

WORKING DRAFT

Health, Safety and Physical Education



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Children's learning is affected by their physical health and well-being. Kindergarten students need to learn about their bodies and the behaviors necessary to protect them and keep them healthy as well as have opportunities to develop basic body control, and expand their developing motor skills while increasing strength, endurance and flexibility. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.1 Concepts of Health

Third Grade Standards:

- Identify and describe the stages of growth and development
- Identify and know the location and function of the major body organs and systems
- Explain the role of the food guide pyramid in helping people eat a healthy diet
- Know age appropriate drug information
- Identify types and causes of common health problems of children

Content for Kindergarten

- A. Identify and describe ways individuals grow physically, mentally, socially, and emotionally
- B. Identify and describe unique ways individuals grow physically, mentally, socially, and emotionally
- C. Identify and locate basic body parts and body organs
- D. Begin to develop an understanding of the basic function of body parts and body organs

Examples

The learner will:

- Participate in interactive activities that show how people grow and change.
- Participate in interactive activities that highlight unique ways people grow and change.
- Describe ways in which people are physically the same and different.

The teacher will:

- Read fiction and non-fiction that describe how individuals grow and develop.
- Provide interactive activities (e.g., discussions, puppetry, picture cards) that highlight ways individuals grow and develop (physically, mentally, socially, and emotionally).
- Facilitate class discussions highlighting the uniqueness of people.

Supportive Practices

- Locate basic body parts on one's body.
- Describe the basic function of body parts and body organs.

- Create interactive activities (e.g., songs, building models) to teach body part recognition.
- Read non-fiction that name and describe the function of body parts and organs.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.1 Concepts of Health (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>E. Describe why the body needs food</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Describe the concept of balancing energy intake (eating) and energy output (physical activity). ▪ Sort food cards into categories. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Read fiction and non-fiction books that focus on food choices and the role of food in keeping one healthy. ▪ Expose learners to various foods.
<p>F. Recognize that there are a variety of foods that can be grouped</p>	<ul style="list-style-type: none"> ▪ Classify foods as nutritious or not nutritious. ▪ Identify nutritious snacks and beverages. 	<ul style="list-style-type: none"> ▪ Facilitate class discussions about maintaining a healthy body through the foods and beverages we drink. ▪ Provide healthy snacks and beverages.
<p>G. Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy</p>	<ul style="list-style-type: none"> ▪ Identify grown-ups who can give him/her medicine. ▪ Demonstrate how to say no to drugs. ▪ Identify healthy/unhealthy risk-taking behaviors (e.g., smoking, alcohol). 	<ul style="list-style-type: none"> ▪ Facilitate class discussions pertaining to healthy risks (trying out for a sport team) and unhealthy risks (taking someone else's medicine). ▪ Read literature related to decision-making, saying no, healthy choices or risk-taking.
<p>H. Develop an understanding of the importance of drinking water to keep the body healthy</p>	<ul style="list-style-type: none"> ▪ Identify signals of illnesses. ▪ Know that germs can make someone ill. ▪ Identify ways that germs can spread. 	<ul style="list-style-type: none"> ▪ Facilitate class discussions pertaining to the spreading of germs. ▪ Read literature related to getting and being sick.
<p>I. Begin to know how to properly use medicine (e.g., who takes medicine, who gives medicine)</p>	<p>J. Identify childhood illnesses</p>	

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.2 Healthful Living

Third Grade Standards:

- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease
- Identify health-related information
- Identify media sources that influence health and safety
- Identify the steps in a decision-making process
- Identify environmental factors that affect health

Content for Kindergarten	Examples	Supportive Practices
<p>A. Know the relationship between personal health practices and being healthy</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Participate in class discussions about things one can do to stay healthy and prevent illnesses. ▪ Identify healthy and unhealthy personal health practices (e.g., the spreading of germs, taking drugs, etc.). ▪ Role-play, with props, health care providers (e.g., nurse, doctor, police, family, and physical education teacher). 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Read literature related to personal health practices, preventing illness, and community helpers. ▪ Create learning centers that focus on health hygiene practices (e.g., brushing teeth, flossing teeth). ▪ Create interactive tasks on how to prevent the spread of germs and illness. ▪ Provide opportunities and materials for children to role-play with sample props. ▪ Model good health practices (e.g. hand-washing, covering mouth during cough).
<p>B. Identify ways to prevent illness</p>		
<p>C. Know and use personal health practices</p>		
<p>D. Identify people that help to keep us healthy and safe</p>		

