

Kindergarten Objectives

K.1 The student will experience success and positive feelings about self.

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.

K.2 The student will experience respect from and for others.

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of the bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

K.4 The student will recognize that everyone is a member of a family and that families come in many forms.

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families – mother, father, and children; extended families – relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families – new families formed by the marriage of a man and women with children from previous marriages. Recognition and inclusion will foster positive mental health.

K.5 The student will identify members of his or her own family.

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection, and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping, and playing, the child will understand that rules are made for safety and protection.

- K.7 **The student will realize that physical affection can be expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection. This understanding will foster positive mental health.
- K.8 **The student will recognize the elements of good and bad touches by others.**
Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; (3) touching that could produce bad feelings.
- K.9 **The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.
- K.10 **The student will identify “feeling good” and “feeling bad.”**
Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.
- K.11 **The student will find help safely if lost.**
Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.
- K.12 **The student will use correct terminology when talking about body parts and functions.**
Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.
- K.13 **The student will describe the differences between being healthy and being sick.**
- K.14 **The student will differentiate between infectious (communicable) and noninfectious (non communicable) diseases.**
- K.15 **The student will demonstrate healthy behaviors that lead to disease prevention.**
- K.16 **The student will recognize the dangers of potentially hazardous substances.**
- K.17 **The student will demonstrate when and where to go for help.**

OBJECTIVE K.1

The student will experience success and positive feelings about self.

Descriptive Statement: These experiences are provided by the teachers through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Assuming responsibility for personal belongings (coat, shoes, book bags, etc.)	1. Provide a certain closet or cabinet area for children to keep their things in and encourage and assist the children on a daily basis to keep their things in the proper place.
II. Encourage parents to have children assume responsibilities for their belongings at home.	1. Discuss with parents the need for school and home working together in encouraging students to assume responsibility for their own possessions and for dressing themselves.
III. Accepting responsibility for carrying out classroom “jobs.”	1. Use helper charts to provide opportunities for all children to carry out routine room tasks (being the leader, running errands, passing out snack items, etc.) 2. Being responsible for cleaning up the items that are used at work, play time, and for other activities during the day.
IV. Experiencing being a member of small group and large group activities.	1. Provision for a work-play period each day, the physical education period, and group activities such as cooking will provide opportunities for group experiences and for choosing persons and activities.
V. Becoming more aware of self – Who am I?	1. Show and tell times will allow children to tell about themselves and hear about others. 2. Do art activities such as self-portraits, silhouettes, footprints, handprints, and family pictures. Have many art experiences to express what you want. 3. Me booklets. 4. Dictate stories that tell about the individual and his interests and also, group stories.

OBJECTIVE K.1

Content

VI. Experience success in many situations and also learn that all persons sometimes make mistakes.

Suggested Teaching/Learning Strategies

5. Display all students' work.
6. Encourage the children to discuss how we are alike and how we are different and that we are all important based on information noted in our stories, show and tell times, etc.
1. Test children formally and informally to determine their needs and stage of development so experiences can be provided at which they succeed at.
2. Work with children to correct mistakes rather than just saying they're wrong.
3. Emphasize during daily activities.

Resources

People

Printed Materials

Audiovisual Materials

OBJECTIVE K.2

The student will experience respect from and for others.

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Learning to respect others: A. feelings B. opinions C. physical barriers D. property E. racial difference F. handicap G. physical differences (untidy, size)	1. Positive classroom climate, which emphasizes courtesy, good manners, and respect for others. 2. Teacher example. 3. Show film and relate to personal experiences of the children. 4. Discuss “personal space” during daily activities.
II. Gaining respect from others.	1. Stress manners at lunch. 2. Following classroom rules.

Resources

People

- **Guidance Counselor:**
Developing Understanding of Self and Others (DUSO) Unit II Goals 17, 18, 19, 21

Printed Materials

- Don't Call Me Fatso-Barbara Philps
 - Do I Have To?-Stacy Quigley
 - Friends-Sandra Ziegler
 - Feelings-Aliko
 - The Biggest Nose -Kathy Caple
- My Friend Leslie-Maxine B. Rosenberg
 - Furlie Cat-Berniece Freschet
 - Ira Sleeps Over-Bernard Waber

Audiovisual Materials

- Getting to Know Myself-by SVE
- Through Guidance:
- Tales of the Wise Old Owl-Group1
Group #
 - Kindle-Unit 3-Getting Along
Unit -Mixing In
Unit 5-How Can I Tell?
Scholastic Magazine
 - What Should I Do?-Walt Disney
- Lollipop Dragon-Self Awareness; SVE

