

FSD5 Health Scope and Sequence (Kindergarten)

1st Nine Weeks:

Injury Prevention and Safety (I)

Personal and Community Health (P)

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)

Nutrition and Physical Activity (N)

3rd Nine Weeks:

Mental, Emotional, and Social Health (M)

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

Erin's Law Lessons (sexual assault and abuse awareness and prevention education)

FSD5 Health Scope and Sequence

Kindergarten

1st Nine Weeks:

Injury Prevention and Safety

- I-K.1.1 Identify ways to prevent common childhood injuries at home (for example, falling down the stairs, drinking an unknown substance, finding a gun), school (for example, climbing on playground equipment), or in the environment (for example, running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).
- I-K.1.2 Identify appropriate ways to deal with specific emergency situations.
- I-K.1.3 Name ways to stay safe around strangers.
- I-K.1.4 Explain what a person should do to deal with a minor injury (for example, cut, scrape, nosebleed).
- I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.
- I-K.4.1 Demonstrate how to make an emergency phone call.
- I-K.4.2 Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.
- I-K.5.1 Identify situations that require action to protect personal safety.
- I-K.7.1 Describe fire safety rules for home and school (for example, “if clothing is on fire, stop, drop, and roll,” “get out of the burning building and meet in a safe place,” “do not play with fire”).
- I-K.7.2 Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.

Personal and Community Health

- P-K.1.1 Define the term “germs.”
- P-K.1.2 Define the terms “health,” “health behaviors,” “health checkups,” and “health risks.”
- P-K.1.3 Name behaviors that affect personal health (for example, bathing, washing hands, eating healthy foods).
- P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.
- P-K.1.5 Explain why getting enough sleep is important.
- P-K.2.1 Identify how the family influences personal health practices and behaviors.*
- P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

- P-K.6.1 Set a goal to brush his or her teeth twice a day.
- P-K.7.1 Demonstrate practices that promote personal health (for example, washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (for example, covering coughs and sneezes).

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs

- D-K.1.1 Define the terms “drug” and “medicine.”
- D-K.1.2 Distinguish between medicines and other substances that may look like medicines.
- D-K.1.3 Identify ways that drugs can be helpful or harmful.
- D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.
- D-K.3.1 Explain ways to identify trustworthy adults from whom he or she can safely take medicine.
- D-K.4.1 Demonstrate ways to say “no” to alcohol and tobacco.

Nutrition and Physical Activity

- N-K.6.1 Set a goal to be active at recess.
- N-K.7.1 Demonstrate the ability to select healthy foods.

3rd Nine Weeks:

Mental, Emotional, and Social Health

- M-K.1.1 Define the term “feelings” (for example, happy, sad, angry).
- M-K.3.1 Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.
- M-K.4.1 Name healthy ways to express needs, wants, and feelings.

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility

- G-K.1.1 Name the major body parts.
- G-K.1.2 Name the five senses and describe what they do.
- G-K.1.3 Name ways children grow and change.

G-K.1.4 Explain how families are alike and different (for example, have several brothers and/or sisters, have only one child, have one parent working outside the home, have a grandparent living in the home, have a pet).

Note: References to homosexuality are prohibited by the

Comprehensive Health Act except in the context of instruction concerning sexually transmitted diseases.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

Kindergarten

1st Nine Weeks

Injury Prevention and Safety

Essential Questions: Injury Prevention and Safety

- What are important steps to take to avoid getting injured?
- When is it okay to talk to strangers?
- What is an emergency?

Sample Performance Indicators:

- I-K.1.1 Identify ways to prevent common childhood injuries at home (falling down the stairs, drinking an unknown substance, finding a gun), school (climbing on playground equipment) or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).
- I-K 1.2 Identify appropriate ways to deal with specific emergency situations.
- I-K 1.3 Name ways to stay safe around strangers.

Sample Teaching Strategies and Activities

- Students explore “Herbie the Hippo’s” ten top stranger safety tips to share with their parents. <http://www.herbiethhippo.com/top-ten-safety-tips.htm>
- The teacher seals two raw eggs in shell in individual clear plastic sandwich bags. Using two toy cars and a wooden inclined board as a ramp, the teacher allows the toy cars to go down the ramp with one egg sitting in one of the cars unsecured and then another egg sitting in the other car secured with rubber bands. The teacher draws similarity to car seat belts and bicycle safety helmets.
- The teacher asks a firefighter to come to class to explain how firefighters deal with emergency situations including; a family pet caught in a tree, a young toddler locked alone in bathroom and a backyard barbeque fire that has spread out of control.

