Kindergarten Health
Unit 1
Alcohol, Nicotine and Other Drugs
Canterbury Public Schools

Subject	Health
Grade Level	Kindergarten
Unit Title	Unit 1 Alcohol, Nicotine, and Other Drugs Medicines Help Us Stay Healthy Unit 2 Healthy Relationships Healthy Relationships: Family and Friends Care for Each Other Unit 3 Violence Prevention Safe, Kind, and Respectful Behavior Unit 4 Healthy Eating and Physical Activity Growing strong and healthy Unit 5 Sexual Health Understanding My Body and Personal Safety Unit 6 Optimal Wellness and Disease Prevention Staying Healthy and Safe Unit 7 Sexual Assault and Abuse Prevention Staying safe and speaking up Unit 8 Mental and Emotional Health Understanding Feelings and Emotions Unit 9 Safety and Injury Prevention Making Safe Choices
Unit Goals	Unit 1 Explain that medicines are drugs that are helpful when needed and used correctly Overview: in this unit students learn that some substances called medicines can help people feel better when they are sick. Students learn that medicines must only be given by trusted adults and used correctly to stay safe and healthy. The unit promotes healthy-decision making, safety awareness, and communication with trusted adults. Unit 2 Identify the benefits of healthy family and peer relationships Overview: Kindergarten students learn about healthy relationships with family

	members, classmates, teachers, and friends. Students explore ways people show kindness, care, respect, and cooperation. Through stories and role-play, classroom discussions, and cooperative activities, students identify behaviors that help relationships grow stronger and safer. Students begin developing communication and social-emotional skills that support positive peer interactions and a caring classroom community. Unit 3 Describe the difference between bullying, teasing, and mean-spirited behavior Overview: in this unit students learn how to recognize safe, kind and respectful behaviors in relationships with peers. They explore the differences between teasing, bullying, and mean-spirited actions through stories, role-play, classroom discussions, and social-emotional learning activities. Emphasis is placed on empathy, kindness, problem-solving, and seeking help from trusted adults. Kindergarteners learn how to recognize kind and unkind behaviors. They begin to understand the differences between teasing, bullying, and mean spirited actions through stories, role play, classroom discussions, and social-emotional learning activities. The unit emphasizes empathy, friendship, safety, and identifying trusted adults who can help solve problems peacefully. Unit 4 Kindergarten students explore healthy habits that help their bodies grow strong. Students learn about nutritious foods, active play, exercise, hydration, rest, and personal wellness. Through games, movement activities, stories, songs, and classroom discussions, students begin to understand how healthy choices support physical and emotional well-being. Unit 5 In this unit, Kindergarten students develop age appropriate understanding of body awareness, personal boundaries, and safety. Students learn the correct names for body parts, including private body parts, and begin to understand that all bodies are unique and deserving of respect. Through stories, classroom discussions, role-play, and social emotional learning activities, students learn about personal space, safe and unsafe touches, and identifying trusted adults who can keep them safe. Unit 6 Students learn healthy habits that prevent illness and promote wellness. Students explore the importance of handwashing, covering coughs and sneezes, personal hygiene, sleep, nutrition, exercise, and visiting healthcare professionals. Through stories, songs, movement, demonstrations, and classroom routines, students begin to understand how healthy choices help keep themselves and others safe and well. Unit 7 Students learn personal safety skills that help protect themselves and others. They develop an understanding of safe and unsafe situations, trusted adults, personal boundaries, and ways to communicate feelings and concerns. Through stories,

	role-play, discussions, and SEL activities, students learn that they can seek help from trusted adults whenever they feel unsafe or uncomfortable Unit 8 K Students learn to recognize, name, and express emotions in healthy ways. Students explore feelings such as happiness, sadness, anger, excitement, and frustration while practicing empathy, self-regulation, and positive social interactions. Through stories, games, discussions, and SEL activities, students begin developing emotional awareness and coping skills/strategies. Unit 9 K students learn safety rules and behaviors that help prevent injuries at home, school, playgrounds, and in the community. They explore traffic safety, playground safety, emergency procedures, fire safety, and the importance of following rules. Through stories, demonstrations, role-play, and movement activities, students develop awareness of safe decisions-making.
Pacing (# of weeks)	Unit 1 2 - 3 weeks Unit 2 2- 3 weeks Unit 3 2 - 3 weeks Unit 4 2- 3 weeks Unit 5 2 - 3 weeks Unit 6 2 - 3 weeks Unit 7 2 - 3 weeks Unit 8 2 - 3 weeks Unit 9 2 - 3 weeks
Standards	National Health Education Standards Unit 1 1.2 Explain that medicines are drugs that are helpful when needed and used correctly Unit 2 HR1.2 Identify the benefits of healthy family and peer relationships Unit 3 VP 1.1 Describe the difference between bullying, teasing, and mean-spirited behavior Unit 4 HEPA1.1 Identify healthy foods and healthy physical activities Unit 5 SH 1.1 Identify body parts, including private body parts, using correct anatomical names