OBJECTIVE K.3

The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanation at home. The child is introduced to the concept of privacy, especially in the use of the bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet are introduced.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Child realizes that he is not an isolated individual	<ol style="list-style-type: none">1. Listen to a story showing cooperation.2. Follow with class discussion.3. Share similar experiences.
II. Causes and effects of behavior	<ol style="list-style-type: none">1. Listen to a story showing conflicts. Discuss appropriate ways of settling conflicts
III. Classroom climate	<ol style="list-style-type: none">1. Discuss established classroom rules. Tell why rules are necessary.2. Draw pictures of people sharing, taking turns, and being helpful.3. Cut out magazine pictures illustrating cooperative behavior.4. Invent stories showing positive and negative behaviors.
IV. <i>Concepts of electronic privacy</i>	<ol style="list-style-type: none">1. Discuss the danger of sharing names, addresses or other personal information on the internet for everyone to see.2. Have the school technology specialist share Examples of what could happen if personal Information is shared on the internet.3. Project the FBI-Kids website onto the screen, discussing the important internet safety tips that are listed there.

Resources

People

- **Guidance Counselor:**
Developing Understanding of Self and Others (DUSO) - Unit I Goals 12, 13, 14
Unit II Goals 17-21
- *Technology Specialist*

Printed Materials

- Rookie Readers set by Becky Bring McDaniel
 - Katie Couldn't
 - Katie Did It
 - Katie Can
 - Feelings-Aliko
- The Elephant in Duck's Garden -Judy Delton
 - Oops!- Suzy Kline
 - Ira Sleeps Over-Bernard Waber
 - Furlie Cat-Berniece Freschet

Audiovisual Materials

(Guidance)

- Kindle-Unit 3Getting Along
- Lollipop Dragon: Self Awareness
- Staying Safe-Strangers, Cyberspace & More (Level K-3)
 - <http://www.fbi.gov/kids/k5th/safety2.htm>

OBJECTIVE K.4

The student will recognize that everyone is a member of a family and that families come in many forms.

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families – mother, father, and children; extended families – relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families – new families formed by the marriage of a man and women with children from previous marriages. Recognition and inclusion will foster positive mental health.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Recognizing that every person has or is a member of a family.	<ol style="list-style-type: none">1. Have students draw a picture of their family.2. Have students name people in their family.3. Show picture of family. Have students point out the father, mother, sister, brothers, etc.4. Fill in a simple family tree.
II. Recognizing that there are many kinds of families.	<ol style="list-style-type: none">1. Have students tell how each member of their household is related to them. (Ex. Mother, sister, grandmother)2. Discuss the fact that different families have different members. Not every family has a mother and father. Some children have two fathers or mothers. (As a result of remarriage)3. Show film and have students discuss how it relates to them.4. Encourage role-playing in house center and with puppets.5. Discuss traditional family.6. Use unifix cubes of different colors to help each student “build” his/her family. For example, give each student a yellow to represent his/her mother, a red to represent father, a blue to represent each brother, etc. Extend this activity by comparing and contrasting families, as well as graphing the number of people in each child’s family.

Resources

People

- **Guidance Counselor**
- **School Health Nurse**

Printed Materials

- **Daddy Doesn't Live Here Anymore**
- **My New Mom and Me-Betty Ren**
- **Peabody Language Development Kit**
- **Spence is Small-Christa Chevalier**

Audiovisual Materials

- **Singer: SVE Films: Lollipop Dragon:“Working Together”
“Sharing”
Getting to Know Me “People Are Like Rainbows”
Me and My Family – Marsh Media DVD**

OBJECTIVE K.5

The student will identify members of his or her own family.

Descriptive Statement: This refers to indentifying the adult and child members of the student’s family.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Identify adult members of family.	1. Have student to name and identify family members.
II. Identify Children of family.	1. Play role of various family members in housekeeping center. 2. Encourage students to identify family members as the student relates home experiences in class discussions. (Ex. “My daddy took my brother and me to the zoo.”) 3. Draw or paint family members that will be labeled by teacher or aid. 4. Students introducing family members at PTO meetings and other school events to fellow classmates. (Ex. “This is my daddy.”) 5. Teach finger plays and encourage to act out. 6. Read the following poems to students. Encourage them to act out each.