Sample Assessment Strategies

- Students understand the potential harmful consequences of not wearing seat belts and bicycle helmets.
- Students can name 6 of the 10 Herbie stranger tips.
- Students can identify at least two safe places to go to if approached by a stranger.

Essential Question: Injury Prevention and Safety

- How can family and friends help to keep you safe?

Performance Indicator:

I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.

Sample Teaching Strategy and Activity

- Students cut out magazine pictures of people in the community who help to keep them safe. They construct a collage of safety helpers (police, life guards at the pool, school crossing guards, construction workers that fix broken equipment on the playground, janitors in school that mop up spills on the floor and parents who make their homes safe).

Essential Question: Injury Prevention and Safety

- What are important things to say on the phone when making an emergency phone call?

Sample Performance Indicator:

I-K.4.1 Demonstrate how to make an emergency phone call.

Sample Teaching Strategy and Activity

- Using an imitation phone, students show how to make a 911 call. The teacher provides a script for the students to practice. The script should include the exact information for students to communicate on the call, including identifying themselves, giving the location of the accident, telling what happened, and telling who is hurt.

Sample Assessment Strategy

- In making a practice 911 phone call, students tell their name, where the accident is located, what happened, and who is hurt.

Essential Question: Injury Prevention and Safety

- How do you decide if a situation is dangerous or safe?

Performance Indicator:

I-K.5.1 Identify situations that require action to protect personal safety.

Sample Teaching Strategy and Activity

- The teacher verbally gives students examples of potentially dangerous and situations. Students are told to put thumbs up if they feel that the situation requires immediate action. Students that put their thumbs up offer safe practices and solutions to the dangerous situation. Some examples of dangerous and non-dangerous situations include: a strange dog approaches you growling, your neighbor's cat hisses at you, you see a spider in the corner of the kitchen, a bad storm is approaching and you are outside in the backyard and your little brother or sister runs in the road to get a ball.

Sample Assessment Strategy

- The teacher provides discussion and the students vote again with thumbs up or down, showing improvement in the number of students who respond correctly.

Essential Question: Injury Prevention and Safety

- What can you do if your clothes are on fire?
- How can you be safe as a pedestrian and as a passenger in a car?

Performance Indicators:

I-K.7.1 Describe fire safety rules for home and school (for example, if clothing is on fire, stop, drop, and roll; get out of a burning building and meet in a safe place; do not play with fire.)

I-K.7.2 Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.

Sample Teaching Strategies and Activities

- Students practice crawling under a hanging sheet in the room that represents smoke.
- The teacher visits a local recycled car lot and asks for seat and seat buckle donations for classroom demonstrations. Students practice riding as a passenger in the car, taking step by step safety precautions in fastening seat belts and examining different types of seat belt fasteners. The teacher explains why it is safer for children to ride in the back seat.
- Students practice road safety using stop, look and listen principles before crossing an imaginary road in the classroom.

Sample Assessment Strategies

- Students demonstrate proper crawling techniques to stay below the “smoke” sheet.
- Students can properly secure their own seat belt without asking for assistance.

Personal and Community Health

Essential Questions: Personal and Community Health

- What are good habits for staying healthy that the entire family can practice?
- What are germs?
- What are the best ways to take care of teeth?
- Why is getting enough sleep important?

Sample Performance Indicators:

P-K.1.1 Define the term "germs."

P-K.1.3 Name behaviors that affect personal health (bathing, washing hands and eating healthy foods).

P-K.1.4 Explain why it is important to brush the teeth and go to a dentist.

P-K.1.5 Explain why getting enough sleep is important.

