

# Health Education, Kindergarten

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-c3.3 (d)-0.7 (e)42deeea3.3 (6 (a)-3.0.8 (o.9 (h)2.2 3.3 (6 (a)-3.0.8 (o.9 (80 -1.207

of safe and unsafe practices creates empowered and educated students who are able to

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(ii) practice ways to solve conflicts with a friend

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and

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Breakouts

- (i) identify roles of a trusted adult
- (ii) identify characteristics of a trusted adult
- (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations; and

Breakouts

- (i) identify refusal skills
- (ii) role play refusal skills
- (C) identify personal space and appropriate boundaries.

Breakouts

- (i) identify personal space
  - (ii) identify appropriate boundaries
- (10) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

- (A) name safe play environments;

Breakouts

- (i) name safe play environments
- (B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful;

Breakouts

- (i) name objects that may be dangerous
- (ii) explain how [objects that may be dangerous] can be harmful
- (C) recall personal home address as part of a personal safety plan.

Breakouts

- (i) recall personal home address as part of a personal safety plan
- (11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (A) identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

Breakouts



for help. The student is expected to identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.