

# **LESSON GUIDE**

## **GRADE K**

---



# What Does It Mean to Be Healthy?

## Performance Objective

Students will be able to describe what it means to be healthy and feel good.

## Motivation

Use a large picture depicting children of varied racial and ethnic groups at play. Then ask,

- Who wants to tell us about this picture?
- How do you think these children feel?
- Let's list the words that tell us about these children.
- Write the words on newsprint.

From these words, develop a definition of "healthy," e.g., "Healthy means... feeling great, eating nutritious foods, feeling energetic," etc.

## Procedure/Development

- Discuss the picture with the class.
- Ask, "What makes you healthy?" In responding to children's answers, affirm both their uniqueness and the things they may have in common with others.

## Assessment

Tell children, "Draw a picture of yourself doing something that helps you feel and be healthy." Have children share their pictures and describe why this makes them healthy.

## KINDERGARTEN Lesson 1

### NEW YORK STATE LEARNING STANDARDS 1

#### SKILLS

Self-Management

#### MATERIALS

Crayons

Drawing Paper

Markers

Newsprint

Picture of Children at Play

#### VOCABULARY

Energetic

Healthy

Nutritious

**SKILLS**

Communication  
Decision Making  
Relationship Management

**MATERIALS**

Crayons  
Drawing Paper

**VOCABULARY**

Clinic  
Doctor  
Drugstore  
Hospital  
Nurse  
Pharmacist  
Sick  
Unhealthy

# What Does It Mean to Be Sick?

## Performance Objective

Students will be able to distinguish between being sick and healthy.

## Motivation

- Ask, “Can you tell us about a time when you didn’t feel well?”
- Ask, “How do you feel when you are sick?”

## Procedure/Development

- Ask for volunteers to role-play a visit to the clinic or doctor’s office.
  - Roles: child, mother, father, guardian or other responsible adult, doctor, nurse, pharmacist

**Teacher Note:** If children habitually refer to medical caregivers as “he,” point out that women as well as men are medical caregivers.

**Teacher Note:** Teachers should be sensitive to the fact that students come from a variety of economic, ethnic, and cultural backgrounds. Not all students will have a private pediatrician and may utilize clinics and emergency rooms as a source of primary care, while other students may utilize alternative healing practices.

- Facilitate the flow of the story through these scenes:
  - (a) Onset of symptoms; child tells parent(s) about symptoms.
  - (b) Child and parent(s) visit clinic or doctor’s office and describe symptoms.
  - (c) Clinician examines child.
  - (d) Child and parent(s) follow clinician’s advice, e.g., they go to a drugstore to fill a prescription for medication, and/or child goes home, has soup and juice, rests.
- Class discussion:

Say, “Sometimes we don’t visit a clinic or doctor’s office when we are sick. What do we do?”

## Assessment

Have children draw a picture of themselves when they do not feel well. Have them include in the picture at least one person who helps them. Have them describe how this person helps them when they are sick.

Ask, “If someone you love is sick, what would you do to make that person feel better?”

# How Do We Stay Healthy?

## Performance Objective

Students will learn ways to maintain good health.

## Motivation

Either as a classroom exercise or for homework the day before this lesson, have students cut out pictures of children engaging in healthy behaviors.

Sing, “If you’re happy and you know it, clap your hands...”

## Procedure/Development

- Introduce a similar song: “If you’re healthy and you know it...”
- Ask students for ideas on how to adapt the song to the topic of being healthy and what gestures to use.  
Example: “If you’re healthy and you know it, wash your hands.” Briefly discuss each child’s suggestion and how to act it out, and write suggestions on newsprint. Use the song as a year-round activity, keeping the suggestions posted. Collect pictures that show the healthy behaviors/images listed below and use them to help in creating the song lyrics.
- The song should include the following healthy behaviors:
  - Wash your hands.
  - Eat your veggies.
  - Eat your fruits.
  - Eat your grains.
  - Take a nap/get your sleep.
  - Wear a seat belt/use your car seat.
  - Wear sunscreen.
  - Take a bath.
  - Brush your teeth.
  - Drink water.
  - Exercise.
  - Wear warm clothes (in winter).
  - Use an umbrella.

## Assessment

Have children discuss one thing they will do this week to maintain good health.