Sample Teaching Strategies and Activities

- Students identify four critical times to wash hands to prevent the spread of germs
<http://www.henrythehand.com>
- The teacher reads a book about germs such as: “Germs are not for Spreading” by Elizabeth Verdick. A free coloring sheet can be downloaded at: germs
<http://www.freespirit.com/files/other/germscolorpage.pdf>
- Student explore the effects of plaque destroying tooth enamel by soaking egg shells in two clear plastic cups, one containing dark colored soda and the other vinegar and water. The egg shell is used to represent the shell of a tooth. The egg shells are observed for 3 to 4 days. Egg shell discoloration and destruction are observed by the teacher and students. The teacher explains that food left on teeth can also be destructive and cause tooth discoloration. The importance of brushing teeth is discussed.
- Students draw and cut out a paper toothbrush from construction paper. Working in pairs they demonstrate proper brushing techniques on a partner’s hand that is extended with fingers pointed toward the ceiling. The palm of the partner’s extended hand represents the gum area of the mouth and each upward pointed finger represents a tooth. Student partners take turns demonstrating proper brushing techniques and using their hand to represent teeth.
- Students identify all of the sources of fluoride and learn how fluoride protects their teeth (SC Oral Health Curriculum Kindergarten)
http://www.scdhec.gov/health/mch/oral/docs/curr_Overview%20for%20Printed%20School%20Curriculum%20Guides.pdf
- Students explore habits that they commonly use to prepare for a good night’s rest. Habits might include; turning on soft music, turning on night lights, and making the room quiet by closing their door. The leads discussion about the benefits of getting eight hours of sleep such as; getting up in time to get a good breakfast, feeling alert at school, and having more energy to play at recess.

Sample Assessment Strategy

- Students verbally report the effects of a liquid on egg shells.
- Students demonstrate proper hand washing techniques.
- Students consistently display proper tooth brushing technique.
- Students identify good habits for preparing for bedtime.

Essential Question: Personal and Community Health

- In what ways can your family help you practice healthy behaviors and habits?

Performance Indicator:

P-K.2.1 Identify how the family influences personal health practices and behaviors.

Sample Teaching Strategies and Activities

- Students construct a family celebration timeline. With the help of parents or adults at home each student constructs a list of healthy activities the family does together to celebrate favorite holiday, events and birthdays.
- Students discuss their family patterns for eating meals together.

Sample Assessment Strategy

- Rubric scoring for the identification of healthy activities found on the family celebration time line.

Essential Question: Personal and Community Health

- Why is it important to visit the doctor or dentist?

Performance Indicator

P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

Sample Teaching Strategy and Activity

- The teacher leads a brainstorming activity in creating a list of important things that their doctor, dentist, or nurse has told children to do to stay healthy. The teacher helps students explore types of questions that they might ask a doctor, nurse, or dentist when they go for a visit.

Essential Question: Personal and Community Health

- How can you set a plan to brush your teeth twice a day?

Performance Indicator

P-K.6.1 Set a goal to brush his or her teeth twice a day.

Sample Teaching Strategy and Activity

- Students make a plan to brush their teeth at least three times a day. The teacher keeps a class graph chart of daily tooth brushing activity for each student.

Sample Assessment Strategy

- Students color the graph daily, representing each day of the month that they have brushed their teeth.

Essential Question: Personal and Community Health

- What can you do to stop the spread of germs?

Performance Indicator:

P-K.7.1 Demonstrate practices that promote personal health (for example, washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (for example: covering coughs, and sneezes).

Sample Teaching Strategy and Activity

- The teacher using a black light to display dirt particles found in hair brushes and toothbrushes. The teacher explains that dirt found on these hygiene tools can contain germs. The teacher explains that sharing tooth brushes and hair brushes is a bad idea because it spreads germs. Students practice sanitary storage and sterilization of toothbrushes that have been assigned to them.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

Kindergarten

2nd Nine Weeks

Alcohol, Tobacco, and Other Drugs

Essential Questions: Alcohol, Tobacco, and Other Drugs

- In what ways can drugs cause harm?
- What is the difference between a drug and a household chemical?
- What are warning symbols?

Sample Performance Indicators:

- D-K.1.2 Distinguish between medicines and other substances that may look like medicines.
- D-K.1.3 Identify ways that drugs can be helpful or harmful.
- D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.

