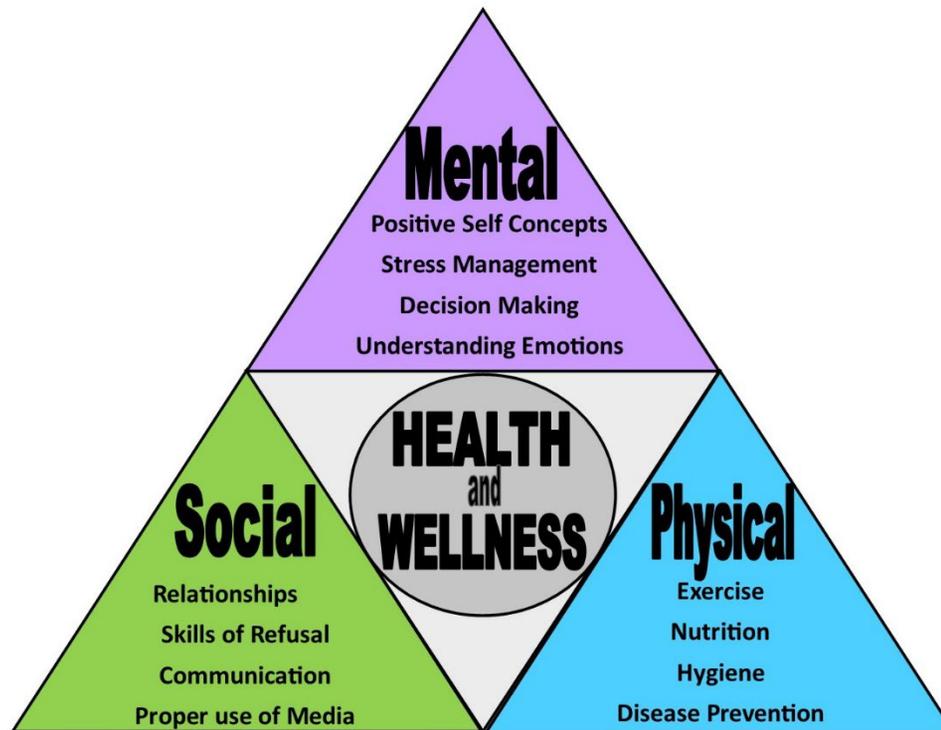


# Kindergarten

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



## **Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)**

Goal: Students will learn characteristics of a safe and healthy relationship.

### **Standard K.HF.1**

Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.

#### **Concepts and Skills to Master**

- Students list a minimum of 3 adults who makes the student feels safe, secure, and comfortable.
- Identify people in the home, school, and community that can provide help to students.

#### **Critical Background Knowledge**

Standard 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and recognize the characteristics that make them trusted and safe.

#### **Related Standards: Current Grade Level**

Standard K.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

#### **Related Standards: Future Grade Level**

Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.

### **Standard K.HF.2**

Describe how to be a good friend, and how to make a friend.

#### **Concepts and Skills to Master**

- Use children names often in daily routines.
- Provide time and play opportunities for children to practice social skills and play together.
- Teach, model and practice social behaviors.

#### **Critical Background Knowledge**

Standard 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.

#### **Related Standards: Current Grade Level**

Standard K.HF.3: Communicate respectfully with others.

#### **Related Standards: Future Grade Level**

Standard 1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.

Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.

### **Standard K.HF.3**

Communicate respectfully with others.

#### **Concepts and Skills to Master**

- Teach, model and practice polite language.

- Discuss simple classroom rules and use visual cues for resolving conflict.
- Teach, model and role play problem solving skills with peers.

**Critical Background Knowledge**

Standard 4 yr.2.4: Communicate respectfully with others by listening attentively and using polite language to respond to and interact with peers and adults.

**Related Standards: Current Grade Level**

Standard K.HF.2: Describe how to be a good friend, and how to make a friend.

**Related Standards: Future Grade Level**

Standard 1.HF.3: Demonstrate how to express gratitude, treat others with kindness, and respect differences.

Standard 1.MEH.1: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.

**Academic Language**

**Trusted Adult:** An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

See [Health Terms and Law and Policy for Health Education](#) for more details

**Assessment Exemplars**

Given prompts, students will be able to identify at least 5 trusted adults, and explain what makes them trusted and safe.

## Strand 2: Mental and Emotional Health (MEH)

Goal: Students will identify emotions and how to appropriately react to different emotions.

### Standard K.MEH.1

Identify how different emotions feel and how your body reacts to those emotions.

#### Concepts and Skills to Master

- Teach and model expressing and labeling emotions and feelings appropriately. Practice these skills in small groups or individually.
- Feeling freeze game. Play music and when music stop they freeze with a different emotional expression on their face.

#### Critical Background Knowledge

Standard 4 yr.3.1: Express and label emotions (for example: happy, sad, angry, afraid, frustrated, bored) and feelings (for example: thirsty, hungry, hot, cold, tired).

#### Related Standards: Current Grade Level

Standard K.MEH.2: Practice methods to calm down (e.g., deep breathing, counting to 10, mindfulness).

#### Related Standards: Future Grade Level

Standard 1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings.

### Standard K.MEH.2

Practice methods to calm down (e.g., deep breathing, counting to 10, mindfulness).

#### Concepts and Skills to Master

- Practice and model deep breathing as a relaxation technique using visual cues and imagery such as smell the flowers (breathe in through your nose) and blow out the candles (breathe out through your mouth).
- Practice and model how to stop, count to 10 and gain control of body and/or emotions.
- Practice and model mindfulness strategies such as positive self-talk.

#### Critical Background Knowledge

Standard 4 yr.3.2: With prompting and support, practice methods to calm down (for example, deep breathing, count to 10, mindfulness).