The Family

(Have children make up their own motions.)

Father and mother and children three,
Living in a house we see.
All are busy as bees,
For they are the finger family.
Father plays the violin,
Mother plays the flute,
Little Billy plays the horn
Toot, toot, toot.

This is my father, (point to the thumb)
This is my mother, (point to index finger)
This is my brother tall, (point to middle finger)
This is my sister, (point to the ring finger. This is the
baby, (point to the little finger)
Oh! How we love them all. (clasp hands)

Resources

People

Printed Materials

- The Way Mothers Are-Miriam Schlein
 - Poems

Mercer Mayer -Me Too!

The New Baby

Just Go to Bed

All By Myself

I'll Always Love You -Hans Wilhelm

Spence and the Mean Old Bear -Christa Chevalier

Audiovisual Materials

- Learning About Families With the Flintstones.
“Tales of Winnie the Witch” (Theme: Love) SVE
“Tales of Wise Old Owl Group 2”
- Lollipop Dragon-“Respect for Those Responsible”
 - Living With Your Family-SVE
 - Courtesy at Home-Saltville Elementary
 - Me and My Family –Marsh Media DVD

Manipulative Materials

- Dolls
- Toy Family Members (Ex. Lego People)
 - Family Puzzles
- Family Study Prints
 - Puppets of Family Members

OBJECTIVE K.6

The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection, and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping, and playing, the child will understand that rules are made for safety and protection.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Positive expressions of protection	1. Discuss family members roles in the family. (Example – mother helps to take care of us by washing our clothes.)
A. Care	2. Discuss expression of love that family members express. (Example – hugging, kissing, praising, etc.)
B. Guidance	3. Discuss if in danger go to adult family member for help and protection.
	4. Discuss we have rules in our homes for our safety and protection. (Example – not opening door to stranger/or not using certain items in cabinets such as cleaners, etc.)
	5. Role playing of family members in various situations. (Example – crossing street to bus, hurting a knee in a fall, etc.)
	6. Discuss family members supporting students in helping them to master their goals. (Example – encouraging and helping students to learn to tie shoes, to recognize ABC's, etc.)
	7. Students making gifts for family members for Christmas to show their love.
	8. Students recognizing parents on special days to show their appreciation for them. (Example – making gift and/or card for parent(s) for Mother's Day or Father's Day.)
	9. Read poems to children. Encourage them to act out each.

Resources

People

Printed Materials

- Pictures of student's family
 - Finger plays
- The Way Mothers Are - Miriam Scalene
- The New Baby - Mercer Mayer
- Just Go to Bed - Mercer Mayer

Audiovisual Materials

- Me and My Family – Marsh Media DVD

OBJECTIVE K.7

The student will realize that physical affection can be expression of friendship, of celebration, or of a loving family.

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection. This understanding will foster positive mental health.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Child realizing that appropriate expressions of affection are healthy.	1. Teacher will explain that love is something that all people need.
II. Child is able to identify appropriate ways to show love.	1. Discussion questions: a. Who are some of your favorite people? b. Why do you like them? 2. Explain that family, friends and community members are two important groups that provide love. 3. Draw a picture of someone you love and tell why. 4. Cut out magazine pictures of people showing love by: a. Putting an arm around someone to comfort them. b. Sitting close to share an activity. (Such as reading a book) c. Patting on the back to show congratulations or pride. d. A parent holding a child on his/her lap to read a book. e. Show pictures of families and friends sharing activities. (Example: picnics, beach activities, working in the yard, playing board games) Include pictures showing physical closeness or touching. f. Show pictures of community events. (Examples: ballgames, picnics, holiday celebrations)

Resources

People

- **Guidance Counselor**

Printed Materials

- **The Way Mothers Are-Miriam Schlein**
- **I'll Always Love You -Hans Wilhelm**
 - **The New Baby-Mercer Mayer**
 - **Spence is Small-Christa Chevalier**

Audiovisual Materials

- **A Kid's Guide to Self-Protection (Learning Tree)-Discusses good and bad touches.
(Little Bear)**

OBJECTIVE K.8

The student will recognize the elements of good and bad touches by others.