Sample Teaching Strategies and Activities

- The teacher gathers bottles of consumable and chemical bottled products that look alike (similar in color and bottle shape). The teacher pours equal amounts of the substances from each container into clear plastic containers sitting next to each other. Sealable lids should be placed on the containers for safety precautions. The teacher asks students which of the paired glass container holds a liquid that is safe to drink. Paired liquid examples may be purple colored household cleaner and purple juice or sports drink, bottled water and rubbing alcohol, or blue colored sports drinks and windshield wiper fluid. Laxative chewing squares and chocolate bars can also be paired as an example of safe and unsafe items to ingest. It is important that students understand the concept that some senses can be “fooled” or confused, such as sight in this case. Other senses can help identify substances, but students should use caution. Many substances are poisons and are not “safe” to touch or to smell. Discuss why it is important to never drink or eat unknown substances that are in unmarked containers or boxes. A trusted adult can help identify safe substances.
- “Safe” and “unsafe” sides of the room are identified by the teacher. Students pick activity picture cards from a bucket. The teacher reads the caption and the child decides what side of the room to move to representing whether the picture card activity is safe or unsafe.

Sample activity picture cards include a picture of the activity with captions that might read as follows:

1. Taking a cleaning agent from under the kitchen counter
2. Getting an immunization from a doctor
3. Picking up a syringe found at the beach
4. Taking medicine from the home medicine cabinet

- The teacher brings in empty boxes of over the counter (OTC) medicine boxes and empty boxes of candy. The teacher engages students in the discussion of ways to tell the difference between medicine boxes and candy boxes. Key words on the medicine boxes are tablet and warning labels.

Sample Assessment Strategies

- Students properly identify safe and unsafe activities from picture cards.
- Students understand it is best to ask a trusted adult for help before touching, smelling, or ingesting unknown products.
- Students properly identify the differences between medicine boxes and candy boxes.
- Students safely use sight or smell in distinguishing between substances that are safe or unsafe to consume.

Essential Question: Alcohol, Tobacco, and Other Drugs

- Why is it important to have adult help when taking medicine?

Performance Indicator:

D-K.3.1 Explain ways to identify trustworthy adults from whom he or she can safely take medicine.

Sample Teaching Strategy and Activity

- Students draw pictures of adults who can help them when they feel sick.

Nutrition and Physical Activity

Essential Questions: Nutrition, and Physical Activity

- What is the difference between a healthy and unhealthy foods and snacks?
- Why is it important to eat breakfast?
- Why is it important to stay active and move muscles daily?

Performance Indicators:

N-K.1.1 Explain why the body needs food (including breakfast) and water.

N-K.1.2 Define the terms "healthy foods" and "snacks."

N-K.1.3 Explain why the body needs daily physical activity.

Sample Teaching Strategies and Activities

- Students draw and color one healthy snack that was eaten during the day.
- Students identify different types of healthy snacks by color. On red week or red day students bring in different red colored snacks such as an apple or tomatoes. The teacher gives examples of foods that can be found in different forms (raw, cooked, canned or dried.)

- Students practice controlling their movement as they transfer body weight, change direction, and apply strong and light force at varying speeds.

Sample Assessment Strategies

- Students sort colored snacks into healthy and unhealthy groupings.
- Students identify elements of movement that are needed in day to day living.

Essential Question: Nutrition, and Physical Activity

- What are your goals for being active at recess?

Performance Indicator:

N-K.6.1 Set a goal to be active at recess.

Sample Teaching Strategy and Activity

☐ Students have the recess monitor stamp a card indicating the student attempted one or more recess games set up in

stations. An example of recess stations are: hopscotch, four square (with a ball), four square switch, clapping games,

skipping rope games, wall games with tennis balls, chalk art, tetherball, fox and goose, and target toss.

Essential Question: Nutrition, and Physical Activity

☐ Can you tell which foods are healthy and which foods are not healthy?

Performance Indicator:

N-K.7.1 Demonstrate the ability to select healthy foods.

Sample Teaching Strategies and Activities

☐ The teacher gives examples of both healthy and unhealthy traditional American breakfast food items using by pictures of

the items and flash cards representing letters of the alphabet (A is for apple, B is for Bacon C is for cereal, D is for Donut,

E is for Egg, F is for French Toast, G is for Grapes).

☐ The teacher explains the harmful effects of consuming sugar sweetened foods and beverages. The teacher provides

examples of beverages that contain unhealthy refined sugars and examples of beverages that contain little or no refined

sugars.

Sample Assessment Strategies

☑ Students identify healthy and unhealthy breakfast food items from the alphabetical examples given by the teacher.

☑ When shown a series of pictures or flash cards of sugar containing and non-sugar containing drinks, students can correctly

select the healthier non-sugar beverages.