

Health Education - Kindergarten

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

(K.1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and

(C) identify types of exercise and active play that are good for the body.

(K.2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a back yard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(K.3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and

(B) plan a healthy meal and/or snack.

(K.4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) identify and demonstrate use of the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

(D) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;

(E) locate the lungs and explain their purpose; and

(F) state that rest and sleep are important in caring for the body.

(K.5) Health information. The student understands how to recognize health information. The student is expected to:

(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and

(B) explain the importance of health information.

(K.6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

(K.7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.

(K.8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
(A) recognize and describe individual differences and communicate appropriately with all individuals;
(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and
(C) recognize and explain the importance of manners and rules for healthy communication.
(K.9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and
(B) demonstrate skills for making new acquaintances.