	Unit 6 OWDP 1.1 Identify behaviors that help prevent illness and maintain good health Unit 7 SAAP 1.1 Identify trusted adults and strategies to communicate when feeling unsafe Unit 8 MEH 1.1 Identify and express a variety of emotions appropriately Unit 9 SIP 1.1 Identify behaviors and situations that help keep people safe and prevent injuries.
Content/Conceptual Knowledge (know)	Unit 1 Medicines are drugs that can help people feel better. Medicines should only be taken when given by a trusted adult. Taking medicine the wrong way can be unsafe. Children should never share medicines. Unit 2 Families and Friends help meet emotional and social needs Healthy relationships include kindness, listening, sharing, and respect Different families may look different but all care for one another Friends can help each other solve problems and feel included Positive communication help relationships grow stronger Unit 3 Identify examples of bullying, teasing, and mean behavior Explain how others may feel in difficult situations Practice kind communication and respectful behavior Use simple conflict-resolution strategies Ask a trusted adult for help when needed Demonstrate empathy toward peers The meaning of bullying, teasing, and mean behavior Examples of kind and unkind behavior Practice kind communication Use conflict resolution strategies Unit 4 Examples of healthy foods Examples of physical activities and exercise Basic food groups Healthy daily habits The importance of movement, rest, and hydration

	Unit 5 Correct anatomical names for body parts The difference between public and private parts Basic personal safety rules The meaning of personal space and boundaries Names of trusted adults at home and school Unit 6 Healthy habits help prevent illness Germs can spread from person to person Washing hands and practicing hygiene helps keep people safe Good nutrition, sleep, and exercise support wellness Doctors, nurses, and trusted adults help us stay healthy Healthy habits that prevent illness Basic hygiene practices Ways that germs spread The importance of sleep, nutrition, and exercise The role of healthcare helpers Unit 7 The meaning of safe and unsafe situations The importance of trusted adults Basic personal safety rules Ways to communicate feeling and concerns Unit 8 Names of common emotions Healthy ways to express feelings Simple calming strategies Ways to show empathy and kindness Unit 9 Basic safety rules Emergency procedures Playground and traffic safety rules Ways to prevent injuries Roles of community members
Skills (be able to do)	Unit 1 Identify trusted adults who help with medicines. Explain basic medicine safety rules. Describe safe choices involving medicines. Communicate when they need help or feel unsafe. Unit 2

	Identify examples of healthy relationships Describe ways families and friends help each other Demonstrate kindness, sharing, and cooperation Practice unit respectful words and actions Participate in classroom activities with peers appropriately Unit 3 Identify examples of bullying, teasing, and mean behavior Explain how others may feel in difficult situations Practice kind communication and respectful behaviors Use simple conflict-resolution strategies Ask a trusted adult for help when needed Demonstrate empathy toward peers Unit 4 Identify healthy and less healthy food choices Participate in physical activities safely Describe healthy daily habits Make healthy choices during classroom activities Explain how movement helps the body Unit 5 Identify body parts using correct vocabulary Demonstrate respectful personal space Identify safe and unsafe situations Communicate feelings of comfort and discomfort Ask a trusted adult for help Unit 6 Demonstrate proper handwashing techniques Practice covering coughs and sneezes Identify healthy daily habits Describe ways to stay healthy Recognize when to ask for help when feeling sick Unit 7 Identify trusted adults Communicate feelings clearly Practice asking for help Recognize unsafe situations Demonstrate personal boundary awareness Unit 8 Identify emotions in themselves Express feelings using words Practice calming strategies Demonstrate empathy and kindness

