

HOLLAND TOWNSHIP SCHOOL DISTRICT

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Kindergarten Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Grade K



Lesson 1: We're All Different and Special!

1. Identify characteristics that make them unique or special. (MEH1.2.7)
2. Explain why it's important to accept differences in others.
3. Illustrate ways they are special.

NHES Performance Indicators: 1.2.1; 4.2.1, 4.2.2; 7.2.1

Lesson 2: Having Feelings

1. Identify different emotions. (MEH1.2.1)
2. Explain the relationship between feelings and behavior. (MEH1.2.3)
3. Identify appropriate ways to express and deal with feelings of sadness, fear and anger. (MEH1.2.4)
4. Demonstrate self-control strategies for dealing with anger. (MEH7.2.2)

NHES Performance Indicators: 1.2.1; 4.2.1; 7.2.2

Lesson 3: Having People Who Care

1. Identify people in their lives who care about them. (MEH3.2.1, MEH3.2.2, MEH3.2.3)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)
3. Demonstrate how to ask a trusted adult for help with strong feelings. (MEH4.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1; 3.2.1; 4.2.1; 8.2.1

Lesson 4: My Body Puzzle

1. Identify different parts of the human body.
2. Describe what it means to be healthy.
3. Describe some ways to keep the body healthy.

NHES Performance Indicators: 1.2.1

Lesson 5: Keeping My Teeth Healthy

1. Identify the proper steps for daily brushing of teeth. (PHW1.2.1)
2. Demonstrate the steps to proper tooth brushing. (PHW7.2.2)
3. Make a pledge to properly brush their teeth twice a day. (PHW6.2.1, PHW6.2.2, PHW6.2.3, PHW7.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2; 7.2.1

Lesson 6: Washing Hands

1. State why handwashing is important to good health. (PHW1.2.2)
2. Demonstrate the steps to proper handwashing. (PHW1.2.4, PHW7.2.2)
3. Make a pledge to properly wash their hands throughout the day. (PHW6.2.1, PHW6.2.2, PHW6.2.3, PHW7.2.3)

NHES Performance Indicators: 1.2.1, 1.2.3; 6.2.1, 6.2.2; 7.2.1

Lesson 7: Reading Body Signals

1. Identify different signals from the body that can help them recognize an illness.
2. Identify trusted adults at home and in school who can help them when they are sick. (PHW3.2.1, PHW3.2.2)
3. Describe how to use medicines correctly with the help of an adult. (AOD1.2.3)
4. Identify rules about use of medicines. (AOD1.2.6, AOD1.2.8)

NHES Performance Indicators: 1.2.1, 1.2.5; 2.2.2; 3.2.1; 8.2.1

Lesson 8: Responding to Injuries

1. Identify different signals from the body that can help them recognize an injury.
2. Identify trusted adults at home and in school who can help when someone is injured. (S1.2.12, PHW3.2.1, PHW3.2.2)

NHES Performance Indicators: 1.2.1, 1.2.5; 2.2.2; 3.2.1

Lesson 9: Getting Help When Sick or Hurt

1. Demonstrate how to get help when sick or hurt. (S3.2.6, PHW4.2.1)

NHES Performance Indicators: 1.2.1; 3.2.1, 3.2.2; 4.2.1

Lesson 10: Safe Feelings Are Healthy Feelings

1. Identify people at home, at school and in the community who can help keep them safe. (S3.2.1, S3.2.2, S3.2.3)
2. Ask for help to be safe. (S4.2.1)

NHES Performance Indicators: 2.2.2; 3.2.1, 3.2.2; 4.2.1, 4.2.3

Lesson 11: Feeling Safe at School: We Don't Bully!

1. Explain why it is wrong to tease or bully others. (V1.2.2)
2. Explain what to do if someone is being bullied. (V1.2.3)
3. Encourage peers to avoid and report hurtful teasing and bullying. (V8.2.2)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.3; 8.2.2

Lesson 12: Rules for Staying Safe in Traffic

1. Explain the need for safety rules and procedures for staying safe around traffic. (S7.2.1)

NHES Performance Indicators: 1.2.1

Lesson 13: You Can Be Safe When You Walk

1. Describe how to be a safe pedestrian when walking. (S1.2.8)
2. Demonstrate safe behaviors when walking. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 14: You Can Be Safe When You Cross the Street

1. Describe how to be a safe pedestrian when crossing the street. (S1.2.8)
2. Demonstrate safe behaviors for crossing the street. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 15: You Can Be Safe Riding in a Car