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; (3) touching that could produce bad feelings.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Elements of good touches	1. Have students discuss what touches make them feel good. (family)
A. Not secret	2. Show film about good/bad touches. Have follow-up discussion emphasizing those who could be told: teacher, minister, guidance counselor, principal, and school nurse.
B. Makes child feel good	3. Show that touches can be positive during daily classroom activities.
C. For medical care	4. Explain that “private parts” are the parts of the body covered by a 2-piece swimsuit for girls and swim-trunks for boys. (or underwear)
D. Expression of Affection	5. Emphasize that good touches are:
E. Cleanliness	a. Not secret b. Make the child feel good c. Can be done in the presence of others. d. For bathing, medical care
II. Elements of bad touches	6. Emphasize that bad touches are:
A. To private body parts	a. To “private” body parts
B. Secret	b. To be kept secret
C. Feels bad	c. Feels bad

Resources

People

**Guidance Counselor
Smyth County Sheriff's Department
School Resource Officer**

Printed Materials

**Teacher Resource: Am I the Only One?-Aberdeen Amer. Legion Post 59
A Sourcebook on Child Sexual Abuse - David Finkelhor & Assoc.
Sage Publications
All About Good and Bad Touches -National Child Safety Council**

Audiovisual Materials

**Willie, and the Touching Rule-Discusses good and bad touches
VCR Tape: Little Bear: Sexual Abuse-Good and bad touches
A Kid's Guide to Self Protection (Learning Tree Films)**

OBJECTIVE K.9

The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
<p>I. Safety Practices Concerning Strangers</p> <p>A. Who are strangers?</p> <p>B. Don't take candy, toys, or anything from strangers.</p> <p>C. Don't believe strangers who say parents are hurt or sick and they are to go with them.</p> <p>D. Run, scream, and tell if a stranger approaches you.</p>	<ol style="list-style-type: none">1. Strangers are anyone we don't know.2. Watch and discuss “Patch the Pony.”3. Have children develop a secret code word with their parents for people to use when picking up children.4. Discuss safety practices with children.5. Act out with puppets and children situations to role-play the safety practices.6. Let children dictate group and individual stories to illustrate practices.7. Read short stories about strangers and let children finish with what they should do.
<p>II. Practices to follow when you go out:</p> <p>A. Always be sure your parents or caretaker knows where you are.</p> <p>B. Know personal information in case you get separated from caretaker.</p> <p>C. Stay with parents on outings.</p> <p>D. Know to contact policeman or store clerk if separated from caregiver.</p>	<ol style="list-style-type: none">1. Discuss the need for someone to always know where you are and for staying with caregivers on outings.2. Encourage parents to assist children in learning their names, phone numbers, addresses, and parent's names.3. Discuss who you could contact for help if you got separated from your caregiver on an outing.4. Have a policeman discuss with children what to do if lost.5. Practice dialing home and talking to an operator on the telephone.

Contents

III. Good and bad touches

Suggested Teaching/Learning Strategies

6. Act out situations where you could practice what to do if you got lost on an outing.
 7. Let children make posters and write group and individual stories about what to do if lost.
 8. Puppet play to reinforce this.
-
1. Discuss with children that no one is to touch your private parts except if you need medical attention in those areas or if your caregiver is helping you to stay clean.
 2. Emphasize the need to tell if any person even a family member touches you in these private areas. Discuss who you can tell like your teacher, your preacher, or a family member. Indicate that the child is to say "NO" if anyone wants to do bad touching.
 3. Have a doctor and/or a nurse to come and discuss medical exams etc. with the children.

Resources

People

**Policeman
School Health Nurse
Physician
Guidance Counselor
Parents**

Printed Materials

Audiovisual Materials

**Learning About Saying No! to Strangers (Smyth-Bland Lib.)
Child Abuse: A Kid's Guide to Self-Protection (Learning Tree)**

OBJECTIVE K.10

The student will identify “feeling good” and “feeling bad.”

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
<p>I. Expression of Natural Feelings and Emotions</p> <p>A. Happiness</p> <p>B. Sadness</p> <p>C. Love</p> <p>D. Jealousy</p> <p>E. Anger</p> <p>F. Fear</p> <p>G. Aloneness</p>	<ol style="list-style-type: none">1. Practice showing different feelings and emotions. Discuss feelings of characters in stories, poems, etc. Discuss negative and positive ways of expressing feelings.2. Show a film on feelings.<ol style="list-style-type: none">a. Have students discuss these feelings and how they relate to them.b. Reinforce expression of feelings in daily routine.c. Have students tell what makes them happy, sad, angry, fearful, etc., with the group.d. Emphasize the importance of sharing good and bad feelings with others as a way of understanding one’s own feelings.3. Show students pictures of other children feeling various emotions. Ask students to describe how they think the children are feeling, and have them suggest possible causes of these feelings.4. Play various kinds of music on a piano, record player, or drum, and encourage students to move to the music. Let students explain how the music makes them feel.5. Read the following poem to the students. Encourage them to act out each of the feelings.