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.2 Healthful Living (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>E. Identify common health related signs, symbols, and products that help keep the body healthy</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Role-play, with props, using health care products and signs. ▪ Describe and tell how which products help keep one's body healthy. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities and materials for learners to match health care products to proper use. ▪ Invite community health care providers into the classroom to describe what they do and the tools they use.
<p>F. Know that what we hear and what we see affects our health and safety</p>	<ul style="list-style-type: none"> ▪ Identify different media sources that influence our choices (e.g., TV, video, advertisements, commercials). 	<ul style="list-style-type: none"> ▪ Talk with learners about how different media sources, e.g. TV, video, advertisements, and commercials influence our choices.
<p>G. Know, demonstrate, and identify the steps of a decision-making process</p>	<ul style="list-style-type: none"> ▪ Explain when to ask for help in the decision-making process. ▪ Work in a cooperative manner with classmates to make a decision. ▪ Know the difference between a safe or healthy decision and an unhealthy or dangerous decision. ▪ Predict the outcome of a decision. 	<ul style="list-style-type: none"> ▪ Read literature related to making decisions and safe choices. ▪ Create scenarios and guide learners through the decision-making process. ▪ Engage learners in predicting outcomes of decisions.
<p>H. Identify things in the environment that can be harmful.</p>	<ul style="list-style-type: none"> ▪ Describe things in the environment that can be harmful (e.g., loud noise, tobacco smoke, pollution, temperature, insects). ▪ Describe ways to protect oneself from harmful factors in the environment. 	<ul style="list-style-type: none"> ▪ Engage learners in class discussions to describe ways to protect oneself from harmful factors in the environment. ▪ Read literature related to the theme of environment and health. ▪ Engage learners in interactive activities to first identify the harmful factor and then to find ways of protection.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.3 Safety and Injury Prevention

Third Grade Standards:

- Identify types and causes of common health problems of children
- Recognize safe/unsafe practices in the home, school, and community
- Recognize emergency situations and explain appropriate responses
- Recognize conflict situations and identify strategies to avoid or resolve
- Identify and use safe practice in physical activity settings

Examples

Supportive Practices

Content for Kindergarten

The learner will:

A. Know and demonstrate the importance of rules to ensure safety.

- Know fire safety practices.
- Know and demonstrate what to do when the fire alarm sounds.
- Know ways to stay safe at home.
- Know safe ways to answer the phone.
- Know how to be safe when walking, riding bicycles, and riding in vehicles.
- Know safety practices when playing outdoors, including on a playground.
- Know safety practices regarding animals.
- Know what to do in bad weather.
- Know water safety practices.
- Know how to be safe from a stranger.
- Understand what a bully is and know how to deal with one.

The teacher will:

- Model and discuss the importance of safety rules and practices.
- Read literature about strangers, bullies, and safety rules for public places.
- Design interactive tasks that will provide learners opportunities to practice safety rules and behaviors.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.3 Safety and Injury Protection *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>B. Recognize an emergency situation</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify situations as emergency or not an emergency. ▪ Describe ways to respond to emergencies (e.g., get an adult, call 911). ▪ Work cooperatively with classmates to show how to respond to emergencies. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities and props for learners to role play responding to emergencies and first aid situations. ▪ Provide opportunities for learners to make reminders (magnet, sign) to place near the phone for placing an emergency phone call. ▪ Read fiction and nonfiction that describes emergency situations, what to do, and how to respond safely.
<p>C. Recognize conflict situations and identify strategies to resolve them</p>	<ul style="list-style-type: none"> ▪ Identify conflict situations. ▪ Work to solve conflict without physical actions. ▪ Use verbal and non-verbal communication skills used in problem solving (e.g., eye contact, “I” statements, tone, pace of voice, body language). 	<ul style="list-style-type: none"> ▪ Read fiction and nonfiction that addresses conflict and/or bullying situations. ▪ Create home, school, neighborhood, etc. scenarios for learners to role play using appropriate strategies to solve conflicts. ▪ Facilitate classroom discussions to create classroom rules to resolve conflicts.
<p>D. Identify and demonstrate safe practices in physical activity</p>	<ul style="list-style-type: none"> ▪ Know and demonstrate the difference between safe and unsafe practices. ▪ Avoid actions that might lead to accidents. ▪ Follow safe practices in all school areas. ▪ Utilize safe practices when participating in physical activities. 	<ul style="list-style-type: none"> ▪ Read fiction and nonfiction that addresses the safety in physical activity. ▪ Facilitate class discussions about the use of safety practices. ▪ Create an environment in which all learners feel safe.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.4 Physical Activity

