

# Kindergarten

## Health Education Provided 4 Ways:

- **5 Minute Health: Skill Builders** - To meet the eight Florida Standards for Health Education, students will practice speaking, listening, and writing about health concepts and skills during the 5 minutes of standalone health time. Teachers will use the Skill Builder activities to provide turn and talk, quick write, or other communication practices for students. For some Skill Builder activities, teachers should remind students of the health-related books, stories, videos, or other sources of information that were previously read, viewed, observed, or heard. **See pages 2-9**
  
- **ELA Modules** – Health Education Trade Books and Skill Builder prompts align with ELA Modules. Health instruction may be extended during ELA time by using the Health trade books and/or implementing the suggested health writing activities listed at the end of each Module within this packet.
  
- **Physical Activity during Health Education** – On the days students do NOT participate in physical education, additional Health Education instructional time will provide students with teacher-facilitated physical movement activities. See the guidelines for safety and management along with suggested activities. Additional activities and resources are located on the elearn site under Health, Physical Activities. **See pages 14-15**
  
- **Invite Outstanding Guest Presenters into your Class**
  - **MORE HEALTH, Inc.** - high quality interactive fun lessons: **Dental K** and **Bones 1**; contact Laci Stokes, (813)288-8180, email [LStokes@MoreHealthInc.org](mailto:LStokes@MoreHealthInc.org)
  - **Johns Hopkins All Children's Hospital** – variety of resources (ask); contact Kellie Gilmore, 727-767-6923, [kgilmor6@jhmi.edu](mailto:kgilmor6@jhmi.edu) and **Safe Routes to School** – All Children's pedestrian and bike safety programs; contact Tiffany Sabiel, (727) 767-4124, [Tiffany.Sabiel@jhmi.edu](mailto:Tiffany.Sabiel@jhmi.edu)
  - **St. Joseph's Children's Hospital** - *NEW* engaging presentations, **Get Your Fit On** and **Germaine the Germ Thing**; contact Aimee Evans at (813) 615-0589 x223

### Additional Instructional Resources provided on eLearn site:

- ✓ Health Education Standards and Foundations
- ✓ Health Trade Books – full listing of what each teacher should have (your AP can make request to Instructional Materials office for missing items; some items are still available)
- ✓ Health Education Curriculum Guide - year-long guide with detailed instructions
- ✓ How to Grade Health (**See pages 10-12 in this packet**)
- ✓ Physical Activity link to eLearn site (also under Health)
- ✓ **Stand-alone Lessons and Materials** to meet **FL DOE and PCS required instruction** on Internet safety, Nutrition, Pedestrian Safety, Social/Emotional Health, etc.

# 5 Minute Health: Skill Builders aligned to ELA Module A

## CORE CONCEPTS

**Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmarks: HE.K.C.1.1 Identify healthy behaviors.**

1. Why is it important to get plenty of sleep?
2. What could happen if you didn't get enough sleep?
3. How do you feel when you have enough rest?
4. What are germs and how do they spread?
5. Why is it important to cover your mouth when you cough or sneeze?

***Possible writing prompt: Draw a picture of one way you can keep yourself healthy***

**Benchmark-HE.K.C.1.2 Recognize the physical dimensions of health.**

6. Why is it important to keep your body clean?
7. How do you keep your body clean?
8. Why is it important to wear clean clothes?
9. Cooperation means helping others. How are you cooperative?
10. Name a person that helps you.

***Possible writing prompt: Draw a picture of one way to keep your body clean.***

**Benchmark- HE.K.C.1.3 Recognize ways to prevent common communicable diseases.**

11. Show me the right way to cover a sneeze or cough?
12. What should you do if your nose is running?
13. After you use the restroom, what should you do next?
14. Why is it important to flush the toilet?

***Possible writing prompt: Draw a picture of one way you can keep your germs to yourself***

**Benchmark- HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.**

15. What are some rules to stay safe on the playground?

***Possible writing prompt: Draw one rule you have learned about how to stay safe on the playground***

**Benchmark- HE.K.C.2.2 Recognize the characteristics of a friend.**

16. How do you want your friends to treat you?
17. How do you treat your friends?
18. What are some consequences of not treating your friends well?
19. What do you like to share with your friends?
20. What do you want your friends to share with you?

