

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

Knowledge and Skills

Standard of Learning

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include:
- a) the importance of making healthy food choices;

Understanding the Standard

The student will identify and understand the importance of making healthy food choices.

Essential Knowledge and Skills

The student will:

- define diet. (foods that you usually eat)
- identify food groups. (foods that are alike)
- describe food guide pyramid. (guide that tells you how many servings you need in a day from each food group)
- list the five healthful food groups. (bread, cereal, rice, and pasta group; fruit group; vegetable group; meat, poultry, fish, dry beans, eggs, and nuts group; and milk, yogurt, and cheese group)
- explain why you should eat few fats, oils, and sweets. (eat few fats and oils because they block blood vessels, and few sweets because they cause cavities)
- why you should eat foods from each food group. (different foods give your body energy to move, think, and grow)

Instructional Resources

Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

Contact: <http://www.dole5aday.com/index.jsp>

Free

Elementary Interdisciplinary Curriculum: Every Day, Lots of Ways (EDLOW)

Grades: K-1, 5 A Day for Better Health (focus – five fruits and vegetables a day)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons & activity sheets. Teacher's guide, take home literature, recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

Food and Me

Grades preK-K

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

Health: Winning with Nutrition

Grades preK-2

Look at athletes and what they eat, use food pyramid, taste various foods, and play quiz games.

Sponsor: PBS

Covers one class period but format may be used multiple times to teach new concepts about nutrition and healthy eating, with additional topics included.

<http://www.pbs.org/teachersource/prek2/issues/pflesson/health.shtm>

Free

HeartPower

Grades K-2

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based lessons and handouts.

- What is the Heart? – lesson idea
- What Does the Heart Do? – lesson idea
- How Does the Heart Work? – lesson idea
- Why Do We Eat Food? – lesson idea (role of nutrients in food)
- Choosing Healthful Foods – lesson idea (encourages children to eat a variety of healthy foods and plan healthy meals)
- “Gimme 5” – lesson idea (encourages children to eat a variety of healthy foods)
- What is Smoking? – lesson idea

- How Does Physical Activity Help Your Body? – lesson idea (physical activity helps your body grow strong and stay healthy)
- How Muscles Work – activity sheet
- Follow the Blood – activity sheet
- What Foods Do You Need? – activity sheet
- Making Healthful Choices – activity sheet
- Fruits and Vegetables – activity sheet
- Activities for the Heart – activity sheet
- “Take a Look Inside of You” – visual quick activity

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Instructional Lessons

Breakfast, Lunch, and Dinner with Gregory

Grades K-2

Create a nutritious breakfast, lunch, and dinner, and feed Gregory the goat.

Sponsor: Ask ERIC Lesson Plan

Three class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Good and Healthy Snacks - Kindergarten

Grade K

Students sing and dance to a rap song about eating five fruits and vegetables a day.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Healthy Eating

Grades K-3

Use newspaper ads to create healthy menus students would eat.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Additional Instructional Resources

- American Dietetic Association – <http://www.eatright.org>
- Community Grocery Stores
- Food Guide Pyramid for Young Children – <http://www.cnpp.usda.gov>
- “Let’s Feed Our Bodies” – <http://www.healthteacher.com>
- “Let’s Get Cooking” – <http://healthteacher.com>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- National Dairy Council – <http://www.nationaldairycouncil.org>
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Vegetable Munchers – <http://www.pecentral.org/lessonideas>

Assessment Ideas

The student will:

- create a mobile or poster of the five healthy food groups.
- create a pyramid of foods they should have in their diet.
- set goals to eat more of the foods that their bodies need to grow.
- explain why breakfast is important and plan a breakfast that includes all the food groups.
- plan a healthy snack party.

Knowledge and Skills Kindergarten

Standard of Learning

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include:
- b) the effects of drugs and medicines;

Understanding the Standard

The student will understand that drugs and medicines can be both safe and dangerous.

Essential Knowledge and Skills

The student will:

- define a drug. (something that changes the way your mind or body works)
- describe a medicine. (a drug that is used to treat an illness or injury – some medicines kill germs)
- list rules for taking medicine:
 - take only with permission from your parents, guardians or certain grown ups—doctor, nurse, grandparent, or other family member;
 - do not take medicines that belong to anyone else; and
 - look for Mr. Yuck labels.
- identify potential side effects of medicines and what should be done. (if you feel dizzy, have a stomach ache, etc., tell your parents or guardians)
- recognize the universal symbol for a poisonous substances.
- explain the purpose of Mr. Yuck stickers.