OBJECTIVE K.10 CONTINUED

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
II. Good and Bad Feelings	<p data-bbox="1049 331 1256 363" style="text-align: center;">“All About Me”</p> <p data-bbox="857 369 1333 657">Sometimes I feel silly, Sometimes I feel sad, Sometimes I feel angry, Sometimes I feel glad, But all the time I’m feeling, I hope you will agree, I have one feeling that won’t change, I’m happy to be me.</p> <ol data-bbox="857 695 1523 1278" style="list-style-type: none"> <li data-bbox="857 695 1523 842">6. Discuss things that evoke good feelings e.g., getting a new toy, going to a circus, having a birthday party, getting a hug from mother, helping the teacher, etc. <li data-bbox="857 877 1523 982">7. Have students describe how they feel when they are happy and excited, glad, etc. Provide appropriate vocabulary if needed. <li data-bbox="857 1018 1523 1123">8. Discuss things that evoke bad feelings, e.g. my brother hits me, my friend takes my toy, my mother sparks me, a friend calls me a name, etc. <li data-bbox="857 1159 1523 1278">9. Have students describe how they feel when they are mad, angry, sad, scared, hurt, afraid, etc. Provide appropriate vocabulary if needed.

OBJECTIVE K.11

The student will find help safely if lost.

Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Finding help safely if lost	<ol style="list-style-type: none">1. Act out situations in which a child becomes lost and finds help.2. Discuss what to do if a child becomes separated from parents in a public place. Ex: store3. Talk about who to approach and who not to approach if lost.4. Listen to a policeman explain safety procedures if lost.
II. Learning and reciting full name, address, Phone number and parents' name.	<ol style="list-style-type: none">1. Make telephones to display and take home when the child knows their number.2. Use real telephone to practice dialing police number.3. Make houses to display and take home when the child knows and can repeat their address.4. Send notes home to parents encouraging them to work with their children on these at home.5. Make a mobile of each child's address, phone numbers to hang up.

RESOURCES

PEOPLE

**Policeman
Telephone Co. Representative
Guidance Counselor**

PRINTED MATERIALS

**Official Safety Manual for Children Under Six
National Child Safety Council**

**The Friendly Sheriff
National Child Safety Council**

**Beware & Be Aware of Dangerous People
National Child Safety Council**

More Piggyback Songs

“Got Your Number” Activity

AUDIOVISUAL MATERIALS

VHS tape: Arthur Gets Lost based on book by Marc Brown

DVD: Safety: If you Feel Danger (Marsh Media)

OBJECTIVE K.12

The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis and vulva to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.

Content

Using correct terminology for urinate, bowel movement, penis, and vulva.

Suggested Teaching/Learning Strategies

1. Use in individual conversations as the occasion arises. (not to be taught specifically or separately)
2. Encourage parents to use correct terms as the situation arises.

OBJECTIVE K.13

The student will describe the differences between being healthy and being sick.

Descriptive Statement:

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
<ul style="list-style-type: none">I. Feelings of being healthy<ul style="list-style-type: none">a. Lots of energy II. Signs and symptoms of being sick<ul style="list-style-type: none">a. Headacheb. Upset stomachc. Unexplained sleepinessd. Soreness or paine. Fever	<ul style="list-style-type: none">1. Ask the class to brainstorm a list of words that complete the phrases, “When I am well, I feel...” and “When I am sick, I feel ...” 2. Ask students to brainstorm a list of activities a person can participate in when he or she feels well. Also, make a list of things a person feels like doing when he or she is sick. 3. Have the students compare their two lists. Ask which activities allow the most fun and allow them to do things with friends. 4. Have students draw a face to show how they felt the last time they were sick. Then ask them to draw a picture to show what they like to do most when they feel well.

