# Health Curriculum – Pre-Kindergarten

**SAS HEALTH STANDARDS:**

1. **Comprehend health related concepts** to enhance physical, social and mental health and avoid or reduce health risks.
2. Demonstrate the ability to **practice behaviors** that enhance physical, social and mental health and avoid or reduce health risks.
3. Demonstrate the ability to **access valid information, products and services** to enhance physical, social and mental health and avoid or reduce health risks.
4. Demonstrate the ability to **use interpersonal communication skills** to enhance physical, social and mental health and avoid or reduce health risks.

**STRAND: PHYSICAL HEALTH**

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<th>Topics</th>
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<th>Learner Outcomes</th>
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| Physical Activity   | Integrated into PE program by PE teachers – see PE Perceptual Motor Curriculum for specific detail. | ▪ Describe how being physically active helps a person stay healthy.  
 ▪ Generate examples of physical activities that are personally enjoyable. |
| Nutrition           | Addressed through classroom with support from Nutrition Coordinator. | ▪ Describe how drinking water helps a person stay healthy.  
 ▪ Select a variety of foods that can be eaten for healthy snacks.  
 ▪ Describe how consuming a variety of healthy foods and beverages help a person stay healthy. |
| Disease Prevention ¹ | Addressed through classroom with support as needed from nurses, counselors. | ▪ Demonstrate proper tooth brushing techniques.  
 ▪ Demonstrate proper hand washing to prevent the spread of germs.  
 ▪ Explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.  
 ▪ Explain the importance of dental health cleanings and examinations. |
| Safety              | Addressed in various contexts by classroom teachers, PE teachers, counselors, and principals as relevant. | ▪ Demonstrate how to ask trusted adults for help.  
 ▪ Describe dangerous and destructive situations that need to be reported to an adult.  
 ▪ Generate examples of safe places one might go if feeling personally threatened.  
 ▪ Describe the characteristics of appropriate and inappropriate touch – hitting, bumping others (for preschool – demonstrate in play appropriate touch).  
 ▪ Follow relevant safety procedures with guidance, e.g., fire and lock-down drills, crosswalk procedures, bus safety.  
 ▪ Know how to stay safe in the sun such as wear a hat, use sunscreen, drink plenty of water, and get in the shade when needed. |

¹ The school nurses are available, on request, to talk to students about a range of topics e.g., allergies, germs, personal hygiene.

Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living


Adopted by the Board on May 19, 2009

April 27, 2009
## STRAND: SOCIAL HEALTH

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| Managing Feelings and Relationships | Integrated into **counselor Character Education** program with ongoing support and reinforcement from counselors, classroom teachers, specials teachers, principals and other relevant members of school community. | • Identify and describe different kinds of feelings, including strong feelings like anger.  
• Identify and practice strategies to make friends.  
• Identify and locate people who can help at home and school.  
• Describe and demonstrate ways to be responsible at home and school.  
• Demonstrate the ability to recognize and express a variety of feelings appropriately.  
• Begin to understand ways and develop strategies for managing strong feelings.  
• Demonstrate giving and accepting a compliment or statement of appreciation.  
• Describe situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”  
• Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.  
• Begin to understand the SAS Core Values and apply appropriately in various situations. |

## STRAND: MENTAL HEALTH

At the Early Childhood level Mental Health is addressed within the context of the other strands as it arises or on an individual basis as needed.