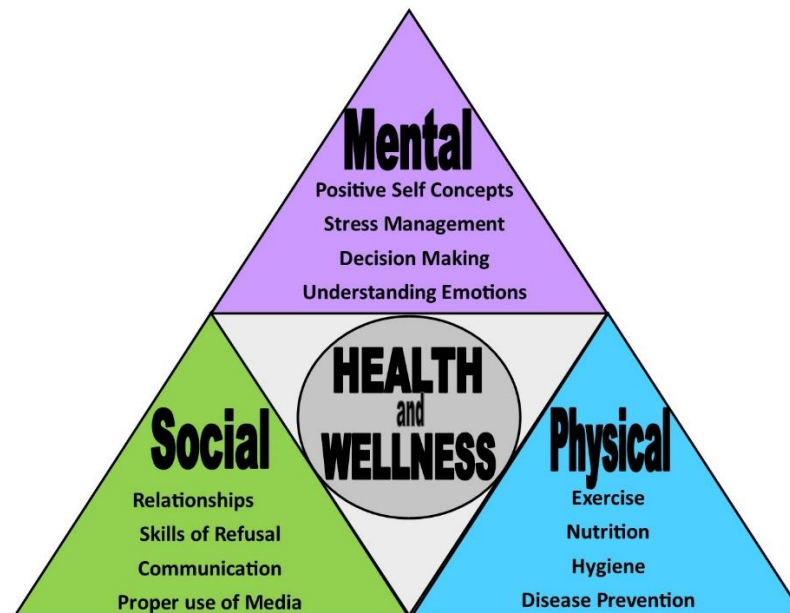


Kindergarten

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 a Healthy Self (HF)

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

Standard	Sample Activities	Related & Future Standards:
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.	<ul style="list-style-type: none"> ● 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. 	Future: Standard K.HD.1
Standard K.HF.2: Describe how to be a good friend, and how to make a friend.	<ul style="list-style-type: none"> ● 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. 	Future: Standard 1.HF.3 Future: Standard 1.MEH.1
Standard K.HF.3: Communicate respectfully with others.	<ul style="list-style-type: none"> ● Teach, model and practice polite language. For example: ● Discuss simple classroom rules and use visual cues for resolving conflict. ● Teach, model and role play problem solving skills with peers. ● Respect Popcorn Party ● A Welcoming Classroom lesson plan ● Positively Respectful ● Words that Hurt and Words that Heal lesson plan ● Matthew and Tilly: Addressing Name Calling ● Appreciating Differences and Acknowledging Stereotypes 	Future: Standard K.HF.2 Future: Standard 1.HF.3

Teacher Resources for Further Professional Learning

[Prevent Child Abuse Utah School Based Programs:](#) Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.

[BrainPop -Friends:](#) Videos and lessons on building friendships.

[A Collection of Social Emotional Lesson Plans & Activities:](#) A variety of lessons for K-3 students from Project BASIC.

[Use Polite Words: YouTube Video:](#) Wonder Grove animated video on using polite words, includes sign language.

[Health Foundation and Protective Factors Google Folder:](#) Collection of documents and lessons provided by Utah teachers for teaching protective factors.

Strand 2: Mental and Emotional Health (MEH)

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

Standard	Sample Activities	Related & Future Standards:
Standard K.MEH.1: Identify how different emotions feel and how your body reacts to those emotions.	<ul style="list-style-type: none">● Teach and model expressing and labeling emotions and feelings appropriately. Practice these skills in small groups or individually.● Identifying and Expressing Feelings	Future: Standard 1.MEH.2
Standard K.MEH.2: Practice methods to calm down (e.g., deep breathing, counting to 10, mindfulness).	<ul style="list-style-type: none">● 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).● Have students lay down and place their hands on their stomach to visualize that they are taking in deep breaths.● Practice and model how to stop, count to 10 and gain control of body and/or emotions.● Practice and model mindfulness strategies such as stretching like an animal and positive self-talk.	Future: Standard 1.MEH.2

Teacher Resources for Further Professional Learning[A Collection of Social Emotional Lesson Plans & Activities](#): A variety of lessons for K-3 student from Project BASIC.[Deep Breathing Exercises for Kids](#) Simple activities to help kids learn to breathe from Coping Skills for Kids.[5 Strategies to Help Kids Calm Down](#) Simple activities to help kids calm down from Coping Skills for Kids.[8 Self-Soothing Techniques for Your Young Child](#): Resource from Understood.org with techniques to help children relax and regain sense of control.

Strand 5: Nutrition

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

Standard	Sample Activities	Related & Future Standards:
Standard K.N.1: List a variety of healthy foods from each food group.	<ul style="list-style-type: none">● Identify a variety of healthy foods, including cultural foods from children in your classroom, using visuals such as pictures, play food or real food.● Sort foods groups (i.e., dairy, meat, vegetable, fruit, grain, fats & sugars).	Future: Standard 1.N.1
Standard K.N.2: Explain the importance of choosing healthy foods and beverages at each meal.	<ul style="list-style-type: none">● 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.	Related: Science LS1.C Standard K.2.1 Future: Standard 1.N.2 Future: Standard 1.N.3
Standard K.N.3: Discuss the importance of trying new foods.	<ul style="list-style-type: none">● Provide opportunities for children to sample a variety of foods from different food groups and cultures.	Future: Standard K.N.1 Future: Standard K.N.2

Teacher Resources for Further Professional Learning

[Discover MyPlate: Nutrition Education for Kindergarten:](#) Kindergarten teachers can meet education standards for Math, Science, English Language Arts, and Health using the 6 ready-to-go and interactive lessons.

[American Heart Association Fruit and Veggie Toolkit for Kids:](#) Download the American Heart Association's Fruit and Veggie Toolkit in English or Spanish.

Strand 6: Human Development

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

Standard	Sample Activities	Related & Future Standards:
Standard K.HD.1: Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body.	<ul style="list-style-type: none"> ● 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. 	Future: Standard 1.HD.1
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.	<ul style="list-style-type: none"> ● Invite community members to teach about safety equipment, for example properly fitting helmets, size requirements for booster seats. 	Future: Standard 1.SDP.1
Standard K.HD.3: Distinguish between appropriate and inappropriate touch.	<ul style="list-style-type: none"> ● Discuss simple classroom rules and use visual cues for resolving conflict. ● Teach, model and role play problem solving skills with peers. ● My Space, Your Space lesson plan 	Future: Standard K.HD.4 Future: Standard 1.HD.4
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.	<ul style="list-style-type: none"> ● Refer to trusted adult list created in K.HF.1 ● Practice saying no. ● Discuss various situations that may require student to seek help. 	Future: Standard K.HF.1 Future: Standard 1.HD.4

Teacher Resources for Further Professional Learning

[BrainPopJr-Health:](#) Menu of health topics by BrainPop, includes videos and lessons on hygiene, oral health, and safety.

[Safe Touch/Unsafe Touch: YouTube Video:](#) Protect Yourself Rules - Grades K-3 Lesson 3 - Safe Touch / Unsafe Touch. The nonprofit Barbara Sinatra Children's Center Foundation in conjunction with Wonder Media has developed a national campaign on a child abuse awareness and prevention.

[Prevent Child Abuse Utah School Based Programs](#) Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.