	Use problem-solving skills during conflicts Unit 9 Demonstrate safe behaviors Identify unsafe situations Follow emergency directions Practice playground rules and traffic safety Ask adults for help when needed
Essential Questions	Unit 1 What are medicines used for? Who helps us to take medicine safely? How do we stay safe around medicines? Unit 2 What makes a healthy relationship? How do families and friends help us? How can we show kindness and respect to others? What can we do to be a good friends? Unit 3 What does it mean to be kind and respectful? What is the difference between teasing, bullying, and mean-spirited behavior? How do our words and actions affect others? What should we do if someone is being hurt or treated unfairly? Who are trusted adults that can help us? Unit 4 What foods help our bodies grow healthy and strong? Why is exercise and active play important? How do healthy habits help us feel good? What are healthy choices we can make every day? Unit 5 What are the names of body parts? What does personal space mean? How can we keep our bodies safe? Who are trusted adults that can help us? What should we do if something makes us uncomfortable? Unit 6 What helps us stay healthy? How can we stop germs from spreading? Why is it important to take care of our bodies? What healthy habits should we practice every day?

	Unit 7 What does it mean to feel safe? Who are trusted adults that can help us? What should we do if something feels unsafe? How can we use our words to ask for help? Unit 8 How can I express my feelings in a safe way? What do feelings look and sound like? How can I communicate my feelings in a safe way? Who can I trust to help me? What do I do when I feel sad, angry, frustrated? Unit 9 What choices keep us safe? Why do we follow safety rules? What should we do in an emergency? How can we help prevent injuries?
Enduring Understandings	Unit 1 Medicines can help people when they are sick. Medicines should only be used safely and correctly. Trusted adults help children stay healthy and safe. Unit 2 Healthy relationships help people feel safe, loved, and respected. Families and friends support and care for one another. Kind words and actions build positive relationships. Cooperation and sharing help people work and play together peacefully. Unit 3 Kind words and actions help everyone feel safe and included. Bullying hurts people emotionally and physically. Teasing can sometimes be playful, but mean-spirited behavior is intended to hurt. Students can seek help from trusted adults when problems occur Everyone has a responsibility to help create a safe classroom community Unit 4 Healthy foods give our bodies energy and help us grow. Physical activity helps keep our bodies strong and healthy. Healthy habits include eating nutritious foods, exercising, resting and drinking water. Making healthy choices supports overall wellness. Unit 5 Every person's body is unique and deserves respect?

	People have the right to personal boundaries and privacy Private body parts should be protected and respected Trusted adults can help keep children safe Students can use words to express discomfort and seek help Unit 6 Healthy habits help prevent illness Germs can spread from person to person Washing hands and practicing hygiene helps keep people safe Good nutrition, sleep, and exercise support wellness Doctors nurses and trusted adults help us stay healthy Unit 7 Everyone deserves to feel safe and respected Trusted adults can help children stay safe Students can speak up when something feels wrong or uncomfortable Personal boundaries should be respected Unit 8 Expressing feelings safely is a healthy way to share how we are feeling. Using words will help others to help us We can listen and explain how we are feeling Everyone experiences many different emotions Feelings can be shared in healthy ways Talking about feelings can help solve problems Caring for mental and emotional health is important Unit 9 Safety rules help protect people from harm Good decisions can help prevent accidents and injuries Trusted adults and community helpers support safety Students can practice safe behaviors every day
Vocabulary	Unit 1 Medicine, healthy, sick, safe, trusted adult, doctor, nurse, pharmacist, helper, Unit 2 Family, friend, caring, kindness, respect, sharing, cooperation, helpful, feelings, listening Unit 3 Bullying, teasing, mean behavior, kindness, respect, feelings, empathy, friendship, conflict, trusted adult, safe, helpful Unit 4 Healthy, nutrition, fruits, vegetables, exercise, physical activity, energy, water, rest,