OBJECTIVE K.14

The student will differentiate between infectious (communicable) and noninfectious (non-communicable) diseases.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
I. Definition of germs	1. Define <u>germs</u> as very small organisms that can spread disease. Point out that germs are too small to be seen without the assistance of special lenses, such as microscopes.
II. Ways germs are spread	2. Bad germs can the body and make people sick with diseases, such as colds, flu, and chicken pox. Germs enter the body through openings in the body, such as the eyes, mouth, and ears, or through cuts on the body.
III. Definition of <u>infectious disease</u> —a disease that can be “caught” or spread from one person to another by germs.	3. Explain that germs are spread through the air, through water, through blood, or on contaminated objects when people <u>do not</u> wash hands thoroughly, get immunized, use tissues, cover the mouth when sneezing or coughing, or wash utensils between uses. Doing these things routinely creates the healthy behaviors which are the focus of objective K.3.
IV. Examples of infectious diseases -Flu (viral) -Colds (viral) -Measles (viral) -Mumps (viral) -Chicken pox (viral) -Strep throat (bacterial) -HIV/AIDS (viral)	4. Explain that diseases caused by germs are known as infectious diseases. Other diseases, called noninfectious diseases, are not passed from person to person but are caused by a problem in the body when a body part doesn't work properly (e.g., diabetes, heart disease).
V. Definition of <u>noninfectious disease</u> – a disease that cannot be “caught” or is not spread from one person to another -Diabetes -Cancer -Heart disorders -Allergies -Asthma	

Content

Suggested Teaching/Learning Strategies

5. Ask students to brainstorm the names of some diseases. Write the names on circular cardboard shapes. Hold up a butterfly or fishing net and help students classify the diseases by putting into the net the name of the infectious diseases (that can be “caught”) and leaving out of the net the noninfectious ones (that cannot be “caught”).
6. If students suggest HIV/AIDS as an infectious disease, tell them an infectious disease, tell them they are correct. Emphasize that HIV is not transmitted in the same manner as other infectious diseases (e.g. chicken pox, the common cold) and that HIV/AIDS can be fatal unlike most infectious diseases.
7. If students continue to ask about HIV/AIDS, tell them that HIV/AIDS is a serious sickness. People get the diseases by exchanging blood with an infected person (as in becoming “blood brothers,” giving first aid without gloves, or sharing drug, tattoo, or ear-piercing needles). Infected mothers can also pass the disease to their unborn children. Discussing HIV/AIDS as a sexually transmitted disease is covered at a higher grade level.

OBJECTIVE K.15

The student will demonstrate healthy behaviors that lead to disease prevention.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
<ol style="list-style-type: none">1. Definition of <u>germ</u> – tiny living things (e.g., bacteria and viruses) that cannot be seen but which can carry disease from one person to another.2. Ways germs enter the body<ul style="list-style-type: none">-By inhalation (breathed in from the air)-By ingestion (swallowed in food or water)-By direct skin contact (from dirty hands, towels)-By insects (mosquito and tick bites)-By blood (if exchanged)-By animals (bites from rabid pets, wildlife)3. Healthy behaviors that can prevent the spread of germs<ul style="list-style-type: none">-Washing hands-Covering mouth when sneezing or coughing-Using clean cooking and eating utensils-Using tissues to blow nose-Keeping foreign objects out of the mouth-Washing certain foods-Not eating food dropped on the floor-Not sharing partially eaten food or drink-Not exposing oneself to blood (no tattooing or becoming “blood brothers”)-Saying “no” to drugs and alcohol-Giving no first-aid assistance when blood is present (get an adult)3. Choices that may help lead to good health<ul style="list-style-type: none">-Making wise food choices-Getting adequate rest (8-10 hours of sleep)-Get regular exercise-Having regular medical and dental check-ups-Getting immunized-Practice personal hygiene-Dressing appropriately (for the weather)-Maintaining a clean environment-Expressing feelings (e.g., laughing, crying)-Fostering relationships with family (playing, sharing thoughts and feelings)	<ol style="list-style-type: none">1. Review the definition of <u>germ</u> and the ways germs enter the body.2. Ask students to draw a picture of one way germs are spread.3. Tell students that diseases can be prevented by healthy behaviors that prevent the spread of germs. Brainstorm a list of these behaviors.4. Explain to students that using warm water when washing hands is important in order to kill germs. Illustrate by rubbing petroleum jelly on your hands and sprinkling them with pepper (to represent germs). Use cold water first and then warm water to wash your hands. Compare how much better warm water works at washing off the germs. If a sink is available, demonstrate the proper way to wash hands, including using the towel to turn off the water after you have washed your hands. Discuss times when hands should be washed.5. Explain that the body is a group of systems in balance. These systems require proper health practices to keep the body in balance and in a state of wellness. Help students understand that they are personally responsible for their own health and wellness. Tell them that they make <u>choices</u> that show they care about themselves and want to be healthy. Explain the concept of <u>choice</u> with examples of choices students make (e.g., which TV show to watch, what to name a pet, how to spend money).

