

## Kindergarten

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

In some instances, the initial exposure for students in maintaining a healthy lifestyle is in kindergarten. The health of individuals is a building process; the teacher must reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. The Suggested Objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

## Kindergarten

### Comprehensive Health Strands:

Community/Environmental Health (C)  
Personal Health (PH)  
Human Growth and Development (H)  
Disease Prevention and Control (D)  
Drug Abuse Prevention (DA)

Nutrition (N)  
Consumer Health (CH)  
Mental Health (M)  
Safety and First Aid (S)  
Family Life (F)

### Competencies and Suggested Objectives:

- 1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)**
  - a. Explain how childhood injuries and illnesses can be prevented or treated.
  - b. Describe relationships between personal health behaviors and individual well-being.
  - c. Describe the functions of the five senses.
  - d. Identify the food groups of the Pyramid.
  - e. Identify emergency numbers.
- 2. Demonstrate the ability to access valid health information and health-promoting products and services. (C, S, CH)**
  - a. Identify health products and services used by adults/children.
  - b. Identify healthy helpers in the community.
- 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)**
  - a. Demonstrate safe behavior in daily activity.
  - b. Demonstrate positive personal hygiene.
- 4. Analyze the influence of culture, media, technology, and other factors on health. (M)**
  - a. Understand the differences among peers and how they relate to culture.
  - b. Understand procedures in the case of an emergency.
- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, F, M, S)**
  - a. Demonstrate ability to work in group settings without interfering with others.
  - b. Explain healthy ways to express feelings.
  - c. Identify ways families meet the needs and wants of each family member.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**
  - a. Demonstrate an ability to identify healthy food.
  - b. Demonstrate healthy choices (i.e., engaging in activity).
  - c. Explain how to set personal health goals and track progress toward achievement.
  
- 7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)**
  - a. Discuss the importance of influencing others to make healthy choices.
  - b. Demonstrate an ability to recognize health services in the community (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).

**2006 Mississippi Comprehensive Health Framework**

Grade Level: Kindergarten

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessments
1	a	Show and discuss pictures of safe and unsafe practices.	Teacher Observation
1	a	Role-play ways to avoid a stranger.	Role playing
1	b	Have students decide whose heart is working harder after viewing pictures of people sleeping, running, riding a bike, and sitting.	Peer Observation
1	c	Read and discuss <u>My Five Senses</u> and/or <u>Brown Bear, Brown Bear.</u>	Teacher Observation
1 6	d a, b	Use Pyramid Pizza to identify foods in each food group.	Teacher Observation
2	a	Demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, soap).	Teacher Observation
2 7	b b	Cut pictures from magazines that show people in the family, school, and community who promote health and safety.	Teacher Observation
4	a	Read <u>We're Different, We're All the Same</u> and discuss.	Teacher Observation
4	a	Have students draw a picture of themselves. Allow students to compare the characteristics they put in their picture with another student's picture. Identify which characteristics are the same and which characteristics are different. Emphasize to the students that these different characteristics are what make each of us unique.	Student Journal
4	b	Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator.	Demonstration
5	c	Define family and roles of each family member.	Teacher Observation
6	a	Read <u>Give Me 5-A-Day</u> to students. Incorporate physical activity, reading and counting activities.	Student Journal
7	b	Take students on a field trip to tour the various emergency agencies in the community (i.e., fire department, police department, hospital, etc.). Have students role play each.	Role Play