

# Olathe Public Schools Kindergarten Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

## *Personal and Community Health*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

- 1.2.1: Identify that healthy behaviors impact personal health.
- 1.2.2: Recognize that there are multiple dimensions of health.
- 1.2.3: Describe ways to prevent communicable diseases.
- 1.2.5: Describe why it is important to seek health care.

#### **Standard 2 — Analyzing Influences**

- 2.2.1: Identify how the family influences personal health practices and behaviors.
- 2.2.2: Identify what the school can do to support personal health practices and behaviors.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

#### **Standard 8 — Health Promotion**

- 8.2.1: Make requests to promote personal health.
- 8.2.2: Encourage peers to make positive health choices.

### **Essential Concepts / Focus Skills**

- Identify and discuss behaviors that help prevent illness (hand washing, sleep, exercise, brushing teeth, clothing for weather, restroom habits, regular check-ups with the doctor and dentist, school hearing and vision screening).
- Explain germs and how disease is spread.
- Discuss and practice strategies to prevent spread of illness (avoid sharing food or drink, cough or sneeze into a tissue or your sleeve, hand washing, avoid sharing hats, combs, brushes).
- Recognize that doctors and dentists are our partners in maintaining good health.

**Vocabulary students know and use:** hand washing, germs, dental health, physical fitness, senses, vision, hearing, responsibility, choice, disease, spread, illness

### **Suggested Lesson Plans / Resources / Activities**

#### ➤ **Hand washing Mini-Lesson:**

Apply Vaseline to students' hands and sprinkle with glitter. Have students wash their hands the way they normally do and check to see if glitter is still there. Model how long it truly takes to thoroughly wash hands correctly in order to remove all the glitter and let students do the same. Identify items that are frequently touched by people (i.e. doorknob, table, crayons, etc) and how germs are spread.

- Healthy Habits Handwashing poster (Lysol) – ([link on Kindergarten webpage](#))

- Cough, Cough, Cough and Sneeze Song (Kids Health) – ([link on Kindergarten webpage](#))

➤ **Illness Prevention Mini-Lesson (checkout from school library):**

*Miss Bindergarten Stays Home from Kindergarten* by Joseph Slate. Discuss with students how a cold or flu is spread. The best precautions are proper hand washing and covering your mouth and nose when you sneeze.

➤ **Importance of Clothing Mini-Lesson:**

Discuss the importance of wearing different kinds of clothing for specific situations such as weather, seasons (i.e. what kind of clothes do you wear during the summer, winter and when it rains, etc).

➤ **Visiting the Doctor/Dentist/School Nurse Resources:**

- *Splat the Cat Goes to the Doctor* by Rob Scotton, Read Aloud [https://youtu.be/sPQ\\_1OvpWwM](https://youtu.be/sPQ_1OvpWwM)
- This is the Way we Brush Our Teeth Video: <https://youtu.be/Pd4WnsXwdqw>
- *Going to the Dentist*, Usborne First Experiences Read Aloud: <https://youtu.be/2aq2SDrkwy0>
- **Visiting the School Nurse Mini-Lesson**– coordinate with the school nurse to come in and introduce themselves and discuss what they do at the school. <http://departments.olatheschools.com/elementaryhealth/files/2017/04/Kindergarten-Introduction-to-the-School-Nurse.pdf>

➤ **Five Senses Mini-Lesson (Journeys Resource):**

*My Five Senses* by Alikei – Remind children that we use different body parts for different senses. Have children imagine that they are visiting the playground or park and ask them to identify some things they might see there. Tell them to name the body part they use to see. Then ask them to identify things they might hear. Tell them to name the body part they use to hear and continue for the senses of touch and smell.

➤ **Good Grief, Good Grief Resource** (available for checkout through IRC)

This resource includes:

- Big Book
- Tooth Model
- Animal Cards and how they take care of themselves
- Doctor puppet

## *Nutrition*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

- 1.2.1: Identify that healthy behaviors impact personal health.  
1.2.3: Describe ways to prevent communicable diseases.