***Possible writing prompt: Draw some ways that you can be a good friend to someone else***

**Benchmark- HE.K.C.2.3 Identify members of the school and community that support personal health practice and behaviors.**

21. Who are the people in our **community** that keep you safe and healthy?
22. Who are the people in our **school** that keep you safe and healthy?
23. How can a fire fighter help you?
24. How can a doctor or nurse help you?
25. How can a police officer help you?

26. How is a police officer similar to a fire fighter?
27. How is a police officer different from a fire fighter?
28. What is the purpose of an ambulance?

**Possible Writing Prompt:**

***Draw a picture of who would come and help if you if you had a fire at your house.***

***Draw a picture of who you would go see if you were very sick and needed medicine.***

**Benchmark- HE.K.C.2.4 Explain the importance of rules to maintain health.**

29. What are the rules you follow to keep yourself safe in the classroom?
30. What are the rules you follow to keep yourself safe in your home?
31. What are the rules you follow to keep yourself safe in your community?
32. What could happen if you did not follow a safety rule?
33. How are rules in your classroom similar to the rules you have in your home?

**Possible Writing Prompts:**

***Draw a way that you be safe at school, at home, or in your neighborhood.***

***Draw a picture of what could happen to you if you decided to run in the classroom.***

***Draw a picture of what could happen to you if you touched a hot stove***

## **ACCESS VALID HEALTH INFORMATION SKILL ACTIVITIES**

**Standard 3: Demonstrate the ability to access valid health information, products and services to enhance health.**

**Benchmark- HE.K.B.3.1 Recognize warning labels and signs on hazards products and places.**

34. What are some street signs that help keep you safe?
35. When you are crossing a street, how do you know when to cross?
36. What is a warning label?
37. What is a hazardous product and how can you tell that it is hazardous?
38. What should you do if you find a hazardous product?
39. Do you know that there is a (universal) symbol for “no”? (show the symbol)
40. Where might you see the “no” symbol?

***Possible Writing Prompt: Draw some signs that help keep you safe when you are walking or driving in your neighborhood***

**Benchmark- HE.K.B.3.2 Recognize school and community health helpers.**

41. Who can help us at school?
42. Who can help us in the community?
43. Name 3 community helpers.

## **INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES**

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark- HE.K.B.4.1 Recognize healthy ways to express needs, wants and feelings.**

44. What does it mean to have good manners?
45. When a person has bad manners, what behaviors might they show?
46. Name 3 good manners.
47. What are the consequences of having bad manners?
48. When you are talking to your friends or family, what types of words should you use?
49. What is a polite way to ask for something?
50. What could you say to a person that hurt your feelings?

51. Say something kind to your neighbor.

**Possible writing prompt: Draw one way that someone could have bad manners or bad manners?**

**Benchmark- HE.K.B.4.2 Demonstrate listening skills enhance health.**

52. How can you tell if a person is listening to you?

53. How can a listener show respect to a speaker?

54. Name 2 things you do when you are listening to a speaker.

**Possible Writing Prompt: Draw one way you can show your teacher you are listening to him/her on the carpet.**

**Benchmark- HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.**

55. What is a trusted adult?

56. Who are your trusted adults?

57. If you are in trouble, where could you go for help?

58. What should you do if a stranger approaches you?

59. Say, "Stop! I don't know you!" in an assertive voice.

## DECISION-MAKING SKILL ACTIVITIES

**Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.**

**Benchmark- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.**

60. What choices could you make to keep yourself safe at school?

61. Who helps you choose appropriate clothing each day?

62. Who reminds you to keep yourself clean?

63. Who are the people that make you feel safe?

**Possible writing prompt: Draw some people who help you feel safe**

**Benchmark- HE.K.B.5.2 Recognize healthy options to health-related issues or problems.**

64. Think of an emergency situation. What are some healthy choices for this emergency?

**Benchmark- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.**

65. What is an unsafe choice that you could make when with friends at a park?

66. What could happen if you do not keep your body clean or visit the dentist?

67. What are some consequences that could occur if you are unsafe in a car?

68. What are some consequences that could occur if you are unsafe on your bike?

## HEALTH ADVOCACY SKILL ACTIVITIES

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**Benchmark- HE.K.P.8.1 Help others to make positive health choices.**

69. What could you do if someone is not being safe on the playground?

## 5 Minute Health: Skill Builders aligned to ELA Module B

### CORE CONCEPTS

**Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.**

As a result of using the health education discussion questions/writing prompts and activities listed below, students will be able to meet the Florida Standards for Health Education.