Third Grade Standards:

- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize positive and negative interactions of small group activities

Content for Kindergarten

Examples

The learner will:

- A. Recognize and demonstrate appropriate physical activities that promote fitness and health
 - Participate in physical activities that promote fitness and health during outdoor time.
 - Keep a log of physical activities that promote fitness and health while at home.
- B. Recognize the physiological effects of moderate to vigorous physical activity on the body (e.g., fast heart rate, heavy or increased breathing, sweating)
 - Describe physical differences felt after participating in moderate to vigorous physical activities (e.g., fast heart rate, heavy or increased breathing, sweating).
 - Compare changes that occur in the body for different physical activities.

Supportive Practices

The teacher will:

- Provide inside and outside opportunities for learners to engage in physical activities that promote health.
- Facilitate class discussions that focus on how physical activity improves health.
- Encourage learners to participate in physical activities.
- Read related fiction and nonfiction books.
- Provide opportunities for learners to compare and contrast different types of physical activities on their body (e.g., fast heart rate, heavy or increased breathing, sweating).
- Facilitate classroom discussions related to the physiological effects of different types of exercises.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.4 Physical Activity (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>C. Identify physical activities that are liked and disliked</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify physical activities that are liked and describe why. ▪ Identify physical activities that are disliked and describe why. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide a variety of physical activities. ▪ Provide learners opportunities to reflect on physical activities. ▪ Have learners evaluate whether the activity was liked or disliked and to describe why.
<p>D. Know that appropriate practice and regular participation positively impacts motor skills</p>	<ul style="list-style-type: none"> ▪ Try new gross and small motor activities. ▪ Participate in gross and fine motor physical activities. ▪ Continue to practice new gross motor and fine motor skills even when the skill becomes difficult. 	<ul style="list-style-type: none"> ▪ Facilitate group conversations pertaining to the importance of practice and regular participation for improving motor skills. ▪ Provide opportunities for learners to practice the same skill in different ways.
<p>E. Recognize positive and negative interactions of small group activities</p>	<ul style="list-style-type: none"> ▪ Work cooperatively and productively with a partner or small group to complete a task and/or solve a problem. 	<ul style="list-style-type: none"> ▪ Design activities that facilitate partner and small group work. ▪ Design activities that promote sharing, taking turns, cooperation, task persistence and listening skills. ▪ Facilitate class discussions highlighting positive group behaviors. ▪ Facilitate class discussions problem solving fictitious challenging small group interactions.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.5 Concepts, Principles & Strategies of Movement

Third Grade Standards:

- Recognize and use fundamental motor skills and movement concepts
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Know the function of practice
- Identify and use principles of exercise to improve movement and fitness activities
- Know and describe scientific principles that affect movement and skills using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary

Content for Kindergarten

- A. Recognize and use fundamental motor skills and movement concepts
- B. Know that relationships refer to the ways the individual, while moving, relates with other people and the environment
- C. Know, recognize and use demonstrate relationship movement concepts (e.g., narrow, wide, over, under, leading, following)

Examples

The learner will:

- Participate in all locomotor and nonlocomotor/stability skills (e.g., walking, running, hopping, skipping, turning, twisting, bending, balancing, etc.).
- Recognize and demonstrate space awareness in and out of the classroom. working cooperatively and productively with a partner or small group to solve a problem .

Supportive Practices

The teacher will:

