based on a health and wellness ethic (more fruits, vegetables, and grains; healthful breakfasts, meals, and snacks; and low nutrient-dense snacks in moderation).
- Applies important principles of physical activity to the phases of a workout completely, accurately, and healthfully. **1c**
- Acts in ways that contribute to the development of healthful relationships completely and accurately. **1d**
- Demonstrates the ability to use diaphragmatic breathing as a stress management technique completely, accurately, and healthfully. **1d**
- Applies logical reasoning when thinking about reasons why smoking tobacco is very harmful based on a health and wellness ethic. **1e**
  - ◇ reflecting on behaviors that harm health and wellness as being not good for a person's health;

- ◇ communicating reasons why health.  
smoking tobacco is harmful to

***Examples of activities through which students might demonstrate achievement of the health education standards include having the students:***

- ◆ Demonstrate their ability to employ the proper techniques for hand washing (10-15 seconds of lathering and vigorous scrubbing with soap, rinsing under running water, and drying hands) and explain why and when hand washing is necessary (personal hygiene and prevention of germ transmission). Do this by creating a demonstration, poster, drawing, checklist or video evaluation. **HE1a, HE4a\***
- ◆ Role play getting into an automobile and following appropriate safety procedures, e.g., lock doors, fasten seat belt (car seat if needed), and ride in the back seat. **HE1b, HE3a**
- ◆ Draw a picture of what should be done if a stray animal was lingering around where children were playing. **HE1b, HE4a**
- ◆ In a small group, explain why it is very important not to play with matches (fire). **HE1b, HE3a**
- ◆ Communicate a personal refusal to use matches or lighters without supervision, the dangers of this behavior, and whom to tell about children using matches or lighters. Develop a role-play, puppet show, game, or demonstration in response to a book or video to communicate ideas. **HE1b, HE3a, HE4a, HE4b\***
- ◆ Draw and label a picture of a child's favorite healthful breakfast. **HE1c, HE4b**
- ◆ Practice using modeled deep diaphragmatic breathing techniques that manage stress. **HE1d, HE4b**
- ◆ Identify who should give children medicines (group discussion). **HE1e, HE3a**
- ◆ Explain ways tobacco is bad for people (small group or class discussion). **HE1e, HE3a**

\*Note: Work samples and commentaries for this activity are being developed.

**Work Sample and Commentary: ☆ *Marvelous Munchies***

**The task**

Given a variety of snack options, students developed picture books, posters, displays, sorting cards, role-plays, or other strategies, demonstrating decision-making skills to select foods for a healthful snack. Some understanding of the health consequences related to their choice was presented.

**Circumstances of performance**

The sample of student work was produced under the following conditions:

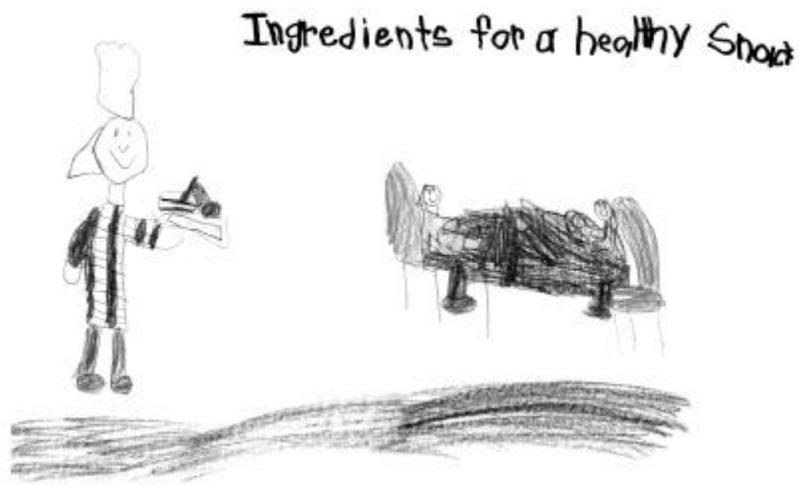
- √ alone
- √ in a group
- √ in class
- as homework
- with teacher feedback
- with peer feedback
- timed
- opportunity for revision

**What the work shows**

**HE1c** Includes accurate information regarding the reasons for selecting particular snack foods. Comprehensive evaluation includes understanding that fruits and vegetables are excellent sources of healthful snacks and that healthful snacks are lower in fat, salt, and sugar. A personalized choice shows awareness of a relationship to healthful living; e.g., good nutrition contributes to growth and energy and helps prevent chronic diseases such as heart disease, cancer, and diabetes.

**HE4a** Shows that a variety of options were considered in making personal choices. The consequences of eating healthful and unhealthful snacks are included. A type of reflection or evaluation of why choices were made is presented.

Scale	Score	Commentary
Concept	1	Little or no attempt to provide information.
Thinking Skills	1	No thinking skills applied.
Applications		

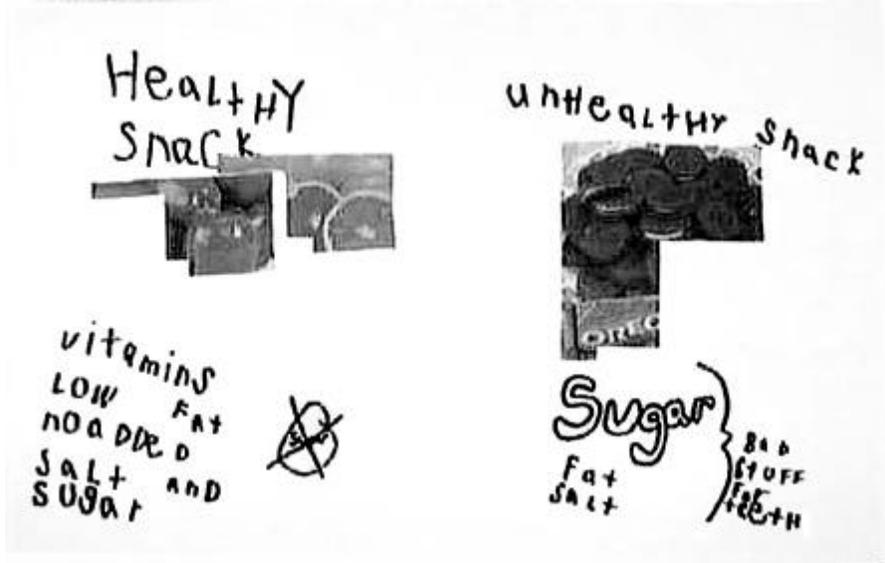


Scale	Score	Commentary
Concept	3	Relationship shown (fruits and vegetables to healthful teeth, heart, and bones). Factors for second group not clear.
Thinking Skills Applications	2	Personal choices unclear. Groups not labeled.



Scale	Score	Commentary
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Concept	3	Options shown. Relationships shown with pictures and labels of healthful snacks and unhealthy snacks.
Thinking Skills Applications	3	Some variety presented. Personal choice/decision is assumed. Consequence is included (“bad for teeth.”)



Scale	Score	Commentary
Concept	4	Shows relationships. Conclusions drawn. Gives reasons for choices.
Thinking Skills Applications	4	Indicates choices, options, and evaluation (“good and juicy”). Personal decision.

**Good choice**



Watermelon is healthy.  
It has no fat and is low in sugar.  
It is good and juicy.

**Bad choice**



Reese's crunchy cups are not healthy.  
It is high in fat and sugar.

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