Instructional Resources

- PE Central – <http://www.pecentral.org/lessonideas>
- School health nurses
- Poison Control Center – (800) 222-1222
- “Safe Use of Medicines” – <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Medicine Story”
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- identify when medicines may be needed.
- list the rules for taking medicines.

Knowledge and Skills Kindergarten

Standard of Learning

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include:
- c) the five senses and major body parts (e.g., head, eyes, trunk, arms, legs);

Understanding the Standard

The student will identify the major body parts and understand the function of the five senses.

Essential Knowledge and Skills

The student will:

- name the key external body parts. (head, ears, eyes, nose, mouth, shoulders, arms, hands, fingers, trunk, abdomen, hips, legs, feet, and toes)
- identify the key internal body parts. (brain, heart, lungs, stomach, muscles, bones, and blood)
- list the five senses. (smell, hear, feel, see, and taste)
- describe what these senses do.

Instructional Resources

- Our Senses – <http://www.pecentral.org/lessonideas>
- American Heart Association: HeartPower Level K-2 – <http://www.americanheart.org>
- 1-800-AHA-USA1 – “What is the Heart”
- PE Links 4U – <http://www.pelinks4u.org>
- Kids Health – <http://www.kidshealth.org>
- All About Me: My Senses – <http://ericir.syr.edu>

Assessment Ideas

The student will:

- using a worksheet, correctly match pictures of the body parts with the five senses.
- using different sensory stimulation, identify which senses they used to identify each item. (e.g., pop popcorn, music, a stuffed animal, etc.)
- help a partner trace his/her body on a large piece of paper and label key body parts.

Knowledge and Skills Kindergarten

Standard of Learning

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include:
- d) the need for physical activity.

Understanding the Standard

The student will understand the human body needs physical activity to be healthy.

Essential Knowledge and Skills

The student will:

- describe physical activity and exercise. (to move your muscles in different ways)
- explain why you need plenty of exercise. (to do better in school – exercise helps blood flow to the brain so you can think clearly and not get restless when you do your schoolwork)
- describe fitness. (making your muscles strong so that you can exercise for a long time and not get tired easily)
- describe heart fitness. (having a strong heart)
- list different exercises to build heart fitness. (walking, running, jumping rope, swimming, biking, playing soccer, etc.)

Instructional Resources

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

HeartPower

Grades K-2

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based lessons and handouts.

- What is the Heart? – lesson idea
- What Does the Heart Do? – lesson idea
- How Does the Heart Work? – lesson idea
- Why Do We Eat Food? - lesson idea (role of nutrients in food)
- Choosing Healthful Foods – lesson idea (encourages children to eat a variety of healthy foods and plan healthy meals)
- “Gimme 5” – lesson idea (encourages children to eat a variety of healthy foods)

- What is Smoking? – lesson idea
- How Does Physical Activity Help Your Body? – lesson idea (physical activity helps your body grow strong and stay healthy)
- How Muscles Work – activity sheet
- Follow the Blood – activity sheet
- What Foods Do You Need? – activity sheet
- Making Healthful Choices – activity sheet
- Fruits and Vegetables – activity sheet
- Activities for the Heart – activity sheet
- “Take a Look Inside of You” – visual quick activity

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: spark@sparkpe.org

+Cost

Take 10!

Grades K-5

*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed.

Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

Instructional Lessons

Go The Extra Mile

Grades K-4

Students become the physical trainers for their parents. Goal is for each student to log one mile a day.

Five-week program

Sponsor: CDC Funded

Email: jon.hisgen@dpi.state.wi.us

Additional Instructional Resources

- Kids Health – <http://www.kidshealth.org>
- Kids Walk-to-School – <http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>
- “Lets Get Physical” and “Let’s Move” – <http://www.healthteacher.com>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- PE Links 4U – <http://www.pelinks4u.org/>

- Presidential Challenge – <http://www.fitness.gov>
- Project ACES – Youth Fitness Coalition – <http://www.members.aol.com/acesday>

Assessment Ideas

The student will:

- identify and circle the activities that are good for heart fitness on a worksheet.
- explain why one needs to get a lot of physical activity.
- identify exercises that make muscles strong.
- describe ways to build heart fitness.

Knowledge and Skills Kindergarten

Standard of Learning

K.2 The student will explain the importance of being healthy. Key concepts/skills include:
a) the impact of positive and negative emotions;

Understanding the Standard

The student will understand the difference between positive and negative emotions (comfortable and uncomfortable feelings) and identify healthful ways to deal with uncomfortable feelings.