## KINDERGARTEN Lesson 3

### NEW YORK STATE LEARNING STANDARDS 1

#### SKILLS

Planning and Goal Setting

Self-Management

#### MATERIALS

Drawing Paper

Markers

Newsprint

Pictures of the Listed  
Healthy Behaviors

#### VOCABULARY

Grains

Seat Belt

Sunscreen

## Prevention

NEW YORK STATE  
LEARNING STANDARDS  
1, 2

SKILLS  
Self-Management

### VOCABULARY

AIDS  
Asthma  
Diabetes  
Germs  
HIV  
Microscope  
Virus

# How Do People Get Sick? What Is HIV? What Is AIDS?

## Performance Objectives

Students will learn:

- The difference between illnesses that can be easily passed, are hard to pass, and cannot be passed from one person to another.
- The terms HIV and AIDS.
- That HIV and AIDS are hard to get.

## Motivation

- Say, “Some illnesses can be passed from one person to another. These illnesses are caused by germs. Germs are very, very tiny, and can only be seen with a microscope. A microscope is a tool that you look through that makes everything look much bigger than it actually is.” Discuss how germs can be passed from one person to another (e.g., via sneezing, coughing, touching) and can cause illness.
- Say, “Some illnesses CANNOT be passed from one person to another and are not caused by germs.” (Examples that students may be familiar with include asthma, diabetes.)
- Germs that can be passed from one person to another come in two types:
  - EASY to pass germs can be passed from one person to another through coughing, sneezing, and touching (flu, strep throat, cold).
  - HARD to pass germs cannot be passed to someone else through coughing, sneezing, or touching (HIV).

## Procedure/Development

- HIV/AIDS. Define HIV: a virus (a kind of germ) that lives in the blood and can lead to AIDS. Define AIDS: a group of illnesses caused by HIV that makes it hard for people to get well once they are sick.
- Tell the children, “HIV is not easy to get. One way it can be passed from one person to another is if blood from a person with HIV gets into the blood inside of another person’s body. A general health rule is to bandage all cuts to help prevent anything from getting into the blood inside your body.”

## Assessment

Have children pick a partner. Have one play a doctor and the other a patient. Have the “doctors” explain to the patients why HIV is hard to get. When done, ask several “patients” to explain what their doctor said to them.

**Teacher Note:** Remind children that they are not to touch each other or remove any clothing. The activity will just involve speaking with the other student.

# Who Helps Us When We Are Sick?

## Performance Objective

Students will learn to identify people who can help them when they are sick.

## Motivation

Ask, “Who helps us when we are sick?” Brainstorm a list as a large group.

## Procedure/Development

- List or sketch on separate word cards the people that children named during the brainstorm on who helps when we are sick. During the discussion, elicit the following points:
  - Usually the first person who helps is a parent, guardian, or caregiver. Often that help is enough to help the sick person get well.
  - Sometimes we need professional medical care. When is such care needed and who provides it? (Answers might include: doctor, nurse, a pharmacist who recommends over-the-counter medication, etc.) List various health caregivers. Discuss their roles.
  - Sometimes we need emergency medical care. Who provides such care? (Answers might include: firefighters, police, hospital emergency room staff, etc.)

**Teacher Note:** If children habitually refer to medical caregivers as “he,” point out that women as well as men are medical caregivers.

**Teacher Note:** Teachers should be sensitive to the fact that students come from a variety of economic, ethnic, and cultural backgrounds. Not all students will have a private pediatrician and may utilize clinics and emergency rooms as a source of primary care, while other students may utilize alternative healing practices.

- Put the word cards in a box. (Pictures on these word cards may be helpful.)
- Have children take turns pulling a card out of the box for a game of charades. Other children must guess what type of caregiver they are.

## Assessment

Distribute magazines. Have children find pictures of family and professional medical caregivers. Cut and paste to create a class collage.

**Teacher Note:** Use magazines that depict people of varied racial and ethnic groups.

## KINDERGARTEN Lesson 5

### NEW YORK STATE LEARNING STANDARDS 1, 3

### SKILLS

Relationship Management  
Self-Management

### MATERIALS

Box for Word Cards  
Magazines  
Paper or Cardboard for Collage  
Paste  
Pictures of Health Caregivers, etc.  
Scissors  
Word Cards

### VOCABULARY

Caregiver  
Emergency