**Benchmarks: HE.1.C.1.2 Recognize the physical dimensions of health.**

70. What are good eating habits?

71. Name a food that is unhealthy

72. Name a food that is healthy.

**Possible Writing Prompt: write a list book listing healthy food choices write a list book listing unhealthy food choices.**

**Benchmark- HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.**

73. How can you stay safe when you are riding your bike?

74. How does a helmet protect you?

75. What are some ways to stay safe in a car?

76. Name some items that are safe to put in your mouth.

77. How can you tell if something is poisonous or harmful?

**Possible Writing Prompt: write a list book about ways that you can keep yourself safe.**

### ANALYZING INFLUENCES SKILL ACTIVITIES

**Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on the health behaviors.**

**Benchmark- HE.K.C.2.1 Name healthy behaviors that family members should practice.**

78. What are some things that your family does to stay healthy?

79. How does brushing your teeth keep you and your family healthy?

80. Why is it a good idea to stay home when you are sick?

81. Why do doctors give shots?

82. Having a family meal together is a great idea because \_\_\_\_\_.

83. What family activities can you share?

84. When you are speaking to your family members, what are some respectful words you could use?

**Possible Writing Prompt: Write a list book of some ways that your family stays healthy.**

### SELF-MANAGEMENT SKILL ACTIVITIES

**Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors and avoidance or reduction of health risks for oneself.**

**Benchmark- HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.**

85. What changes could you make to be healthier?

86. Name a person that could teach you how to make healthy choices.

87. Name the places where you feel safe?

**Possible Writing Prompt: Write a list book of places where you feel safe or people who make you feel safe.**

## HEALTH ADVOCACY SKILL ACTIVITIES

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**Benchmark- HE.K.P.8.1 Help others to make positive health choices.**

88. Tell your neighbor about a healthy choice you made.

***Possible Writing Prompt: Make a list book of ways to keep yourself healthy.***

## **5 Minute Health: Skill Builders aligned to ELA Module C**

### CORE CONCEPTS

**Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmarks: HE.1.C.1.1 Identify healthy behaviors.**

89. Why is it important to brush your teeth?

90. Who could help you brush your teeth?

91. What could happen if you didn't brush your teeth?

92. What items do you need to brush your teeth?

93. How many times should you brush your teeth per day?

94. Why is it important to keep your toothbrush in a clean place?

***Possible Writing Prompt: Write a How-To book about how to brush your teeth.***

**Benchmarks: HE.1.C.1.3 Recognize ways to prevent common communicable diseases.**

95. What do you need to wash your hands?

96. What are the steps to washing your hands the right way?

97. When should you wash your hands?

98. After you use the restroom, what should you do next?

***Possible Writing Prompt: Write a How To book about how to wash your hands.***

## 5 Minute Health: Skill Builders aligned to ELA Module D

### CORE CONCEPTS

**Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmarks:** HE.1.C.1.2 Recognize the physical dimensions of health.

- 99. Why is it important to exercise?
- 100. What happens if you don't exercise?
- 101. Name some ways that you like to exercise.
- 102. Demonstrate an exercise you could do indoors.

**Possible Writing Prompt:** Write an opinion book about ways you like to exercise.

**Benchmark-HE.1.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.**

- 103. What can you do to be safe in the water?
- 104. When you are in the water, what could you wear to keep you safe?

**Possible Writing Prompt:** Write a story about a time you were being safe at the beach or pool.

### INTERPERSONAL COMMUNICATION SKILLS ACTIVITIES

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark- HE.K.B.4.1 Recognize healthy ways to express needs, wants and feelings.**

**Possible Read Aloud:** Tell Someone You Trust Big Book (New for 2016-2017)

- 105. Name a person at school that you can tell how you are feeling.
- 106. What could you say to a person that hurt your feelings?