Essential Knowledge and Skills

The student will:

- describe feelings. (the way you feel inside – happy, sad, mad, angry, etc.)
- list ways we express feelings. (your face or body can show your feelings)
- describe appropriate ways to deal with uncomfortable feelings. (one good way is to talk about them)
- describe inappropriate ways to deal with uncomfortable feelings. (starting a fight, saying bad words, or breaking something)

Instructional Resources

- Kids Health – <http://www.kidshealth.org>
- The Feeling Hop – <http://www.pecentral.org/lessonideas>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- “I Am Special and So Are You” and “Dealing with Feelings” – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- using props with smiley and frown faces, indicate how certain activities/events make them feel. (e.g., getting ice cream, getting sick, having a birthday party, etc.)
- create a poster with people, places, and things that are important to them.
- identify pictures that make them feel happy, sad, angry, etc.
- read a story about an event that triggers feelings of anger, frustration, fear, or sadness.
- discuss healthy ways to deal with feelings based on the story that is read to them.

Knowledge and Skills Kindergarten

Standard of Learning

K.2 The student will explain the importance of being healthy. Key concepts/skills include:
b) personal hygiene practices;

Understanding the Standard

The student will understand that keeping their body and clothing clean helps to prevent illness.

Essential Knowledge and Skills

The student will:

- describe grooming-personal hygiene practices. (taking care of your body and appearance)
- list examples of grooming products. (soap, shampoo, toothpaste, toothbrush, etc.)
- describe ways to take care of clothes and body. (washing, bathing, hair care, brushing teeth, etc.)
- explain the importance of washing your hands often. (to help stop the spread of germs)
- describe the importance of and how to care for teeth. (proper brushing and flossing to remove food and germs stuck between the teeth)

Instructional Resources

- Cleanliness activity: <http://www.pecentral.org/lessonideas>
- Rush to Brush – <http://www.pecentral.org/lessonideas>
- Dental Associations
- Community – Local Dentist or Dental Hygienist
- Crest Dental – “Getting Ready to Eat” – <http://www.healthteacher.com>
- “Covering Sneezes and Coughs” and “Caring for Our Skin” – <http://www.healthteacher.com>
- When To Start Cleaning-Brushing – <http://users.forthnet.gr/ath/abyss/dep1407.htm>
- Personal Health (hygiene) – <http://encarta.msn.com/schoolhouse>

Assessment Ideas

The student will:

- complete a checklist of the daily activities performed to keep bodies and clothes clean.
- describe how to care for their teeth.
- explain the importance of washing your hands often.

Knowledge and Skills Kindergarten

Standard of Learning

K.2 The student will explain the importance of being healthy. Key concepts/skills include:
c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).

Understanding the Standard

The student will understand that germs can make them sick.

Essential Knowledge and Skills

The student will:

- define a germ. (tiny living things that can make you sick)
- describe how to protect oneself from germs. (wash your hands often—especially after using the bathroom or before eating; keep your fingers and objects (pencil) out of your eyes, mouth, and nose; and do not share your friend’s drink)
- identify how to protect others from germs. (cover your mouth and nose when you sneeze or cough)
- define disease. (when germs make you ill and you do not have good health)
- discuss what to do if you feel sick and ways to recover from an illness. (tell an adult you do not feel well; see a doctor if you need to; take medicines your parents give you; get plenty of rest and drink lots of fluids)

Instructional Resources

- The Reading Rainbow book titled, Germs Make Me Sick! by Melvin Berger
- The Magic School Bus
- “Getting Ready to Eat” – <http://www.healthteacher.com>
- “Wash Away the Germs” – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- demonstrate the proper ways to wash hands.
- explain how to protect themselves and others from germs.
- discuss what to do if they feel sick.

Knowledge and Skills Kindergarten

Standard of Learning

- K.3 The student will explain the concept of being safe. Key concepts/skills include:
- a) the need for rules and practices;

Understanding the Standard

The student will understand the need for safety rules and practices.

Essential Knowledge and Skills

The student will:

- define safety rules. (a rule that helps you to stay safe)
- give examples of:
 - school safety rules; (no running, put books away, etc.)
 - home safety rules; (put toys away, do not touch poisons, etc.)
 - safety rules for bad weather; (get inside quickly, stay off the phone, etc.)
 - pedestrian safety rules; (walk on the sidewalk, cross streets at corners, etc.)
 - safety rules for riding in cars; (wear a safety belt, ride in the back seat, lock your door, stay seated, etc.)
 - bus safety rules; (stay in your seat, put book bags in your lap, etc.)
 - bike safety rules; (do not ride your bike too fast, in the dark, in the street, without a helmet, etc.)
 - fire safety rules; (get out as fast as you can, stop, drop and roll if your clothes catch on fire, etc.)
 - safety rules for the gymnasium; (no pushing or shoving, listen to safety instructions, etc.) and
 - safety rules for strangers. (do not talk to or take anything from a stranger, do not go anywhere with a stranger, etc.)