#### **Standard 5 — Decision Making**

- 5.2.1: Identify situations when a health-related decision is needed.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

- 7.2.1: Demonstrate healthy practices and behaviors to maintain or improve personal health.  
7.2.2: Demonstrate behaviors that avoid or reduce health risks.

#### **Standard 8 — Health Promotion**

- 8.2.1: Make requests to promote personal health.  
8.2.2: Encourage peers to make positive health choices.

## Essential Concepts / Focus Skills

- Introduce the **MyPlate** food groups and discuss food choices within each group.
  - ✓ Describe the importance of eating foods from all five food groups.
  - ✓ Identify the **MyPlate** icon and explain that it serves as a reminder to eat foods from all five food groups.
  - ✓ Explain that eating foods from the five food groups helps the body be physically active.
  - ✓ Identify food choices within the fruit group and vegetable group.
  - ✓ Explain the importance of eating breakfast every day.
  - ✓ Describe feelings of full and hungry.
- Discuss the importance of proper hand-washing before and after preparing food and eating.
- Name two reasons why it's important to be physically active every day.

### Vocabulary students know and use:

- food groups, *MyPlate*, breakfast, color, full, hungry, physically active, fuel
- Fruit — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
- Vegetable — carrot, broccoli, snap peas, spinach, bean
- Grains — whole-wheat bread, whole-grain spaghetti and bow-tie pasta, whole-grain cereal, brown rice, popcorn, graham crackers
- Protein — chicken, ham, egg, beans, peanuts
- Dairy — yogurt, milk, cheese

## Suggested Lesson Plans / Resources / Activities

- **Discover My Plate Teacher's Guide** <http://www.fns.usda.gov/tn/discover-myplate-teachers-guide>
  - Lesson 1: Meet the Five Food Groups Friends ([link on Kindergarten webpage](#))
  - Lesson 2: Discover MyPlate! ([link on Kindergarten webpage](#))
  - Lesson 3: Eat Your Colors! ([link on Kindergarten webpage](#))
  - Lesson 5: Starting Our Day with MyPlate ([link on Kindergarten webpage](#))
  - Lesson 6 (optional): Let's Play, Let's Party! ([link on Kindergarten webpage](#))

### Resources Needed:

- The Five Food Groups Poster
- Food Cards
- Food Group Friends Profile Cards

- **Discuss the hand washing mini-lesson taught in the Personal and Community Health section**
- ***The Food We Eat* (Reading A to Z Level G)**  
and the Food We Eat Lesson Plan Lesson Plan ([link on Kindergarten webpage](#))

### ➤ **Food Allergies**

If there are children in the classroom with food allergies, this would be a good time to teach about that allergy. Use the parent, or school nurse for information specific to the allergy.

### ➤ **Other Nutrition Resources:**

- Discover My Plate, U.S. Department of Agriculture, <http://teamnutrition.usda.gov/tn/myplate>
- Healthy Helpings A MyPlate Pocket Chart (available for checkout at IRC)

- *Healthy Me* (Reading A to Z Level I) ([link on Kindergarten webpage](#))
- Journeys Lesson 25 includes books about food
  - *Bread Comes to Life*
  - *Pie in the Sky*
  - *From Apple Tree to Store*
- Text Talk Book
  - *Gregory the Terrible Eater*

## *Injury Prevention and Safety*

### **NHES Performance Standards**

#### **Standard 1 — Essential Concepts**

1.2.4: List ways to prevent common childhood injuries.

1.2.5: Describe why it is important to seek health care.

#### **Standard 2 — Analyzing Influences**

2.2.1: Identify how the family influences personal health practices and behaviors.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

7.2.2: Demonstrate behaviors that avoid or reduce health risks.

#### **Standard 8 — Health Promotion**

8.2.2: Encourage peers to make positive health choices.