**Possible Writing Prompt:** Write a story about a time that someone hurt your feelings

### DECISION-MAKING SKILL ACTIVITIES

**Standard 5: Demonstrate the ability to use the decision-making skill to enhance health.**

**Benchmark- HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.**

- 107. What choices could you make to keep yourself safe in water?
- 108. How are making safe choices in school similar to making safe choices in water?

**Benchmark- HE.K.B.5.2 Recognize healthy options to health-related issues or problems.**

- 109. Describe a healthy choice you could make if your friends dare you smoke.

**Benchmark- HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.**

- 110. What is an unsafe choice that you could make when at the beach or pool?

# Health Education Foundations

The National Health Education Standards offer a coherent vision of what it means to be health literate!

***“Health Literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing.”***

The Joint Commission on Health Education Standards

*“It is a growing belief that any further advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can help play an important role in improving the quality of life.”*

National Health Education Standards: Achieving Health Literacy, 1995

**The Florida Standards for Health Education are based on the National Standards for Health Education.**

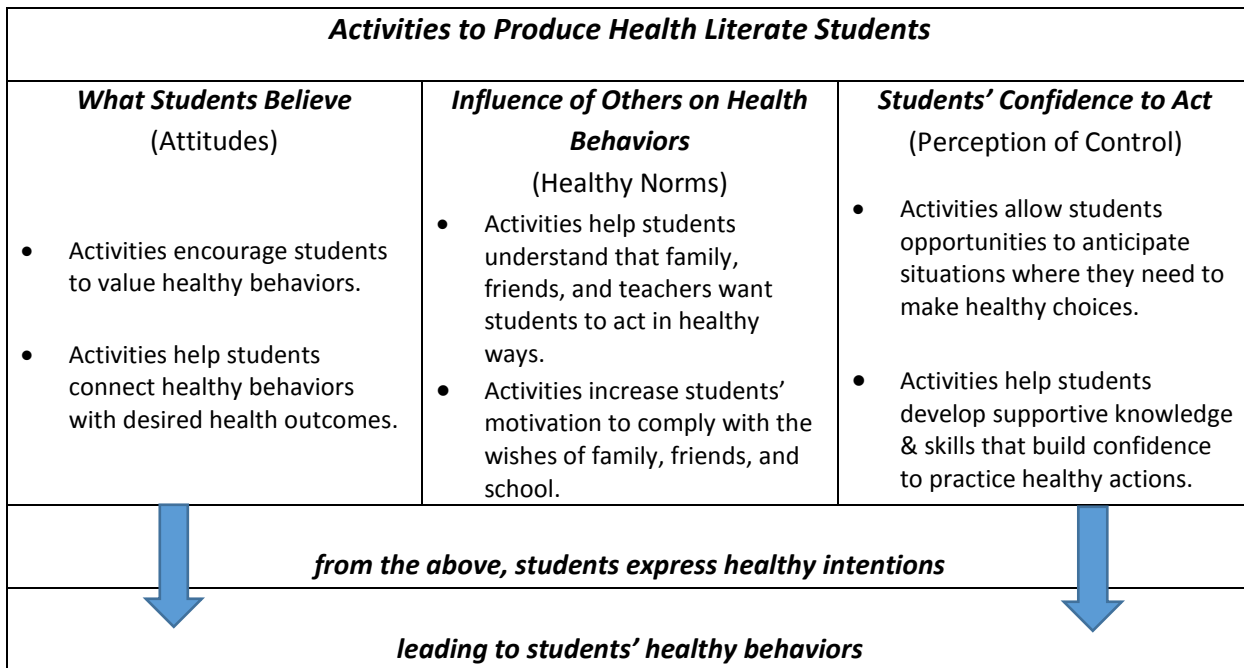
National Health Standards	National Health Standards Descriptions
Core Concepts	The foundational knowledge of health. What students should know before they can do.
Analyzing External And Internal Influences	The ability to determine sources of influences: family, peers, teachers, other adults/professionals, media (advertisements, magazines, newspaper, internet sources, television, etc.), culture, etc.
Accessing Information	The ability to access appropriate, useful and health enhancing information (using a variety of reliable resources).
Interpersonal Communication	The ability to appropriately and successfully use verbal, nonverbal, and active listening skills.
Decision-Making	The ability to use a process by which problems, etc. are well thought out and a health enhancing result occurs; includes consequences (positive and negative) for actions taken.
Goal-Setting	The ability to set and achieve reachable short and long term health enhancing targets.
Self-Management	The ability to make health enhancing decisions, etc. primarily impacting self.
Advocacy	The ability to “advocate” for health enhancing services, policies, programs, assistance, etc. primarily impacting family, peers,

