

Kindergarten – Health Curriculum

Unit 1: I Can Be Me!

Lesson 1: Friendship

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- Define the word “friend”
- Identify friends within the students lives
- Give real life examples of friends

Lesson 2: Friend or Foe

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- Identify ways to be a good friend
- Tell stories to describe a friend

Lesson 3: Importance of Friendship

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- Tell why friends are important
- Decide if the person is being good friend

Lesson 4: How to be a Good Friend

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- Determine the qualities and characteristics of a good friend.
- Explain how a good friend makes you feel

Lesson 5: Determining Friendship

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- Explain the qualities and characteristics about a good friend
- Share the things they have in common

Lesson 6: Self-Esteem

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.1) (2.1.2.CHSS.5) (2.1.2.CHSS.6)

- List the things they like about themselves.
- Identify what makes a person unique

Lesson 7: Talk about Yourself

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.1) (2.1.2.CHSS.6)

- List three reasons why you like yourself
- Share with a classmate your reasons

Lesson 8: People are Different

(2.1.2. EH.1) (2.1.2.EH.2) (2.1.2.SSH.6) (2.1.2.SSH.7)

- Develop an understanding of how our differences make us special

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- Explain that differences make us unique and is normal

Lesson 9: Be Proud

(2.1.2.EH.1) (2.1.2.EH.2) (2.1.2.SSH.1) (2.1.2.CHSS.6)

- Identify three skills that make you feel proud of yourself
- Discuss the different skills that make us feel good about ourselves

Lesson 10: Self- Reflection

(2.1.2.SSH.1) (2.1.2.EH.1) (2.1.2.EH.2)

- Develop a self-image map
- Show that you have love for yourself

Extended Activities:

1. *What Makes a Friend:* Gather students and tell them that today you want them to learn what makes a friend. Explain that they probably already know who their friends are, but that it is important to understand why those people are their friends. Give each student a sticky note and ask them to illustrate their friend and write one word to describe their friend. Model this activity beforehand and give multiple ideas for words that describe a friend. Have students sit in a circle and share their work. Ask each student to explain why they drew and wrote what they did (focusing on things like “this person makes me feel happy”, “this person doesn’t hurt my feelings”, etc.
2. *Friendly Action:* Tell students that today they are going to do some acting to show what a good friend does. Put the students in groups or pairs. Give each group a task card and read it to them. Give the groups plenty of time to prepare a skit to perform for the class. As they work, go to each group and help as needed. Let the students perform their skits and discuss how the students in each one showed how to be a good friend.

Gifted and Talented:

1. *Guess Who?:* Have everyone put their heads down at their tables, making sure to cover their eyes. Tap one student on the shoulder and have them share a reason they like themselves. Have this student sit back down and “blend in”. Let three students try to guess who shared. Play again, giving everyone a chance to share.
2. *We Are All Unique!:* Have your class stand in a circle facing out of the circle. Then have the other half find a partner and stand facing them to make a larger circle that is facing in. Students now have a partner. Have them share with that partner one skill they have. Rotate the circle and share again. This time they must share a DIFFERENT skill they have! Rotate multiple times to really challenge the students to think of many skills that they have.

Unit 2: I Can Be Safe!

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Lesson 1: Safety

(2.3.2.PS.1) (2.3.2.PS.2) (2.3.2.PS.3) (2.3.2.PS.4)

- Define what it means to be safe
- Identify how safety refers to not getting hurt emotionally, physically, or mentally

Lesson 2: Transportation Safety

(2.3.2.PS.1) (2.3.2.PS.2) (2.3.2.PS.4)

- Understand the danger of transportation
- Identify how to safely cross the street
- Identify how to safely ride in a car
- Identify how to safely ride on a bus
- Identify risks associated with large moving vehicles

Lesson 3: Medicine

(2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.ATD.1) (2.3.2.ATD.2)

- Identify and understand that medicine that is not prescribed to you is dangerous
- Identify that children should only take medicine that a trusted adult gives you
- Understand the dangers of wrongfully taking medicine

Lesson 4: Home Safety

(2.1.2.CHSS.5, 2.1.2.CHSS.6) (2.1.2.SSH.1) (2.1.2.SSH.2) (2.1.2.SSH.3)

- Identify ways to stay safe around the house
- Identify that some substances in the home are dangerous
- Identify the safe and unsafe items and instances at home

Lesson 5: Stranger Danger

(2.1.2.CHSS.5, 2.1.2.CHSS.6) (2.1.2.SSH.1) (2.1.2.SSH.2) (2.1.2.SSH.3) (2.3.2.PS.8)

- Define the word stranger
- Identify examples of what a stranger is
- Determine what to do if a stranger approaches

Lesson 6: Emergencies

(2.1.2.CHSS.5, 2.1.2.CHSS.6) (2.1.2.SSH.1) (2.1.2.SSH.2) (2.1.2.SSH.3)

- Define the word emergency
- Identify who to call in case of an emergency

Lesson 7: Home Address

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(2.1.2.CHSS.5, 2.1.2.CHSS.6) (2.1.2.SSH.1) (2.1.2.SSH.2) (2.1.2.SSH.3)