### **Essential Concepts / Focus Skills**

- Identify potential dangers and practice safe behaviors and appropriate responses to:
  - ✓ Playground/Recess
  - ✓ Classroom (scissors, push in chairs, walking, etc)
  - ✓ ALICE
  - ✓ Tornado/Fire
  - ✓ School/Hallway Procedures
  - ✓ Home/Community
  - ✓ Bus Safety
- Know and apply safe pedestrian behaviors
  - ✓ Safety Signs
  - ✓ Crosswalk Safety
  - ✓ Parking Lot Safety

#### **Vocabulary students know and use:**

fire drill, fire exit, tornado drill, safety, helmet, stranger, escape, ALICE, 911, traffic, cross walk, home address

### **Suggested Lesson Plans / Resources / Activities**

- **Practicing Safe Behaviors Lessons:** Use Read Alouds to discuss these situations when applicable.
  - Model and practice classroom, school and playground procedures

- Beginning of the year PBIS skits or lessons
- Teaching routines and procedures
- Creating classroom agreements
- School-wide drills for Fire/Tornado/ALICE

Coordinate with PE teacher for knowing safe pedestrian and biking behaviors.

Bus Safety and Evacuation Practice provided by First Student

➤ **Injury Prevention and Safety Resources:**

- *Safe Biking with Dad* (Reading A to Z Level J) ([link on Kindergarten webpage](#))
- Journeys Lesson 2 includes books about rules at school
  - *Friends at School*
  - *How do Dinosaurs Go to School?*
  - *My School Bus*
- Journeys Lesson 10 book *Signs and Shapes* or Harcourt Book *I Read Signs*

➤ **Personal Safety Information:** Refer to Personal Safety Information Document located in Assessment Binder under General Information Tab

## *Substance Safety*

### **NHES Performance Indicators**

#### **Standard 1 — Essential Concepts**

- 1.2.1: Identify that healthy behaviors impact personal health.  
 1.2.4: List ways to prevent common childhood injuries.

#### **Standard 2 — Analyzing Influences**

- 2.2.1: Identify how the family influences personal health practices and behavior.

#### **Standard 7 — Practicing Health-Enhancing Behaviors**

- 7.2.2: Demonstrate behaviors that avoid or reduce health risks.

### **Essential Concepts / Focus Skills**

- Discuss the difference between helpful and harmful substances
- Reinforce medication safety
  - ✓ Identify responsible adults from whom student can safely take medications
  - ✓ All medications are taken to the school nurse

**Vocabulary students know and use:** helpful, harmful, medication, parents, adult helper

### **Suggested Lesson Plans / Resources / Activities**

- **Coordinate with Red Ribbon Week**
- **Safety with Medications:** Kids Health in the Classroom - Health Problem Series - Drugs - Use the prompts and role playing as part of discussion during class meeting or other curricular areas: ([link on Kindergarten webpage](#))

## National Health Education Standards

Standard	Performance Indicators for PreK-Grade 2
<p><b>Standard 1</b> — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Rationale:</b> The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p>	<p>1.2.1 Identify that healthy behaviors impact personal health.</p> <p>1.2.2 Recognize that there are multiple dimensions of health.</p> <p>1.2.3 Describe ways to prevent communicable diseases.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>1.2.5 Describe why it is important to seek health care.</p>
<p><b>Standard 2</b> — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Rationale:</b> Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.2.1 Identify how the family influences personal health practices and behaviors.</p> <p>2.2.2 Identify what the school can do to support personal health practices and behaviors.</p> <p>2.2.3 Describe how the media can influence health behaviors.</p>
<p><b>Standard 3</b> — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>Rationale:</b> Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.2.1 Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2 Identify ways to locate school and community health helpers.</p>
<p><b>Standard 4</b> — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Rationale:</b> Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>	<p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.2 Demonstrate listening skills to enhance health.</p> <p>4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p>
<p><b>Standard 5</b> — Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Rationale:</b> Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>
<p><b>Standard 6</b> — Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Rationale:</b> Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p>	<p>6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.</p> <p>6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.</p>
<p><b>Standard 7</b> — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>

Standard	Performance Indicators for PreK-Grade 2
<p><b>Rationale:</b> Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p>	<p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>
<p><b>Standard 8</b> — Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>Rationale:</b> Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p>	<p>8.2.1 Make requests to promote personal health. 8.2.2 Encourage peers to make positive health choices.</p>