

KINDERGARTEN – Bemidji Area Schools

Standard	Benchmarks	Activity/Example
<p>1. Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>1. The student will describe how individual behavior affects individual health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Name the five senses. • Explain how food is fuel for the body and brain. • Describe how to prevent the spread of germs (e.g., hand washing). • List how to keep yourself healthy and safe. • List healthy snacks. • Explain why physical activity is important to health. • Practice daily routines for good hygiene. • Predict what happens when playing in safe and unsafe ways. • Name examples of good touch and bad touch/gestures.
	<p>2. The student will describe how the family influences personal health.</p> <ul style="list-style-type: none"> • Alcohol and Other Drugs • Community and Environmental Health • Family Life and Sexuality • Injury Prevention • Mental Health • Nutrition • Personal and Consumer Health • Physical Activity • Tobacco 	<ul style="list-style-type: none"> • Discuss how a family helps you to be healthy. • Identify cultural customs (e.g., eating habits, health care practices, celebrations). • Explore how families are alike and different.
<p>2. Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>1. The student will demonstrate the ability to locate school and community health helpers.</p>	<ul style="list-style-type: none"> • Identify safety rules for home, school and community. • Practice how to ask for help if you, a friend, or family member were injured or in trouble. • Explain why, how, and when you need to call 911. • Perform routines for safety. • Explain safe and unsafe play that you see on the playground. • Identify health helpers outside of family (e.g., doctor, firefighter).
<p>3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>1. The student will identify responsible health behaviors.</p>	<ul style="list-style-type: none"> • Explain the difference between medicine and dangerous substances (e.g., insect spray, cleaning fluids, gasoline). • Identify safety rules for home/school (e.g., bike, fire, pedestrian). • Identify an emergency and recognize when to get help. • List symptoms of common illnesses and explain how being careful about what is shared can keep disease away. • Identify potential hazards in the home.

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4. Students will analyze the influence of culture, media, technology, and other factors on health.	1. The student will explain how information and how we spend our time influences health.	<ul style="list-style-type: none"> • Share stories that describe cultural influences in choosing food. • Describe personal TV-watching habits. • Draw pictures that show the impact of long periods of watching TV or playing video games and personal health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. The student will show healthy ways to express needs, wants, and feelings.	<ul style="list-style-type: none"> • Tell in your own words when a situation becomes unsafe (e.g., drugs, touch words, bullying, etc.). • Discuss how you are a special person. • Practice how to ask for things and attention appropriately. • Identify comfortable and uncomfortable feelings. • Practice expressing emotions, needs, and wants in healthy ways (e.g., use “I” statements, listen, take turns, do not interrupt). • Use appropriate vocabulary for personal body parts. • Demonstrate how to say NO to inappropriate touch. • Discuss typical conflicts at this grade level and how to express your wants and needs in healthy ways. • Identify ways you might hurt others or they might hurt you.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. The student will identify skills in problem solving and decision making.	<ul style="list-style-type: none"> • Choose between healthy and unhealthy choices (e.g., nutrition, tobacco, violence prevention, conflict). • List harmful substances to avoid. • Identify safety rules for medicines and health-care products. • Role-play more than one choice in a situation and choose the healthy choice by predicting consequences. • Explain the consequences of playing with guns.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	1. The student will identify safe behaviors in the home, school, and community.	<ul style="list-style-type: none"> • Role-play how to respond to peer pressure in terms of following safe practices. • Discuss safety routines.