	wellness, strong, body Unit 5 Body, private bodyparts, personal space, boundary, safe, unsafe, respect, trusted adult, feelings, privacy Unit 6 Healthy, wellness, germs, hygiene, handwashing, exercise, nutrition, sleep,doctor, nurse, prevent, illness Unit 7 Safe, unsafe, trusted adult, boundary, respect, feelings, help, private, personal space Unit 8 Feelings, emotions, happy,sad, angry, calm, frustrated, empathy, kindness, respect Unit 9 Safety, injury, emergency, rules, firedrill, helmet, seatbelt, crosswalk, playground, community helper
Common Learning Experiences	Unit 1 Listen to read-aloud stories about visiting the doctor. Sort pictures into "safe" and "unsafe" medicine behaviors Role-play asking a trusted adult for help Create posters about medicine safety Practice identifying trusted adults at home and school. Discuss why medicines should never be shared Unit 2 Read alouds and discussions about friendships, kindness, and family relationships Friendship role-play, practice greeting others kindly, model sharing, role play problem solving respectfully Family connections activity- describe family members and ways they help at home Discuss ways families show love and caring Community activities- partner games, cooperative centers, kindness circles, friendship chain, kindness mural social -emotional learning activities - identify feelings in different situations , practice listening and taking turns speaking, use puppets to model healthy peer interactions Unit 3 Read alouds about kindness, friendship, and bullying prevention

	Role playing Sorting activities Create a chart Practice using kind words during partner activities, listening and speaking activities, draw or write about ways to be a good friend, identify trusted adults through classroom discussions or school tours Unit 4 Read alouds, teacher modeling of healthy habits, discussions about favorite healthy foods and activities Unit 5 Read alouds, classroom discussions, sorting activities, role playing, feelings games, drawings, create charts Unit 6 Read alouds, demonstrations of proper handwashing Discussions about staying healthy, sorting games, role-play visiting a doctor, create booklets, movement breaks Unit 7 Trusted adult identification activities Role-playing Scenario discussions Personal space games Read alouds about body safety and feelings Story discussions Vocabulary development games and activities Explain how to ask for help Identify safe behaviors Unit 8 Feeling charades, matching games, Second Step, calm-down corner, read alouds about emotions, role-playing, discussions, feelings collages, movement activities, songs about feelings Unit 9 Discussions, fire drill experiences, emergency practices, playground safety checks,traffic safety games Community member visits/videos
Assessments	Unit 1 Teacher observations Participation in classroom activities

	Student responses Unit 2 Teacher observations, participation, identify kind and respectful behaviors, draw and explain one way to be a good friend or helpful family member, identify examples of healthy relationship behaviors from pictures or scenarios Unit 3 Teacher observations during role-playing, participation in class conversations, picture sorting, exit slips, sharing, identify samples of bullying, teasing, and kind behavior using pictures or scenarios and explain appropriate responses. Unit 4 Food sorting games, exercise charts. Participation in discussions, activities, hands-on learning activities, movement, small group activities, Unit 5 Participation, student responses to scenarios, identification of trusted adults, use appropriate body part vocabulary, explain one way to be safe, Unit 6 Participation in discussions,student responses, drawings and explanations, charts, step by step demonstrations, guided practice, small group modeling Unit 7 Participation in games and discussions, explanations of safety and asking for help Unit 8 Participation, matching, Second Step activities, identifying emotions, describing coping skills and strategies, respectful communications Unit 9 Role-play, participation in safety activities, identify safe and unsafe behaviors, explain how to stay safe,
Resources/teacher and students	Read-alouds Suggested books: Going to the Doctor Daniel visits the Doctor by Daniel Tiger's Neighborhood related texts Posters School nurse visits Picture Cards

	Picture books focused on kindness and bullying prevention Emotion cards Role play cards Anchor charts SEL videos and songs Have you Filled a Bucket Today? Chrysanthemum Enemy Pie The Recess Queen Connecticut Healthy and Balanced Living Framework Nutrition posters and food models Exercise and movement videos Games Exercise chart Booklets Picture journal Practicing healthy teamwork games and activities The Very Hungry Caterpillar Eating the Alphabet I Will Never Not Ever Eat a Tomato Get Up and Go Personal safety charts I Said NO! Your Body Belongs to You My Body! What I Say Goes! Personal Camp Space Visuals and charts Charts Songs and movement activities Small groups supports Germs Are Not for Sharing The Bernstein Bears Go To The Doctor Wash Your Hands Llama Llama Home with Mama I Said NO Your Body Belongs to You Some Secrets Should Never Be Kept! Charts showing emotions SEL resources Second Step The Color Monster When Sophie Gets Angry- REALLY,REALLY Angry

	The Way I Feel Safety posters, emergency procedure guides, community helper resources, Officer Buckly and Gloria No Dragons for Tea Clifford the Firehouse Dog