Instructional Resources

- School Rules for the Gymnasium, Classroom, Playground, and Lunchroom.
- “Respect for Self and Others” and “Safety Counts” – <http://www.healthteacher.com>
- Bicycle Safety – <http://ericir.syr.edu/Virtual/Lessons/Health/Safety/SFY0003.htm>
- Safety City – <http://www.nhtsa.dot.gov/kids>
- Safety Signs – <http://www.wsd1.org/lessonplans/Health%20Lessons/Grade%20120Safety%20Signs.htm>

Assessment Ideas

The student will:

- demonstrate appropriate safety behaviors.
- using a checklist, identify appropriate and inappropriate behaviors for specific situations.

Knowledge and Skills Kindergarten

Standard of Learning

- K.3 The student will explain the concept of being safe. Key concepts/skills include:
- b) the difference between emergency and non-emergency situations;

Understanding the Standard

The student will recognize the difference between emergency (life threatening) and non-emergency (non-life threatening) situations.

Essential Knowledge and Skills

The student will:

- define an emergency. (someone needs to go to the hospital or you need to call a fireman or policeman for help)
- define a non-emergency. (a minor injury)
- know when to call 9-1-1. (number to call in an emergency)
- know how to make a 9-1-1 call in an emergency. (say your name, tell what happened, do what the person on the phone tells you to do, and do not hang up until you are told to do so)
- define and give examples of first aid. (quick care given to someone who is hurt – for a cut, wash the cut with soap and water and put a bandage on it; for a nosebleed, sit down, lean forward and pinch your nose, etc.)

Instructional Resources

- Local Police, Fire, and Emergency Departments.
- American Red Cross
- *RiskWatch* – Injury Prevention Curriculum
- Local Insurance Companies

Assessment Ideas

The student will:

- plan a fire-escape plan for the entire family.
- demonstrate that they know their emergency number, (9-1-1 or others) and when and how to make an emergency phone call.
- give examples of basic first aid.

Knowledge and Skills Kindergarten

Standard of Learning:

- K.3 The student will explain the concept of being safe. Key concepts/skills include:
- c) the choices that prevent injuries.

Understanding the Standard

The student will understand that taking proper safety measures will help to prevent injuries.

Essential Knowledge and Skills

The student will:

- define choices. (what you decide to do)
- identify choices that prevent injuries. (you make decisions that will help to keep you safe)
- give examples of safety measures or safety equipment used regularly.
- identify safety choices at school, home, a pool, on the playground, as a pedestrian, on a bus, in a vehicle, when riding a bike, etc.
- give examples of safety choices if you encounter a stranger, during a bad storm, or if you find a gun.

Instructional Resources

- “Bike Smart! Virginia” Bicycle Safety Resource Book from the Virginia Department of Health.
- Safety Advice from EMS – “A Guide to Injury Prevention” – Traffic Safety Lesson Plans for Fire and Rescue Personnel – “An Eggs-Spermental Car Crash”
- Virginia Water Safety Coalition
- Watch Out for Kids Health – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- draw a picture of safety choices in different situations.
- role-play safety choices in different situations.

Information Access and Use Kindergarten

Standard of Learning

- K.4 The student will identify sources of health and safety information. Key concepts/skills include:
- a) a variety of information sources such as product safety symbols, television, radio, print materials, and electronic media;

Understanding the Standard

The student will identify sources of health and safety information.

Essential Knowledge and Skills

The student will:

- define an advertisement. (a message to get you to buy something or a safety message)
- give examples of where one sees and hears health and safety advertisements. (on the television, radio, or in magazines)
- explain where one can find written information about health topics. (at school, in books, in magazines, on the Internet, etc.)
- identify symbols used to warn of safe and unsafe materials. (Mr. Yuck, seat belt signs, poison symbols, road signs, etc.)
- identify television and radio commercials or programs which provide information for individual, community, and world safety. (healthful foods ads, vehicle safety messages, anti-smoking advertisements, etc.)

Instructional Resources

- American Red Cross – Longfellow’s Whaletales (Instructional Program)
- Coast Guard.org
- American Heart Association
- American Lung Association
- DARE
- PBS.org
- <http://www.connectforkids.org>
- <http://www.gov.sg/moh/nhe>
- <http://www.mhie.ac.uk/HERO>

Assessments ideas

The student will:

- identify where they hear or see health messages.
- describe where they can find health information.

