

Subject: Health Education

Grade Level: K

Standard Focus: Nutrition and Physical Activity, Alcohol, Tobacco, and Other Drugs, Safety, Social and Emotional Health and Personal Health and Wellness.

Standard to be Assessed:

Strand 1-Nutrition and Physical Activity-Standard 1-Core Concepts (1.1,1.2,1.3) Standard 3-Health Behaviors (1.4,1.5), **Strand 2-Alcohol, Tobacco, and Other Drugs**- Standard 1-Core Concepts (2.1,2.2), Standard 2-Access Information (2.3,2.4,2.5), **Strand 3-Safety**- Standard 1 Core Concepts(3.1,3.2,3.3,3.4), Standard 2 Access Information (3.5,3.6), Standard 3 Health Behaviors (3.7, 3.8, 3.9, 3.10, 3.11 3.12), **Strand 4 Social and Emotional Health**- Standard 1 Core Concepts (4.1), Standard 2-Access Information- (4.2), Standard 3 – Health Behaviors (4.3,4.4,4.5), Standard 7-Social Skills (4.6,4.7,4.8), **Strand 5 Personal Health and Wellness**- Standard 1-Core Concepts (5.1,5.2,5.3), Standard 3- Health Behaviors (5.4,5.5), Standard 8-Advocacy (5.6)

The Learner Statements...:

● TLW describe how eating a variety of healthy foods and beverages helps a person stay healthy.
● TLW describe how being physically active helps a person stay healthy.
● TLW describe how drinking water helps a person stay healthy.
● TLW generate examples of physical activities that are personally enjoyable.
● TLW select a variety of foods from the foods models that can be eaten as healthy snacks.
● TLW identify what household products would be harmful if touched, ingested, or inhaled.
● TLW describe ways that over the counter medicines and prescription medicines can be either harmful or helpful.
● TLW identify trustworthy sources where they can obtain accurate information about potentially poisonous household products.
● TLW explain how to avoid poisonous household products and how to handle them safely.
● TLW describe how to safely use medicines.
● TLW describe pedestrian safety and hazards.
● TLW identify dangerous objects and weapons.
● TLW describe what appropriate and inappropriate touch is.
● TLW understand that the child is not at fault if someone touches him or her in an inappropriate way.
● TLW demonstrate the procedure for calling 911 and explain when it is appropriate to do so.
● TLW demonstrate how to ask trusted adults for help.
● TLW demonstrate safe pedestrian behaviors
● TLW describe dangerous and destructive situations that need to be reported to an adult.

<ul style="list-style-type: none"> ● TLW apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.
<ul style="list-style-type: none"> ● TLW generate examples of safe places one might go if feeling personally threatened.
<ul style="list-style-type: none"> ● TLW apply strategies to avoid personally unsafe situations.
<ul style="list-style-type: none"> ● TLW apply strategies to get away in hypothetical cases of inappropriate touching or abduction.
<ul style="list-style-type: none"> ● TLW describe and identify different kinds of feelings. ● TLW identify and locate people who can help at home and school.
<ul style="list-style-type: none"> ● TLW describe and demonstrate ways to be responsible at home and school.
<ul style="list-style-type: none"> ● TLW demonstrate the ability to recognize and express a variety of feelings appropriately.
<ul style="list-style-type: none"> ● TLW identify and demonstrate strategies to manage strong feelings.
<ul style="list-style-type: none"> ● TLW identify and practice strategies to make friends.
<ul style="list-style-type: none"> ● TLW demonstrate giving and accepting a compliment or statement of appreciation.
<ul style="list-style-type: none"> ● TLW describe and apply situations when it is appropriate to use “please”, “thank you”, “excuse me”, and “ I am sorry.”
<ul style="list-style-type: none"> ● TLW explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.
<ul style="list-style-type: none"> ● TLW explain the importance of dental health cleanings and exams.
<ul style="list-style-type: none"> ● TLW explain the importance of proper hand washing to prevent disease.
<ul style="list-style-type: none"> ● TLW demonstrate proper tooth brushing techniques.
<ul style="list-style-type: none"> ● TLW demonstrate proper hand washing to prevent the spread of germs.
<ul style="list-style-type: none"> ● TLW encourage peers to make positive choices for personal health and wellness.

Enduring Understanding(s):

Students will understand and apply the necessary skills for the following:

- The importance of living a healthy lifestyle by eating healthy.
- Being physically active.
- The importance of drinking water.
- How to use food models and to put together healthy snacks.
- Important safety precautions when riding wheeled recreation and pedestrian safety.
- Encountering poisonous household products and dealing with over the counter and prescribed medicines.
- The dangers of certain objects and weapons and the rules and actions to take in a hypothetical situation when they are present.
- The differences of good touch and bad touch.
- Procedures for calling 911.
- How to ask trusted adults for help when faced with unsafe situations.
- Name trusted adults that can be helpful at home and school.
- Safe places that they might go if feeling personally threatened.
- Acceptable social skills regarding making friends, dealing with feelings and how to manage them.

- How to be responsible in both school and home.
- The importance of dental health.
- Germs and proper hand washing.
- How to make positive choices for personal health and wellness.

Essential Questions:

- What types of food can you eat to keep your body healthy?
- Describe some ways to be physically active.
- Can you name some household products that would be harmful if touched, ingested or inhaled?
- Can you describe how to safely use medicines?
- Name some ways to be safe on your bike, crossing the road and on how to use other wheeled recreation.
- Can you describe the procedure for calling 911?
- Can you demonstrate how to ask a trusted adult for help?
- Explain who is a trusted adult that you can ask for help?
- What should you do if you feel personally threatened?
- What ways can you avoid personally unsafe situations?
- How can you manage strong feelings?
- What are some ways you can demonstrate responsible behavior both at home and school?
- Why is it important to brush and floss our teeth? Why is it important to visit the dentist?
- When are times it is important to wash your hands?
- Describe some ways that you can encourage peers to make positive health and wellness choices.

Vocabulary (content and skills):

See vocabulary link

Instructional Strategies for ALL students:

1. Whole group discussions using posters, cards and storybooks appropriate to the health lesson being taught.
2. Video lessons on specific health lesson being covered.

Differential Instructional Strategies:

1. Small group work with manipulatives.
2. Small group work with paper and pencil.

Formative Assessment Task(s):

Contact instructor

Summative Assessment:

Contact instructor

Resources:

- Michigan Department of Education Health Education Grade Level Content Expectations
- Michigan Model for Health Curriculum