

HE1 Health Education Concepts

At the prekindergarten level, learning opportunities should focus on providing concrete experiences, many opportunities to practice and begin to develop concepts, skills, attitudes, and behaviors that promote lifelong health. By interacting with adults and other young children in daily activities, the young child can learn to choose health-enhancing behaviors and begin to understand basic health concepts. An integrated health education program should use and reinforce many concepts and skills of the English language arts, social studies, science, mathematics, library information, technology, career education, and physical education curricula.

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**.

- Recognizes why “good” health is important. **1a**
 - ◇ describing the importance of looking good;
 - ◇ describing the importance of feeling good;
 - ◇ describing the importance of doing well;
 - ◇ describing the importance of having fun.
- Recognizes how people value health by taking responsibility for their health behavior. **1a**
 - ◇ valuing clean bodies, hair, and clothes;
 - ◇ valuing dental care;
 - ◇ valuing sun protection;
 - ◇ valuing water consumption and physical activity.
- Distinguishes between health promotion and disease prevention. **1a**
 - ◇ describing good health choices;
 - ◇ describing poor health choices;
 - ◇ comparing good to poor health choices.
- Remembers to avoid contact with the body fluids of others. **1a**
 - ◇ recognizing that germs enter the body through openings in the skin;
 - ◇ appreciating the importance of self-management for good care and cleanliness.

- Recognizes the importance of being safe at home and in the community. **1b**
 - ◊ recognizing ways to prevent fires;
 - ◊ comprehending staying safe around electricity;
 - ◊ identifying how to perform fire and evacuation practices;
 - ◊ comprehending how to leave and enter the home, classroom, or other buildings;
 - ◊ comprehending how to avoid threatening situations.
- Recognizes the importance of being safe on the move. **1b**
 - ◊ recognizing how to walk safely;
 - ◊ recognizing how to walk across the street safely.
- Comprehends the importance of being safe at school. **1b**
 - ◊ recognizing how to use playground equipment safely;
 - ◊ identifying and reporting playground hazards.
- Recognizes a need for getting adult help for an injury or sudden illness. **1b**
 - ◊ recognizing how to get help for an injury or sudden illness.
- Recognizes the value of making healthful food choices. **1c**
 - ◊ identifying fruits, vegetables, and grains as healthful food choices;
 - ◊ describing the importance of eating a healthful breakfast daily;
 - ◊ recognizing how to choose healthful meals and snacks;
 - ◊ identifying how to eat low nutrient-dense snacks in moderation.
- Recognizes a relationship among physical activity, eating, and health. **1c**
 - ◊ relating eating food to providing the body with nutrients for growth;
 - ◊ describing how food provides energy for physical activity;
 - ◊ relating physical activity to strengthening the body;
 - ◊ relating physical activity to relief of negative stress.
- Recognizes factors that contribute to the development of emotional health. **1d**
 - ◊ expressing needs, wants, and feelings appropriately;
 - ◊ identifying how to handle emotions appropriately (anger and happiness);
 - ◊ recognizing that all people experience loss.
- Identifies safe ways medicines are used. **1e**
- Identifies that drugs, including medicines, can be used in helpful or harmful ways. **1e**
- Values safe use of medicines. **1e**
- Identifies roles and responsibilities of family members. **1f**
 - ◊ describing roles of family members;
 - ◊ describing responsibilities of family members;
 - ◊ appreciating the importance of "family".

HE2 Health Information Literacy

At the prekindergarten level, the student learns about health primarily in the context of their family and community. Teachers should create an intellectually engaging and responsive learning environment which enables the student 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, should aid and support the student as information is gathered, organized, and used to 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 health-related resources effectively. **1a**

HE3 Health Communications and Influences

In a caring community of learners, the young child engages 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 a sense of pride, self-responsibility, and respect for self. Respect for others and the development of constructive and meaningful relationships should be fostered at this level. Communication skills, fundamental to success in the workplace, are established in early childhood. Through demonstrations, facilitation, and modeling, the student is guided by the teacher to reflect on health-related issues and practice using appropriate eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhances one's health and well-being. Throughout the early years, much of a child's environment and activities are beyond personal control; thus, protective considerations by adults are vital. As the child grows, increased self-identity and a sense of self-worth are developed by learning that one can analyze situations, make judgements, and healthfully communicate one's 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 the importance of being healthy competently. **1a**
- Communicates knowledge about safe use of playground equipment competently. **1b**
- Simulates being a fireman telling the class about ways to prevent fires and evacuate an area completely, accurately, and safely. **1b**
- Simulates asking an adult for first aid help competently completely, accurately, and safely. **1b**
- Communicates the importance of healthful eating competently. **1c**
- Demonstrates empathy as a listener completely, accurately, and healthfully. **1d**

- Communicates the importance of safe use of medicines competently. **1e**
- Communicates the qualities of healthful relationships competently. **1f**

HE4 Healthful Choices

During the early childhood years, hygiene and safety practices are established as routine behaviors, behaviors that help care for and protect the body and help prevent disease and injury. At school and at home, the student has many opportunities to demonstrate an ability to take responsibility for maintaining health habits. The student should explore and investigate health concepts in nutrition, safety, and personal and community health in the context of making personal health choices and setting personal health goals. During the early childhood years, teachers should help the student develop a sense of self as initiator of action who should be competent in performing important tasks. The student performs more successfully when the tasks are highly relevant to personal experiences in the home, school, and community.

The student demonstrates the ability to self-manage by thinking then choosing behaviors which promote health and reduce 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.

- Applies logical reasoning when thinking about why being healthy is important based on a health and wellness ethic. **1a**
 - ◇ reflecting on applying logical reasoning that promotes health and wellness as being good for a person's health;
 - ◇ applying logical reasoning based on a health and wellness ethic (reasoning why health is important; e.g., looking good, feeling good, doing well, and having fun);
 - ◇ reflecting on the thinking process as logical.
- Advocates for being safe on the move accurately and with reason and conviction. **1b**
 - ◇ promoting safe walking;
 - ◇ promoting crossing the street safely.
- Demonstrates application of playground safety skills completely, accurately, and safely. **1b**
 - ◇ showing proper use of equipment;
 - ◇ identifying and reporting playground hazards.
- Demonstrates how to get adult help for an injury or sudden illness completely, accurately, and safely. **1b**
- Makes food choices completely, accurately, and healthfully. **1c**
- Acts in ways that contribute to emotional health completely, accurately, and healthfully. **1d**
- Simulates having adults administer medicines completely, accurately, and safely. **1e**

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

- ◆ Think about why it is important to be healthy, then draw a picture showing yourself looking good, feeling good, doing well, or having fun. **HE1a, HE3a**
- ◆ In a whole group session, talk about what to do if someone on the playground gets hurt. **HE1b, HE3a**
- ◆ Draw a picture of your friends playing safely on the playground. **HE1b, HE4b**
- ◆ Role-play being a fireman and portraying what a fireman would say to the class. **HE1b, HE3a**
- ◆ Think of how many healthful food choices you made yesterday; with a partner, share this number and describe your choices. **HE1c, HE4b**
- ◆ Produce, as a group, a “promise” for never taking medicines improperly (without supervision). Have each child say this promise aloud to the class and take home a copy of the medicine safety promise. **HE1e, HE3a, HE4c**
- ◆ Identify the importance of safe uses of medicines by listening to the nurse come in to speak with the class. **HE1e, HE3a**
- ◆ Using puppets, make up a play about the safe uses of medicines. **HE1e, HE3a**
- ◆ Think of an example of a healthful family experience. In a cooperative learning group, take turns dramatizing this healthful family experience. **HE1f, HE3a**

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