

# Health Education, Kindergarten

**Time on Task:** 2 hours per week (includes Physical Education)

## Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God as Creator is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

## Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

<p><b>Goals and Objectives</b> <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§115.2. Health Education, Kindergarten.</b> <b>(a) Introduction.</b></p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.</p>	<p><b>Scope and Sequence</b></p> <ul style="list-style-type: none"> <li>• My Growth</li> <li>• My Habits</li> <li>• My Health</li> <li>• Eating Good Foods</li> <li>• Exercising Each Day</li> <li>• Getting Enough Rest</li> <li>• Building Good Posture</li> <li>• Taking Care of My Body</li> <li>• My Safety             <ul style="list-style-type: none"> <li>○ In My Home</li> <li>○ Away from Home</li> <li>○ On the Street</li> <li>○ On the Playground</li> <li>○ In the Water</li> <li>○ In a Storm</li> </ul> </li> <li>• My Manners             <ul style="list-style-type: none"> <li>○ At Home</li> <li>○ At School</li> <li>○ At Church</li> <li>○ In Public</li> </ul> </li> </ul>	<p><b>Spiritual Goals</b> <b>God’s intended purpose for health:</b></p> <ol style="list-style-type: none"> <li>1. To develop a knowledge of God as Creator.</li> <li>2. To develop a desire for spiritual health.</li> <li>3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.</li> <li>4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.</li> <li>5. To draw the student into a more intimate relationship with Jesus.</li> <li>6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.</li> </ol>
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	<b>Correlation with TEKS Teacher-generated lessons taught all year combined with P.E.</b>	<b>Biblical Integration Truth Statements</b>
<p><b>(b) Knowledge and skills.</b></p> <p>(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. <i>The student is expected to:</i></p> <p>(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;</p> <p>(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and</p> <p>(C) identify types of exercise and active play that are good for the body.</p> <p>(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;</p> <p>(B) identify safe and unsafe places to play such as a back yard and a street;</p> <p>(C) name the harmful effects of tobacco, alcohol, and other drugs;</p> <p>(D) identify ways to avoid harming oneself or another person;</p> <p>(E) practice safety rules during physical activity such as water safety and bike safety;</p> <p>(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;</p> <p>(G) demonstrate procedures for responding to emergencies including dialing 911; and</p> <p>(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.</p> <p>(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. <i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p> <p>Science</p> <p>Teacher-generated Lesson</p> <p>Science Lesson 45</p> <p>Teacher-generated Lesson</p> <p>Science Lesson 54</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Yello Dyno</p> <p>Yello Dyno</p> <p>Teacher-generated Lesson</p>	<p><b>1. <i>What is prime reality, the really real?</i></b> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory.</p>

<p>(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and</p>	<p>Teacher-generated Lesson</p>	<p>(Psalm 8:1, Psalm 19:1)</p>
<p>(B) plan a healthy meal and/or snack.</p>	<p>Teacher-generated Lesson</p>	<p><b>3. <i>What is a human being?</i></b></p>
<p>(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health.</p>	<p>Teacher-generated Lesson</p>	<p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p>
<p><i>The student is expected to:</i></p>	<p>Science</p>	<p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p>
<p>(A) name the five senses;</p>	<p>Science</p>	<p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p>
<p>(B) name major body parts and their functions; and</p>	<p>Teacher-generated Lesson</p>	<p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p>
<p>(C) name and demonstrate good posture principles such as standing straight with shoulders back.</p>	<p>Teacher-generated Lesson</p>	<p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p>
<p>(5) Health information. The student understands how to recognize health information.</p>	<p>Teacher-generated Lesson</p>	<p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p>
<p><i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p>	<p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p>
<p>(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and</p>	<p>Teacher-generated Lesson</p>	<p><b>4. <i>What happens to a person at death?</i></b></p>
<p>(B) explain the importance of health information.</p>	<p>Teacher-generated Lesson</p>	<p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p>
<p>(6) Influencing factors. The student understands the difference between being sick and being healthy.</p>	<p>Teacher-generated Lesson</p>	
<p><i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p>	
<p>(A) tell how germs cause illness and disease in people of all ages;</p>	<p>Teacher-generated Lesson</p>	
<p>(B) name symptoms of common illnesses and diseases;</p>	<p>Teacher-generated Lesson</p>	
<p>(C) explain practices used to control the spread of germs such as washing hands; and</p>	<p>Teacher-generated Lesson</p>	
<p>(D) discuss basic parts of the body's defense system against germs such as the skin.</p>	<p>Teacher-generated Lesson</p>	
<p>(7) Influencing factors. The student understands that various factors influence personal health.</p>	<p>Teacher-generated Lesson</p>	
<p><i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p>	
<p>(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and</p>	<p>Teacher-generated Lesson</p>	
<p>(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.</p>	<p>Teacher-generated Lesson</p>	
<p>(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends,</p>	<p>Teacher-generated Lesson</p>	

<p>and others.  <i>The student is expected to:</i>  (A) recognize and describe individual differences and communicate appropriately with all individuals;  (B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and  (C) recognize and explain the importance of manners and rules for healthy communication.</p> <p>(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.  <i>The student is expected to:</i>  (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and  (B) demonstrate skills for making new acquaintances.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p><b>Student Activities</b>  Games  Books  Role Play  Projects  Journal</p> <p><b>Teaching Strategies</b>  Oral Instruction  Demonstration  Visual Aids  Hands-on Activities  Games  Cooperative Learning  Small Groups  Guided Inquiry  Open-ended Questions  Debate  Lecture</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special</p>
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	<p>Guest Speakers</p> <p><b>Evaluation Procedures</b></p> <p>Class Participation          Demonstrations          Oral Quizzes</p> <p><b>Other Resources and Bibliography</b></p> <p><u>Health, Safety &amp; Manners</u></p> <p>Grade 1 A Beka Book</p> <p>Yello Dyno – program from the Children's Advocacy Center, 4 different sessions about personal safety</p>	<p>revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are</p>
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		<p>measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because</p>
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