- Define the word address
- Identify why it is important to know your address
- Identify what to say in the case of an emergency

Lesson 8: Fire Safety

(2.1.2.CHSS.5, 2.1.2.CHSS.6) (2.1.2.SSH.1) (2.1.2.SSH.2) (2.1.2.SSH.3)

- Identify what to do in the case of a fire
- Identify and define “Stop, Drop, and Roll”
- Understand the importance of NOT hiding from firemen

Lesson 9: Natural Disasters

(2.1.2.CHSS.5, 2.1.2.CHSS.6)

- Define “natural disasters”
- Understand that different types of natural disasters happen in different areas
- Identify natural disasters that happen in their area
- Identify what to do if a natural disaster happens in their area

Lesson 10: Drills

(2.1.2.CHSS.5, 2.1.2.CHSS.6)(2.1.2.SSH.1) (2.1.2.SSH.2)

- Identify emergency drills
- Define the word drill
- Identify examples of drills in school
- Understand the importance of practicing drills

Extended Activities:

1. *How to Stay Safe Everyday:* Have students make a list of ways to stay safe during everyday life. For example: wearing sunscreen, wearing a winter coat, walking, not running inside buildings, not playing with knives, using a handrail on the steps, etc.
2. *Call 911:* Have the students practice calling 911. Explain that these are fake phone calls and they should never call 911 on a real phone to practice. Have them practice what to say if they need to call 911.

Gifted and Talented:

1. *Natural Disaster:* Use pictures to show students different types of natural disasters. Choose a natural disaster that is common in the area and discuss what they should do in that event. Role play how to respond to that disaster.
2. *Transportation Rules:* Break the class into four groups. Assign each group one of the modes of transportation by giving each a transportation picture card. In their groups, students will design a skit to show how to be safe with that mode of transportation. As students develop their skit, walk around and offer help and guidance. Let each group perform for the class. After each performance let the students discuss what they saw.

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Unit 3: I Can Be Clean!

Lesson 1: Germs

(2.1.2.PGD.1) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Define the word germ
- Identify what a germ is
- Explain why germs are bad

Lesson 2: How Germs Spread

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1)

- Identify how germs spread
- Identify when to wash hands

Lesson 3: Hand Washing

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify proper hand washing techniques
- Identify that hand sanitizing and hand washing are different

Lesson 4: Personal Hygiene

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify the factors of personal hygiene
- Identify what they need to maintain hygiene
- Discuss importance of regular bathing and wearing clean clothes

Lesson 5: Hygiene Review

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Review importance of keeping clean

Lesson 6: Brush Your Teeth

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify brushing and flossing as ways to keep your teeth clean
- Identify how plaque affects teeth

Lesson 7: More Oral Hygiene

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

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- Identify what time of day is best to brush your teeth
- Identify how many times to brush your teeth

Lesson 8: Tooth Brushing Techniques

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify the proper way to brush your teeth
- Identify that proper brushing includes brushing the tongue

Lesson 9: Flossing

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify what flossing is
- Identify the proper way to floss

Lesson 10: Tooth Loss

(2.1.2.PGD.1) (2.1.2.PGD.2) (2.1.2.PGD.3) (2.3.2.HCDM.1) (2.3.2.HCDM.2) (2.3.2.HCDM.3)

- Identify why we lose teeth
- Discuss importance of caring for adult teeth

Extended Activities:

1. *Glitter Germs*: Give students glitter lotion to rub on their hands. Explain that the glitter represents germs. Lead them around and have them touch other students (high five, shake hands, pass around a pencil). Have students sit back down and examine their hands. Tally how many students have “germs” (glitter) now? Discuss how easy it was to spread germs.
2. *I Can Be Clean Game* : Have students play the interactive game, I Can Be Clean. Tell students that today they are going to make posters to teach about how to maintain personal hygiene. As a class, make a poster to encourage others to wash their hands properly. Tell students that they will get to make their own posters in their reflection logs.

Gifted and Talented:

1. *Bye, Bye Plaque* : Give students the tooth outlines, tooth brush, and a dry erase marker. Tell them that today they are going to watch the plaque build up on their toothbrush. Start by listing off some of the things the kids “ate”. Each time you say something, they should draw some plaque onto their tooth. Now, have them brush the plaque away with their toothbrush.
2. *Flossing*: Give each student half of an egg carton and a pipe cleaner. They will also need some playdoh. Lead the students in putting the playdoh between the teeth to represent plaque. Demonstrate how brushing would only remove some of the plaque. Lead the students in flossing the rest of the plaque away with the pipe cleaner.

Unit 4: I Can Be Fit!

