

# Prekindergarten

Students will comprehend concepts related to health promotion and disease prevention to enhance health, including: 1

## a Mental and Emotional Health 1A

Emotions

- 1 Identify different emotions. 1A.P.1
- 2 State that anger and other big or strong emotions are common. 1A.P.2

Self and social awareness

- 3 Demonstrate awareness of personal emotions. 1A.P.3
- 4 Recognize the feelings of another child. 1A.P.4
- 5 Recognize personal strengths. 1A.P.5

Relationships

- 6 Identify the characteristics of a friend. 1A.P.6

Teasing, bullying, and harassment

- 7 Describe how people are unique. 1A.P.7

Trusted adult

- 8 Identify trusted adults who can help with emotions. 1A.P.8

---

## b Substance Abuse Prevention 1B

Medicine

- 1 Define medicine. 1B.P.1
- 2 Identify family rules about medicine use. 1B.P.2

Household products

Alcohol and nicotine

---

### **c Family Life and Human Sexuality 1C**

Healthy relationships and consent

- 1 Identify what is special about your family. **1C.P.1**
- 2 Recognize that family is a group of people that support each other. **1C.P.2**
- 3 Recognize that there are different types of families (e.g., single-parent, same-gender, intergenerational, blended, interracial, adoptive, foster, etc.). **1C.P.3**
- 4 Describe the characteristics of a friend. **1C.P.4**
- 5 Recognize that individuals have personal boundaries and bodily autonomy. **1C.P.5**

Gender identity and expression

- 6 Recognize and respect that people express themselves in many different ways. **1C.P.6**

---

### **d Safety and Violence Prevention 1D**

Physical safety

- 1 Identify people who can help when someone is injured or suddenly ill. **1D.P.1**
- 2 Identify safety rules in the home. **1D.P.2**

Relationships

- 3 Describe healthy families, healthy family environments, and healthy relationships. **1D.P.3**

Safety around people

- 4 Identify rules about strangers. **1D.P.4**

Trusted adults

- 5 Identify trusted adults or helpers who can provide help with feelings and solving problems. **1D.P.5**

Technology safety

- 6 Identify personal information and when to share it with other people. **1D.P.6**

Boundaries and consent

- 7 Identify personal boundaries. **1D.P.7**
- 8 Identify everyone has the right to tell others not to touch their body when they do not want to be touched. **1D.P.8**

Private parts

- 9 Identify parts of the body that are private of self or others. **1D.P.9**

Compassion for victims

---

**e Healthy Eating** 1E

Nutritious foods and beverages

- 1 Identify that water is important for the body. 1E.P.1
- 2 State the benefits of trying new foods. 1E.P.2
- 3 Identify foods that contain helpful nutrients. 1E.P.3

Eating patterns

- 4 Identify body signals that tell a person when they are hungry and when they are full. 1E.P.4

Moderation and “all foods fit.”

- 5 Describe why the body needs food. 1E.P.5
- 

**f Disease Prevention and Control** 1F

Disease

Disease prevention

- 1 Identify the steps for proper handwashing. 1F.P.1

Hygiene

- 2 Identify personal health care practices. 1F.P.2

Food and illness

Teeth

- 3 Recognize that brushing and flossing teeth is essential to do at least twice daily. 1F.P.3

Sun

Sleep

- 4 Identify why sleep and rest are important for proper growth and good health. 1F.P.4
- 

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** 2

**a Identify how the family influences personal health practices and behaviors.** 2.E1.P.A

**b Identify what the school can do to support personal health practices and behaviors.** 2.E1.P.B

**c Describe how the media can influence health behaviors.** 2.E1.P.C

---

**Students will demonstrate the ability to access valid information, products, and services to enhance health.** 3

**a Identify trusted adults and professionals who can help promote health.** 3.E1.P.A

**b Identify ways to locate school and community health helpers.** 3.E1.P.B

---

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4

**b Demonstrate listening skills to enhance health.** 4.E1.P.B

---

**a Demonstrate healthy ways to express needs, wants and feelings.** 4.E1.P.A

---

**c Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.** 4.E1.P.C

---

**d Demonstrate ways to tell a trusted adult if one is threatened or harmed.** 4.E1.P.D

---

Students will demonstrate the ability to use decision-making skills to enhance health. 5

**a Identify situations when a health-related decision is needed.** 5.E1.P.A

---

**b Differentiate between situations when a health-related decision can be made individually and when assistance is needed.** 5.E1.P.B

---

Students will demonstrate the ability to use goal-setting skills to enhance health. 6

**a Identify a short-term personal health goal and take action toward achieving the goal.** 6.E1.P.A

---

**b Identify who can help when assistance is needed to achieve a personal health goal.** 6.E1.P.B

---

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7

**a Demonstrate healthy practices and behaviors to maintain or improve personal health.** 7.E1.P.A

---

**b Demonstrate behaviors that avoid or reduce health risks.** 7.E1.P.B

---

Students will demonstrate the ability to advocate for personal, family, and community health. 8

**a Make requests to promote personal health.** 8.E1.P.A

---

**b Encourage peers to make positive health choices.** 8.E1.P.B

---