## PCS eLearn Center, Health Education by Grade includes:

1. Florida Standards for Health Education
2. [Health Curriculum Guide \(literacy connections to use during reading block\)](#)  
 ✓ ***NOTE: the Health reading texts are embedded within PCS ELA Modules.***
3. 5 Minute Health: Skill Builder (5 minute daily prompts for quick writes/journaling/turn and talk); Skill Builders are referenced in Health Curriculum Guide and align with ELA Modules.
4. [Locally developed/FL DOE REQUIRED lessons](#)
5. [List of classroom books/resources](#)
6. [Health Assessment Rubric](#)
7. [Links to Physical Activity eLearn site](#)



To produce health literate students, all Health Education instruction must incorporate activities that help students develop their health knowledge, attitudes, beliefs, and behaviors:



## What Skill Builders do for your students!

Schools tend to operate within the realm of knowledge and information. But knowledge and information alone are NOT enough to develop a health literate student! Prevention research shows that competence in personal, social, and life skills is also essential. The following personal, social, and life skills must be practiced by students to promote students' healthy behaviors:

- Expressing and communicating health beliefs and preferences
- Resisting peer pressure
- Controlling personal impulses, practicing self-control and managing behavior
- Negotiating risky situations
- Choosing healthy and safe friends
- Establishing a healthy support system
- Solving problems
- Assessing risks
- Resolving conflict and coping with stress
- Asking adults for help
- Establishing healthy goals and plans to reach those goals
- Making informed decisions and anticipating results
- Practicing healthy actions

### Grading Health

Health grades are blended with other content to become a floating assessment. These assessments may be based on teacher observations using the Health Rubric for each grade posted on eLearn. The 5 Minute Health Skill Builders include a variety of writing prompts and other activities that may be assessed using the grade level rubric for Health.

# Health Education Grading Rubric

## K-2

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- Most of the time: Students demonstrate understanding of Health Objectives most of the time.
- Some of the time: Students demonstrate understanding of the Health Objectives some of the time.
- Seldom: Students cannot demonstrate an understanding of the Health Objectives.

<b>Lesson Objective</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Seldom</b>

## Kindergarten Physical Activity during Health Education

Physical Activity Breaks are extremely beneficial to students. Five minute breaks should occur throughout the day in all subject areas. Extended physical activity time will occur at least twice a week during Health Education. Collectively, these 5-minute and 20-minute movement activities will help students to reduce stress, increase their physical activity, reenergize their brains for improved lesson focus, and have FUN!

***Please keep this handout with your daily plans as a helpful guide throughout the year.***

### **CONSIDERATIONS FOR ALL GRADE LEVELS:**

#### **SAFETY:**

- Rules for safe movement on campus must be established with your class at the beginning of the year. These rules may be similar to your classroom expectations.
- Outside areas and playground equipment rules should be discussed with your school's PE staff. Rules and expectations should be the same across all grade levels.
- Physical activity during Health Education will be instructional time; teachers are expected to be engaged with the class and maintain visibility and proximity to all students at all times.
- Teachers should always be aware of any possible outside nuisances such as broken glass, ant piles, various animals, sand spurs, and sticks from trees. Have a plan to contact the HPO or front office if anything arises.
- Incidents: Have a plan to contact office if a student is injured during PA. Collaborate with Administration for best plan.

#### **SPACE:**

- Boundaries for space outside should be established between teachers and the PE staff. Courtesy for the PE class's instructional space should **ALWAYS** be considered when using outside areas.
- Establish safety practices when using classroom space for movement activities; floor space should be free of books/bags/other objects, students should be spaced out to not interfere with others' movement.