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Lesson 1: Fitness

(2.1.2.PGD.4) (2.1.2.PGD.5) (2.2.2.PF.1) (2.2.2.PF.2)

- Define what exercise is
- Identify real life examples of exercise

Lesson 2: Importance of Exercise

(2.1.2.PGD.4) (2.1.2.PGD.5) (2.2.2.PF.1) (2.2.2.PF.2)

- Identify why exercise is important
- Understand that exercise helps you focus and think

Lesson 3: Activity Pyramid

(2.1.2.PGD.4) (2.1.2.PGD.5) (2.2.2.PF.1) (2.2.2.PF.2)

- Identify the Activity Pyramid
- Understand the structure of the Activity Pyramid
- Identify exercise as a means to help build and maintain strength

Lesson 4: Muscular System

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify the muscular system
- Identify and define the word “fit”
- Identify different forms of exercise that builds muscular strength

Lesson 5: Circulatory System

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify the circulatory system
- Identify and describe the function of the heart
- Identify and define aerobic and anaerobic exercises

Lesson 6: Exercise Safety

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify ways to safely exercise
- Understand the importance of stretching
- Identify proper stretching techniques

Lesson 7: Aerobic Exercise

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify real life examples of aerobic exercise
- Identify different benefits of aerobic exercise

Lesson 8: Balance

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(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify how balance is an important part of exercising
- Define balance

Lesson 9: Anaerobic Exercise

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify real life examples of anaerobic exercise
- Define pulse
- Understand how to find their pulse
- Understand that exercise increases pulse

Lesson 10: Skeletal System

(2.1.2.PGD.4) (2.1.2.PGD.5)

- Identify the skeletal system
- Understand the purpose of the skeletal system
- Identify the difference between cartilage and bones

Extended Activities:

1. *Workout!:* Break into groups. Give each group a set of clip art exercise cards. Explain that each person in the group will have a turn to lead their group in an exercise. Make sure to set limits to ensure safety. The students will grab a card and then lead the group in that exercise.
2. *Brain Break:* Using the link, lead students in a brain break and help them be calm. Challenge them to really think about how they are feeling before and after the brain break. Is it easier to listen to the teacher? Do they feel less wiggly? Do they feel less tired?

Gifted and Talented:

1. *Memory:* Instruct students to sit in a circle. Tell them they are going to play a memory game. In order to play, each student will need to think of their favorite way to stay fit (i.e. dance, tag, basketball, gymnastics, etc.). The first student will say their favorite way to stay fit. Then the next student will say what student 1 said and then add their favorite way to stay fit. Each student will continue the game by going through all of the students that went before. See how far they can get.
2. *Class Skeleton:* Create a large sized skeletal system as a class. Hand out post-it notes to small groups of students and have them help you to create the labels for the large size skeleton. Allow students to recreate their own skeletal system using Q-tips and glue. See example on page 3.

Unit 5: I Can Be Healthy!

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Lesson 1: Food Sources

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Identify that our food comes from animals and plant sources.
- Discuss how and where food is made

Lesson 2: Vegetable Group

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Identify the food source by tasting a plant food
- Use a poster to label the different parts of the plant

Lesson 3: Meat Group

(2.1.2.PGD.1)(2.2.2.N.1 (2.2.2.N.2)(2.2.2.N.3)

- Identify the food source by tasting a protein
- Label the protein source after tasting a sample

Lesson 4: MyPlate

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Discuss the five food groups
- Categorize food by using MyPlate

Lesson 5: Balanced Meals

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Explain the best way to stay healthy by following MyPlate
- Discuss eating a variety of foods provides all the nutrients the body needs

Lesson 6: The Sense of Smell

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3) (2.3.2.HCDM.2)

- Assess prior knowledge of food smells
- Identify foods using their sense of food

Lesson 7: Taste Texture

(2.1.2.PGD.1)(2.2..2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Define the word ‘texture’
- Discuss how foods have texture

Lesson 8: Visual Food Safety

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3) (2.3.2.HCDM.2)

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- Decide how colors help us determine if food is edible
- Discuss how foods changes color

Lesson 9: Food Variety

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Discuss why having a plate should include a variety of colors
- Tell why you should have variety of colors on their plate with each meal

Lesson 10: Food Groups

(2.1.2.PGD.1) (2.2.2.N.1) (2.2.2.N.2) (2.2.2.N.3)

- Recall MyPlate using the food sources and categories
- Discuss MyPlate categories

Extended Activities:

1. *Eat Your Veggies!!*: Start by reading the Your Healthy Plate: Eat Your Vegetables book. Tell students they are going to eat an entire plant. Review the parts of a plant and determine if each part is edible. Label the plant using the plant poster and labels
2. *MyPlate*: Explain to students that the best way to stay healthy is to follow MyPlate during each meal. Draw students attention to how the plate is broken up. Remind them that they know how the plate is broken up. Discuss that eating healthy means that we try new things and learn to enjoy certain food like fruits and vegetables. Look closely at each of the meal cards, Discuss each to see if they fit the guidelines of MyPlate

Gifted and Talented:

1. *Crunchy, Mushy, Chewy*: On chart paper, record different foods and their textures with their partner. (ie strawberries, cereal and raisins) After each food, ask students if they like the texture. Ask a few students to describe why or why not.
2. *Healthy Ads!*: Tell students that today you want them to make a commercial for healthy food. Explain that this will help kids eat healthy food instead of the unhealthy snacks they see on TV and social media.