Standard 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

#### Related Standards: Current Grade Level

Standard K.MEH.1: Identify how different emotions feel and how your body reacts to those emotions.

#### Related Standards: Future Grade Level

Standard 1.MEH.2: Demonstrate healthy ways to express needs, wants, and feelings.

#### Academic Language

**Mindfulness:** Ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what is going on around us.

See [Health Terms and Law and Policy for Health Education](#) for more details

#### Assessment Exemplars

- Students will be shown a picture of a basic emotion and be able to say what that emotion is. Examples: a sad face, angry face, happy face, shocked/surprised face, a crying face, etc.

- Students will practice counting to 4 when they are upset. You could accompany the Daniel the Tiger song on when you get upset.. “When I feel so mad that I wanna roar, take a deep breath and count to 4”.

## Strand 5: Nutrition (N)

Goal: Students will understand what people eat and why food choices are important for health.

### Standard K.N.1

List a variety of healthy foods from each food group.

#### Concepts and Skills to Master

- Identify a variety of healthy foods, including cultural foods from students in classroom, using visuals such as pictures, play food or real food.
- Sort foods groups (i.e., dairy, meat, vegetable, fruit, grain, fats & sugars).

#### Critical Background Knowledge

Standard 4 yr.4.1: Identify a variety of healthy foods.

#### Related Standards: Current Grade Level

Standard K.N.2: Explain the importance of choosing healthy foods and beverages at each meal.

#### Related Standards: Future Grade Level

Standard 1.N.1: Recognize major food groups, including water, and list a variety of healthy foods in each group.

### Standard K.N.2

Explain the importance of choosing healthy foods and beverages at each meal.

#### Concepts and Skills to Master

- Discuss the health benefits of eating healthy foods and beverages: growth, strength, prevents illness.
- Discuss what different foods do for the body and why variety is important.

#### Critical Background Knowledge

Standard 4 yr.4.2: Identify why eating healthy food is important.

#### Related Standards: Current Grade Level

Related: Science LS1.C Standard K.2.1: Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive.

Standard K.N.1: List a variety of healthy foods from each food group.

#### Related Standards: Future Grade Level

Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.

Standard 1.N.3: Describe how food is fuel for the body.

### Standard K.N.3

Discuss the importance of trying new foods.

#### Concepts and Skills to Master

- Provide opportunities for children to sample a variety of foods from different food groups and cultures.
- Explain how different foods provide different needs for growing bodies (for example a variety of colors, food groups, or food cultures).

#### Critical Background Knowledge

Standard 4 yr.4.3: With prompting and support, try new foods from a variety of food groups.

#### Related Standards: Current Grade Level

Standard K.N.1: List a variety of healthy foods from each food group.

**Related Standards: Future Grade Level**

Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.

Standard 1.N.3: Describe how food is fuel for the body.

**Academic Language**

**Food Behavior:** How people choose, consume, sell, and buy food. People's actions toward food.

**Food Groups:** Foods that share similar nutritional properties such as fruits, vegetables, grains, proteins, and dairy.

See [Health Terms and Law and Policy for Health Education](#) for more details

**Assessment Exemplars**

Have a picture of all the food groups on a pyramid on a worksheet. Have the students draw what foods go in each group. At the bottom have them add a food they would like to try.

## Strand 6: Human Development (HD)

Goal: Students will learn basic hygiene skills and how to interact with others appropriately.

### Standard K.HD.1

Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.

#### Concepts and Skills to Master

- Create visual cues displaying steps for everyday routines such as: washing hands, blowing nose, and coughing into elbow.
- Teach, model and practice personal care skills.

#### Critical Background Knowledge

Standard 4 yr.1.1: Shows independence in personal hygiene and care.

#### Related Standards: Current Grade Level

N/A

#### Related Standards: Future Grade Level

Standard 1.HD.1: Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.

### Standard K.HD.2

Explain different methods (e.g., booster seats, seatbelts, helmets, safety equipment, visiting healthcare providers) for keeping the developing body safe and healthy.

#### Concepts and Skills to Master

- Discuss types of safety equipment, explain the importance of using properly and consistently.
- Discuss reasons to see a doctor and the importance.

#### Critical Background Knowledge

N/A

#### Related Standards: Current Grade Level

Standard K.HD.1: Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.

#### Related Standards: Future Grade Level

Standard 1.SDP.1: Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.

### Standard K.HD.3

Distinguish between appropriate and inappropriate touch.

#### Concepts and Skills to Master

- Discuss simple classroom rules and use visual cues for resolving conflict.
- Teach, model and role play problem solving skills with peers.
- List methods of interacting that are appropriate (high five, asking to play) and inappropriate (hitting, excessive touching).

#### Critical Background Knowledge

Standard 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.

#### Related Standards: Current Grade Level

Standard K.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
<b>Related Standards: Future Grade Level</b>
Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.
<b>Standard K.HD.4</b>
Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Refer to trusted adult list created in K.HF.1</li> <li>• Practice saying no.</li> <li>• Discuss various situations that may require student to seek help.</li> </ul>
<b>Critical Background Knowledge</b>
N/A
<b>Related Standards: Current Grade Level</b>
Standard K.HF.1: Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
<b>Related Standards: Future Grade Level</b>
Standard 1.HD.4: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.
<b>Academic Language</b>
<p><b>Trusted Adult:</b> An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.</p> <p>See <a href="#">Health Terms and Law and Policy for Health Education</a> for more details</p>
<b>Assessment Exemplars</b>
<ul style="list-style-type: none"> <li>• Students will name 3 people they like to talk with and that makes them feel safe.</li> <li>• Students will practice saying no out loud when they feel uncomfortable. Things you could say with students: “No” “No I feel uncomfortable” “Stop” “No don’t do that”</li> </ul>