6. Make a list of healthy choices students can make for themselves, such as:
 - Choosing to eat healthy food (fruit, etc.) instead of “junk” food (potato chips, candy)
 - Playing outdoors instead of watching TV
 - Going to bed at a regular time and getting 8-10 hours of sleep
 - Brushing/flossing teeth daily
 - Wearing a coat in cold weather
 - Bathing daily
7. Divide a piece of paper/poster board into two sections. Have students list “junk” examples or make a collage of examples of “junk” food in one section of the paper. Then have students list or find pictures of healthy snacks and foods to complete their chart or collage.
8. Have students cut out pictures to make a collage illustrating healthy behaviors and choices such as those listed above. Display the collage in the room.
9. Alternately, you may wish to ask each student to draw a picture of a healthy thing to do to prevent disease. Bind the pictures together to create a big class book showing healthy behaviors and choices.
10. Have students sing a song about healthy behaviors. To the tune of “If You’re Happy and You Know It,” make up verses about healthy behaviors. For example:
 - If you want to be real healthy, (wash your hands),
 - If you want to be real healthy, (wash your hands),
 - If you want to be real healthy, then you really need to know this,
 - If you want to be real healthy, (wash your hands).Continue singing stanzas each time inserting a different healthy behavior.

OBJECTIVE K.16

The student will recognize the dangers of potentially hazardous substances.

<u>Content</u>	<u>Suggested Teaching/Learning Strategies</u>
<ol style="list-style-type: none">1. Definition of terms<ul style="list-style-type: none">-<u>Poisonous</u>-<u>Safe</u>-<u>Unsafe</u>2. Common household substances that are dangerous if used improperly<ul style="list-style-type: none">-Bleach-Cleaners-Medicines-Cosmetics-Gasoline-Paint-Alcohol-Lighter fluid-Plants-Pesticides-Sprays (hair)-Glue3. Consequences of the improper use of hazardous substances<ul style="list-style-type: none">-Effect on skin-Effect on internal organs-Effect on eyes-Effect of certain fumes on respirator tract	<ol style="list-style-type: none">1. Introduce the concept of <u>poison</u> – a material that harms the body. Then tell students that there are <u>safe</u> and <u>unsafe</u> (poisonous) things to eat and drink. Some <u>safe</u> things we choose to eat and drink for good health are apples, orange juice, and water. However, some things around the house are <u>unsafe</u> (poisonous) to eat or drink. Ask students to brainstorm these. For example: bleach, household plants, medicines (without adult supervision). Etc.2. Label one grocery bag “Safe” and the one bag “Unsafe.” Bring in clean, empty containers/packages of household products and have students place them in the appropriately labeled bag. Be sure containers have been properly washed. Another approach is to fix “Mr. Yuk” poison prevention stickers to facsimiles of dangerous household products.3. Obtain a large roll of paper big enough for outlining each child’s body. Have each child lie on the paper; then you, a paraprofessional or parent volunteer trace the body outline of each child. Have students cut out pictures of items that are safe for the body and paste them inside the body outline. Have them cut out pictures of unsafe substances, place them outside the body outline, and label them with the universal symbol for “no.”4. Explain that it is unsafe for children to eat or drink medicine without adult supervision. Discuss with students that some medicines, such as chewable vitamins, may taste like candy but are harmful if taken in large quantities.5. Discuss with students where hazardous household products and medicines should be kept in a house.6. Discuss the dangers of hazardous substances on the skin, eyes, and internal organs.

RESOURCES

Audiovisual

DVD: Safety: If You Feel Danger (Marsh Media)

OBJECTIVE K.17

The student will demonstrate when and where to go for help.

Content

1. Occasions when care and support are needed
 - An accident
 - A lost person
 - Illness (self or others)
 - A family crisis (divorce, moving, abuse, death)
 - Fire
2. Deciding where to go for help
3. Reasons and procedures for using emergency numbers “0” and “911”
4. Ways care and support can be given by family members, school personnel, and community helpers
 - Medical care
 - Physical affection
 - Counseling
 - Shelter

Suggested Teaching/Learning Strategies

1. Explain that at times we all get ill, hurt, concerned, frightened, lost, or see a dangerous situation. It is important to know what to do at these times. Brainstorm a list of situations when a child might need help. Then make a list of individuals that may be called upon for specific situations (e.g., parents/adults, relatives, teachers, school nurse, principal, police officers, doctor, pharmacist, religious leader, counselor).
2. Go over reasons and procedures for using emergency numbers. Stress that these are emergency numbers and should be used as such.