- Provide opportunities for learners to participate in a variety of motor activities.
- Create opportunities for learners to participate in a variety of rhythmical, expressive and creative dance experiences and educational gymnastics.
- Use different types of equipment (long & short handled bats & rackets; varied ball sizes, etc.) in order for children to have the option of choice.
- Provide opportunities for exploration and discovery of the range of possibilities within a skill theme (i.e., ways to toss and catch an object).
- Utilize ongoing formative assessment.
- Infuse moderate to vigorous movement (i.e., infuse fitness into child-centered activities) into learning experiences.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.5 Concepts, Principles & Strategies of Movement *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>D. Understand that people may differ even though they are the same age</p> <p>E. Know that practice and experience make you better at motor skills</p> <p>F. Know that when you first begin to learn a motor skill, you will not be good at it</p> <p>G. Know, recognize, and demonstrate that some skills are used in many different activities</p> <p>H. Understand that critical elements are cues that help students to learn a skill or to perform better</p> <p>I. Understand that feedback lets us know how we are doing on a task and is helpful in improving a skill</p>	<p style="text-align: center;">The learner will:</p> <ul style="list-style-type: none"> ▪ Listen to instructions, following class rules, procedures and safe practices. ▪ Accept all teammates and playmates regardless of race, gender, ability, disability or other differences. ▪ Work cooperatively and productively with a partner or small group to solve a problem until completion of the task. ▪ Respond to teacher-initiated questions. ▪ Complete assessments. ▪ Use correct vocabulary. 	<p style="text-align: center;">The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide instruction on motor skill development that is developmentally appropriate. ▪ Repeat the critical elements during a lesson (i.e., focus). ▪ Provide opportunities for students to give feedback to partners. ▪ Assess student work based on the critical elements of a skill (e.g., through a drawing, student demonstration). ▪ Create an environment in which children feel safe to try new activities.

HEALTH, SAFETY AND PHYSICAL EDUCATION

10.5 Concepts, Principles & Strategies of Movement (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>J. Know and demonstrate that appropriate practice helps to improve skills</p> <p>K. Know that the amount of time a person practices affects the ability to perform the skill</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Actively engage in practice opportunities during class and outside of school. ▪ Actively engage in practice opportunities outside of school. ▪ Practice specific skills as assigned until the teacher signals the end of practice. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide many practice opportunities. ▪ Encourage students to practice skills during class and outside of school. ▪ Design creative practice opportunities that are varied, motivating, and novel, therefore, motivating children to continue practicing. ▪ Provide instruction on the function of practice.
<p>L. Know that how often we exercise affects how we improve</p> <p>M. Know and demonstrate that frequency, intensity, and duration of exercise affects how we improve</p> <p>N. Know that how hard we exercise affects how we improve</p> <p>O. Know that how long we exercise affects how we improve</p> <p>P. Know that what kind of exercise is used affects how we improve</p>	<ul style="list-style-type: none"> ▪ Actively participate in all activities. ▪ Work cooperatively with a partner or small group to solve a problem until completion. ▪ Listen to instructions, following class rules, procedures and safe practices. ▪ Continue to try when an activity becomes difficult. 	<ul style="list-style-type: none"> ▪ Provide instruction on the principles of exercise. ▪ Design learning experiences that focus on each of the principle components. ▪ Use music to motivate children to move for longer periods of time. ▪ Have children and guardians/families keep an activity calendar (i.e., How often do I participate in activity?) ▪ Encourage students to participate in physical activity outside of school.

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HEALTH, SAFETY AND PHYSICAL EDUCATION

10.5 Concepts, Principles & Strategies of Movement (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>Q. Know and demonstrate that gravity affects movement and skills</p> <p>R. Know and demonstrate that force affects movement and skills</p> <p>S. Know and demonstrate how to absorb force</p> <p>T. Know and demonstrate that balance affects movement and skills</p> <p>U. Know how to maintain balance</p> <p>V. Know and demonstrate what it means to move to an open space</p> <p>W. Model and understand the purpose of rules</p>	<p style="text-align: center;">The learner will:</p> <ul style="list-style-type: none"> ▪ Actively participate in all learning experiences. ▪ Listen to instructions, following class rules, procedures and safe practices. ▪ Use proper vocabulary. <p style="text-align: center;">The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide developmentally appropriate instruction related to scientific principles. ▪ Design developmentally appropriate learning experiences in which children explore gravity, force and balance. ▪ Provide students critical elements related to scientific principles. 	<p style="text-align: center;">The learner will:</p> <ul style="list-style-type: none"> ▪ Listen to instructions, following class rules, procedures and safe practices. ▪ Accept all teammates and classmates regardless of race, gender, ability, disability or other differences. ▪ Actively participate in all learning experiences. ▪ Work in a diverse group setting without interfering with others. ▪ Work cooperatively with a partner or small group to solve a problem until completion. <p style="text-align: center;">The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide educational experiences that emphasize cooperative (partner & small group) games. ▪ Provide educationally appropriate games that use simple rules. ▪ Design educational experiences that emphasize “moving in and to an open space.” ▪ Select, design and modify games to maximize the attainment of specific learning objectives.