Information Access and Use Kindergarten

Standard of Learning

- K.4 The student will identify sources of health and safety information. Key concepts/skills include:
- b) individuals, including school nurses, family members, health care personnel, teachers, and public safety officials.

Understanding the Standard

The student will identify people who help to provide health and safety information.

Essential Knowledge and Skills

The student will:

- identify or describe members of their community who provide health and safety services:
 - school – teacher, school resource officer, nurse, etc.;
 - public safety – fire fighter, police officer, etc.;
 - family – parent, grandparent, etc.; and
 - medical – dentist, doctor, nurse, etc.

Instructional Resources

- American Red Cross – Longfellow’s Whaletales (Instructional Program)
- Coast Guard.org
- American Heart Association
- American Lung Association
- DARE
- PBS.org
- <http://www.redcross.org/services/hss/>
- <http://www.connectforkids.org>
- <http://www.gov.sg/moh/nhe>
- <http://www.mhie.ac.uk/HERO>

Assessments Ideas

The student will:

- identify people who help to provide them with health and safety information.
- discuss when to go to these individuals for help.

Community Health and Wellness Kindergarten

Standard of Learning

- K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include:
- peaceful resolution of conflicts;
 - importance of sharing information.

Understanding the Standard

The student will identify situations that result in conflict; recognize the possibility of multiple-solutions; discuss appropriate solutions; and identify situations that require telling a trusted adult about the conflict.

Essential Knowledge and Skills

The student will:

- understand the skills necessary to identify and resolve simple conflicts (disagreements) in a peaceful manner.
- understand the importance of telling trusted adults about problems.
- define guidance. (getting help)
- describe trusted adults. (someone who cares for you and will protect you)
- explain a conflict. (a disagreement)
- describe peaceful. (no fighting)
- define cooperation. (to be helpful and listen to others)
- describe a solution. (possible answers to problems)
- define communication. (tell someone or talk about the conflict/problem)
- identify guidelines for peaceful solutions:
 - remain calm;
 - tell the other person what you want;
 - listen to what the other person has to say;
 - try to think of a way both of you can get what you want;
 - remember that you cannot always have your way;
 - keep your promise; and
 - if you cannot work out your disagreement, ask a grownup to help you.

Instructional Resources

- Problem Solving Approach – “Peaceable Kingdom”
- “Conflict Resolution” – <http://www.healthteacher.com>
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Mental Health
- “Programs with Pizzazz”, Rowan, F. (ed.), (1994), Reston, VA: AAHPERD. 33-37, 47-52, 53-55.
- Educating for Health, Marx, E. and Northrop, D. (1995), Newton, MA: Education Development Center, Inc. 87-91.
- The Health Teacher's Book of Lists, Rizzo-Toner, P. and Milliken, M. (1999), West Nyack, NY: The Center for Applied Research in Education. 204, 211.

Assessments Ideas

The student will:

- role-play peaceful resolutions of a conflict. (fighting over a toy, a place in line, etc.)
- explain when to seek guidance from a parent or trusted adult.

Community Health and Wellness Kindergarten

Standard of Learning

K.6 The student will identify expectations for personal behaviors in school and social settings. Key concepts/skills include:

- a) acceptable behavior in classrooms and during play;
- b) respect for the property and rights of others;
- c) respect for the personal space of others.

Understanding the Standard

The student will name important rules for classroom/gymnasium, playground, and cafeteria, and demonstrate respect of personal space and rights of others.

Essential Knowledge and Skills

The student will:

- define personal behavior. (how you act and what you do)
- define acceptable behavior. (appropriate behaviors for different settings/groups)
- define respect. (thinking highly of someone)
- describe showing respect. (getting along with others, valuing other people's belongings and things that belong to you and your family)
- describe and give examples of personal space. (keeping hands and feet to themselves)
- explain good manners. (sharing and taking turns, saying "excuse me" if you bump into someone, etc.)

Instructional Resources

- Student Code of Conduct
- Playground/Classroom/Bus Rules
- <http://www.healthteacher.com> – "Respect for Self and Others" and "Respect"
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> "Making Shapes and Letters in Self Space"
- Positive Behavior Strategies for Physical Educators, Lavay, B., French, R., and Henderson, H. (1997), Champaign, IL: Human Kinetics.
- Educating for Health, Marx, E. and Northrop, D. (1995), Newton, MA: Education Development Center, Inc. 87-91.
- "Programs with Pizzazz" Rowan, F. (ed.). (1994), Reston, VA: AAHPERD. 33-37, 47-52, 53-55.
- Happy/Sad Touches

Assessment Ideas

The student will:

- role-play acceptable behavior in the classroom and during play.
- demonstrate how to treat someone with respect.
- describe and give examples of personal space.