CONTENT

PEOPLE

**Guidance Counselor:
Developing Understand of Self and Others (DUSO) Unit I Goals 4 & 5
School Health Nurse**

PRINTED MATERIALS

**Peabody Language Development Kit
Poems & Fingerplays**

BOOKS

**Sometimes I Get So Mad – Paula Z. Hogan
My Best Friend Moved Away – Joy Zelonsky
Feelings – Alik
I'll Always Love You – Hans Wilhelm
The Biggest Nose – Kathy Caple
My Friend Leslie – Maxine B. Rosenberg
I Was So Mad! – Norma Simon
Sometimes I Like to Cry – Elizabeth & Henry Stanton
There's Something in My Attic – Mercer Mayer
Sometimes I'm Afraid – Sylvia Root Tester
Furlie Cat – Berneice Freschet**

AUDIOVISUAL MATERIALS

(Guidance)

**Kindle Series – Unit 5 – How Can I Tell?
Unit 2 – How Can I Learn?
Getting to Know Me – SVE
Lollipop Dragon – Self-Awareness
Wise Old Owl Series**

Disease Prevention: Growing Up Healthy (DVD & VHS)

SONGSHEET

I AM SPECIAL

Sung to: "London Bridge"

I am special, yes I am
Yes I am, yes I am
I am special, Yes I am
I'm very special
No one else has hair like mine
Just like mine, just like mine
No one else has hair like mine
I'm very very special

No one else has a face like mine
Just like mine, just like mine
No one else has a face like mine
I'm very special
No one else has eyes like mine
Just like mine, just like mine
No one else has eyes like mine
I'm very special
(Use nose, mouth, etc.)

SPECIAL ME

Sung to "Twinkle, Twinkle, Little Star"

Special, Special, Special Me (points to self)
How I wonder what I'll be (hands under chin, wondering)
In this big world I can be (circle hands resembling earth)
Anything I want to be.
Special, Special, Special Me,
How I wonder what I'll be.

FEELINGS

Sung to: Twinkle, Twinkle, Little Star"

Sometimes on my face you'll see,
How I feel inside of me.
My smile means happy, frown means sad,
And when I grit my teeth I'm mad
When I'm proud, I beam and glow
But when I'm shy my head hangs low.

WHEN YOU'RE SAD

Sung to: "Twinkle, Twinkle, Little Star"

Sometime when I'm feeling sad,
I think of mom and I think of dad,
I think of all the things they do,
To try and help me not be blue.
So when you're sad and all alone
Think of all you have at home.

SONGSHEET

Page 2

HAPPY

Sung to: "Frere Jacques"

I am happy.

I am happy.

Feel so good.

Feel so good.

Playing with my friends.

Playing with my friends.

Knew I could.

Knew I could.

HOW ARE YOU TODAY – PLEASE

Sung to: "B – I – N – G – O"

Oh, how are you today, please?

I'm as happy as can be.

Happy as can be, Happy as can be.

Happy as can be, I'm happy as can be.

(Can also use silly, tired, angry, etc.)

S – M – I – L – E

Sung to: "Don't Sit Under the Apple Tree"

It isn't any trouble just to S – M – I – L – E

S – M – I – L – E, S – M – I – L – E.

It isn't any trouble just to S – M – I – L – E,

If you only take the trouble just to S – M – I – L – E.

LOVE

Sung to: "Row, Row, Row Your Boat"

Love, love is all around.

It will grow with you.

Show it, tell it, feel it, share it.

Make it part of you.

SONGSHEET

Page 3

ARE YOU SMILING?

Sung to: "Frere Jacques"

Are you smiling, are you smiling?

I like you, I like you!

This is such a nice place for a sunny bright face,

I like you, I like you!

TEARS, TEARS, GO AWAY

Sung to: "Rain, Rain, Go Away"

Tears, tears, go away,

Come again some other day.

Tears, tears, go away,

Little (child's name) wants to play.

YOU GET LOST

Sung to: "Yankee Doodle"

If you get lost on any street

Don't talk to any stranger

Look for a policeman and he will

Keep you out of danger.

Tell him what your name is

Where your house is too

He will help you get back home

Or bring your Mom to you!