

MCCSC Health Curriculum Kindergarten

(by Teaching Unit)				
	Benchmark	Lesson Behavioral Objectives	Michigan Model - Phase & Lesson	Materials in the Health Tub at your school
Teaching Unit: Community Health				
k.6.3	Demonstrate the ability set a short-term personal health goal and monitor progress toward its achievement.	Allow each student to pick a goal they will work on and monitor over a 2 week period. (Using a chart to keep track of brushing teeth, making the bed, cleaning up bedroom, cleaning up classroom etc.)	Lesson V-1	Touch Bag
k.7.2	Demonstrate the ability to influence and support others in making positive health decisions	Recognize how individual actions impact the environment (littering) and how to encourage others to not litter.		
Teaching Unit: Emotional & Mental Health				
k.1.4	Describe how physical, social, and emotional environments influence personal	Describe how teasing hurts feelings.	Lesson I-8, I-9, I-10	Berenstain Bears & Trouble w/ Friends, I Can't Wait, I want to Play, My Name is Not Dummy, Puppet Sets, Story Cards, Storyboard
k.1.7	Explain how childhood injuries and illnesses can be prevented or treated	Explain that the use of a bicycle helmet helps prevent head injuries	Lesson III-6 thru III-12	Traffic Safety Signs, Personal Safety Cards
k.3.1	Demonstrate how to apply skills to manage stress	Identify feelings (happy, sad, angry, grouchy, lonely, anxious, too excited or out of control).	Lesson I-10, I-11, I-12, I-13	Puppet Set, How Do I Feel
k.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited or out of control.	Talk about triggers for the various feelings and how to avoid those. Identify what to do or who to talk to when they get upset.	Lesson I-10, I-11, I-12, I-13	Puppet Set, How Do I Feel
k.3.3	Demonstrate ways to avoid trouble and how to seek help in threatening situations	Demonstrate how to recognize "good touch, bad touch" and what to do about if bad touch happens.	Lesson I-4, I-5, II-10, II-11	How Do I Feel
k.5.1	Describe verbal and nonverbal communication.	Explain that non-verbal communication includes the use of gestures and facial expressions.		

k.5.3	Demonstrate healthy ways to express needs, wants, and feelings, including "I" messages and assertive communication strategies.	Demonstrates how to express your feelings	Lesson I-10 thru I-13	Puppet Set. Storycards, Storyboard, How Do I feel
k.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships	Explain and demonstrate active listening skills. Demonstrate how to not interrupt or talk when somebody else is talking.	Lesson I-1, I-2	
Teaching Unit: Family Health & Sexuality				
k.5.2	Describe characteristics needed to be a responsible friend and family member	Describe a responsible friend and family member as a person who helps, shares and listens.	Lesson I-1	
Teaching Unit: Growth and Development				
k.1.3	Describe the basic structure and functions of the human body systems	Identify external body parts (head, arms, legs, hands, feet) as well as the 5 senses (sight, taste, hearing, smell, feeling)	Lesson II-1 - II-9, II-E	My Five Senses,
Teaching Unit: Nutrition				
k.2.2	Explain that media influences the selection of health products.	Understand the difference between healthy snacks and junk food based on the commercials students see on TV.	Lesson V-7B	Touch Bag
k.3.4	Demonstrate the ability to assess personal health perceptions and behaviors.	Identify foods that the student prefers and does not. Challenge the perceptions of those they do not by encouraging them to try new foods.	Lesson V-7	Touch Bag, Food Models
k.4.2	Explain that individuals have different cultural backgrounds that influence personal health behaviors.	Explain that one's cultural background influences the types of foods one eats.	Lesson V-7	Touch Bag, Food Models
k.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems.	Understand the basic food groups and how to pick from them when designing a meal.	Lesson V-7,	Food Models, Touch Bag
Teaching Unit: Personal Health				
k.1.1	Identify responsible health behaviors	Practice good personal hygiene - Washing hands for as long as it takes to sing Happy Birthday 2 times.		

k.1.2	Explain the relationship between personal health behaviors and individual well-being.	Understanding the importance of eating right and making good choices (i.e... A healthy breakfast gives them energy to play and learn, pay attention at school and not feel grouchy)	Lesson V-1	Touch Bag
k.1.2	Explain the relationship between personal health behaviors and individual well-being.	Understanding the importance of eating right and making good choices (i.e... Movement and physical activity is better then sitting and watching TV)	Lesson V-5	Sleep is for Everyone
k.1.6	Identify signs of illness in children	Identify a runny nose, coughing, sneezing and fever as signs of illness (show how to cough into elbow instead of hands)	Lesson VI-2	
k.1.8	Explain basic health terms and concepts	"Me" How to adjust to going to school, making friends, staying healthy	Lesson I-1, I-2, I-3	
k.3.5	Demonstrate personal hygiene skills.	State good oral hygiene practices, including tooth brushing and healthy foods	Lesson V-2, V-3, V-4, V-5, V-6, V-7	Bread and Jam for Frances, Large Teeth, Little Rabbit's Loose Tooth, Sleeping is for Everyone, Stopping Decay, Touch Bag
k.4.1	Describe how the family influences personal health behaviors.	Describes how a students level of physical activity is often related to the families overall activity, encouragement from their parents and family norms around the amount of TV time.	Lesson V-10	
k.6.1	Explain when to ask for assistance in making health related decisions and setting health goals.	Explain that one should ask a parent for help in making choices related to physical activity and sports participation.	Lesson V-10	
Teaching Unit: Safety and First Aid				
k.2.3	Demonstrate the ability to locate school and Community Health helpers.	Identify who to contact in various health needs. The school nurse, your parent and how and when it is appropriate to use 911. Include knowing personal information (name, address, phone number) and what to say on the phone in an emergency.	Lesson IV-1 - IV-12, VI-E	Adventure of Safety Frog, Fire Safety, The Berenstain Bears Visit the Dentist, Fire Fighters, I Am a Police Officer, Telephone
k.2.4	Explain the meaning of basic signs and symbols and warning labels	Understand that some items are not safe for ingestion. Recognize a "Mr. Yuck" stickers and why some lids are childproof.	Lesson III-1 - III-5, III-E	Plants That Poison, Poison Product Cards, Rule for Dangerous Objects

k.5.4	Demonstrate ways to communicate care, consideration and respect for self and anything of a life threatening nature.	Demonstrate how and where to report adult threats of violence or	Lesson III-13	Personal Safety Card
k.5.6	Demonstrate refusal skills to enhance health.	Express the danger if an adult or older person wants them to go somewhere without their parents knowing. Such as a stranger needing help to look for their lost dog. Or asking them to get in the car to help them find something.		
Teaching Unit: Substance Use and Abuse				
k.2.1	Identify resources from home, school, and Community Health that provide valid health information.	Identify individuals who are qualified to administer medication	Lesson IV-10	
k.7.1	Demonstrate the ability to express information and ideas about health issues.	Understand that most people do not use tobacco and that the second hand smoke from cigarettes is harmful to them.	Lesson V-8, V-10	