#### **EQUIPMENT:**

- Management of equipment in your classroom
  - Keep equipment together in a basket or bag
  - Choose a student helper to gather, collect and inventory equipment after PA
- Recommended classroom equipment

➤ 8 –10 Jump ropes	➤ 10 -12 Cones (more is always better)
➤ 2 -4 Playground balls; 8-10" in size	➤ 15 –20 Bean Bags
➤ Dice - several pieces	➤ Decks of cards; both playing and Uno cards
➤ Ball pump with extra pump needles	➤ Equipment bag or large laundry basket for storage
- Where to find equipment
  - Collaborate with PE teacher; keep in mind they may not have equipment to lend
  - Refer to list of resources and grants to earn/win equipment (*back of page*)
  - Collaborate with PTA/Boosters to promote fundraisers to build sets of classroom PA equipment
- Easy 5-minute PA break activities (Combine a few for 20 minute Physical Activity during Health)
  - 1) *Jammin' Minute*                      2) *GoNoodle*                              3) *Adventure to Fitness*
  - 4) *Fitness Walks*                        4) *Fit Sticks*                              4) *GeoMotion*
  - **Go to PCS eLearn (Physical Activities):** <http://elearn.pcsb.org/course/view.php?id=190>

## Ten Easy to Remember Health Related Physical Activities for Kindergarten!

Find the directions for these games on the Health e-Learn site under Physical Activities.

Rock, Paper, Scissors-Numbers	What are we doing Mr. Heart?
Houdini Hoops	Germ Tag
Cavities and Dentists	Go and Whoa!!
Create your own Game	Food Plate Shuffle
Food Plate Bingo	Body Part Simon Says

### RESOURCES FOR ACTIVITIES AND GRANTS/FUNDING FOR EQUIPMENT

Organization	Physical Activity	Web Site	
Pinellas County Schools	e-Leaning Center various media	<a href="http://elearn.pcsb.org">http://elearn.pcsb.org</a>	
GoNoodle	Online website various media	<a href="https://www.gonoodle.com">https://www.gonoodle.com</a>	
Jam School Program	Short exercise videos	<a href="http://www.jamschoolprogram.com">http://www.jamschoolprogram.com</a>	
Adventure to Fitness	Long and short exercise videos	<a href="http://adventuretofitness.com">http://adventuretofitness.com</a>	
Eat Smart Move More	Online website various media	<a href="http://www.eatsmartmovemorenc.com">http://www.eatsmartmovemorenc.com</a>	
National Football League	Fuel Up To Play 60 various media	<a href="https://www.fueluptoplay60.com">https://www.fueluptoplay60.com</a>	
Alliance for a Healthier Generation	Online website various media	<a href="https://www.healthiergeneration.org">https://www.healthiergeneration.org</a>	
Active Academics	Online website various media	<a href="http://www.activeacademics.org">http://www.activeacademics.org</a>	
Grant Funding Resources			
Pinellas Education Foundation <a href="https://www.pinellaseducation.org/pcs-employees/grants/fund-a-classroom">https://www.pinellaseducation.org/pcs-employees/grants/fund-a-classroom</a>	Fuel Up To Play 60 <a href="https://www.fueluptoplay60.com">https://www.fueluptoplay60.com</a>	Walmart Foundation <a href="http://giving.walmart.com/foundation">http://giving.walmart.com/foundation</a>	
Walgreens Giving Back to the Community <a href="http://www.walgreens.com/to pic/sr/giving_back.jsp">http://www.walgreens.com/to pic/sr/giving_back.jsp</a>	Let's Move Active Schools <a href="http://www.letsmoveschools.org">http://www.letsmoveschools.org</a>	Junior League St. Petersburg <a href="http://www.jlstpete.org">http://www.jlstpete.org</a>	
Other Resources			
Lead money	Dollar Tree	Oriental Trading	Walmart

### HEALTH EDUCATION OBSERVATIONS:

To assess how students are meeting the Health Education Standards during Physical Activity, go to the Health eLearning site for your grade level: <http://elearn.pcsb.org/course/view.php?id=181>.

This site links to the Physical Activities site.