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Demonstrate steps for wearing a safety belt. (S7.2.2)
3. Illustrate the importance of using safety belts and booster seats. (S1.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Grade K (continued)

Lesson 16: You Can Be Safe from Poisons

1. Explain that household products are harmful if ingested or inhaled. (S1.2.10, AOD1.2.1)
2. Identify poisons as safety hazards in the home. (S1.2.9)
3. Apply safety rules for being safe around poisons. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 17: You Can Be Safe Around Guns

1. Identify guns and bullets as safety hazards in the home. (S1.2.9)
2. Apply safety rules to avoid gun-related injuries. (S7.2.2)

NHES Performance Indicators: 1.2.4; 7.2.2

Lesson 18: Emergencies

1. Classify situations as needing “little help” or “BIG help.”
2. Identify whom they would ask or where they would go for little help and for big help. (S1.2.12, S3.2.1, S3.2.2, S3.2.3)

NHES Performance Indicators: 1.2.4; 3.2.1; 4.2.3

Lesson 19: You Can Call for Help When You Need It

1. Demonstrate how to call 9-1-1 or 0 to locate community health helpers for help in an emergency. (S3.2.6, 4.2.4, S7.2.2)

NHES Performance Indicators: 3.2.2; 4.2.4; 7.2.2

Lesson 20: Decide to Be Safe

1. Identify situations where a decision about safety needs to be made. (S5.2.1)
2. Determine if help is needed to make a decision related to safety and injury prevention. (S5.2.4)

NHES Performance Indicators: 5.2.1, 5.2.2

Lesson 21: Eating Is Part of Being Healthy

1. Explain why it's important to eat different kinds of foods.
2. Describe body signals that tell people when they are hungry and when they are full. (FN1.2.10)
3. Demonstrate how they act or feel when they are hungry and full.

NHES Performance Indicators: 1.2.1; 5.2.1

Lesson 22: You Can Choose to Eat Healthy Foods

1. Explain the importance of trying new foods. (FN1.2.1)
2. Explain the importance of choosing healthy foods and beverages. (FN1.2.3)
3. Identify healthy foods they like to eat.

NHES Performance Indicators: 1.2.1; 3.2.1

Lesson 23: Setting a Goal: Plenty of Water for Me!

1. Identify the benefits of drinking plenty of water, including when being physically active. (FN1.2.6, PA1.2.6)
2. Set a goal to drink plenty of water each day. (FN6.2.1, FN6.2.2, FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 24: Knowing and Moving Your Body Is Part of Being Healthy

1. Explain things they can do to move their bodies and be active every day. (PA1.2.2)
2. Describe the benefits of being physically active. (PA1.2.5)

NHES Performance Indicators: 1.2.1

Lesson 25: Setting a Goal: Come Move with Me!

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Set a goal to move their bodies each day. (PA6.2.1, PA6.2.2, PA6.2.3)
3. Encourage peers to be physically active. (PA8.2.8)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2; 8.2.2

Lesson 26: Tobacco Hurts Your Lungs

1. Identify short-term effects of using tobacco on the lungs and breathing. (T1.2.2)
2. Identify how being exposed to tobacco smoke and aerosol affects the lungs and breathing. (T1.2.6)
3. Identify the benefits of not using tobacco. (T1.2.3)

NHES Performance Indicators: 1.2.1

Lesson 27: Tobacco Hurts Your Body

1. Identify short-term effects of using tobacco. (T1.2.2)

NHES Performance Indicators: 1.2.1

Lesson 28: Loving Family and Friends Who Smoke

1. Identify short-term effects of using tobacco. (T1.2.2)
2. Identify short-term effects of being exposed to tobacco smoke and aerosol. (T1.2.6)
3. Encourage others to be tobacco free.

NHES Performance Indicators: 1.2.1; 5.2.1; 8.2.2

Lesson 29: What to Do When Smoke Bothers You

1. Identify short-term effects of being exposed to tobacco smoke and aerosol. (T1.2.6)
2. Explain ways to help avoid secondhand smoke and aerosol.
3. Make requests to others to avoid secondhand smoke and aerosol. (T8.2.1)

NHES Performance Indicators: 1.2.1; 4.2.3; 7.2.2; 8.2.1

Lesson 30: I'm Healthy and Tobacco Free!

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Demonstrate how to persuade others to be tobacco free.

NHES Performance Indicators: 1.2.1; 8.2.2