



Proposed 2020 Health Education Standards of Learning Curriculum Framework

For First Review: January 27, 2022

Introduction

Health Education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. Effective health education programs help every child in Virginia become health literate, creative problem solvers, self-directed learners, effective communicators, and ultimately responsible and productive citizens who live healthy productive lives. The knowledge and skills described in the *2020 Health Education Standards of Learning Curriculum Framework* are the culmination of work led by dedicated writing committees composed of Virginia educators, subject matter experts, and other stakeholders who shared the overarching goal of building a supportive foundation for teaching and learning relevant content, rigorous instruction, and academic excellence.

The *2020 Health Education Standards of Learning Curriculum Framework* aligns with Priorities 1 and 3 of the Virginia Board of Education’s (Board) Comprehensive Plan: 2018-2023, and supports the Profile of a Virginia Graduate through the development and use of communication, collaboration, critical thinking, and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices, advocate for personal health and the health of others. It includes actionable indicators, and provides meaningful enriching classroom experiences for students to apply health education skills to real-life, challenging situations throughout their lives.

The *2020 Health Education Standards of Learning Curriculum Framework* is organized into strands to provide clarity for learning expectations and guide learning progressions.

1. *Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others. (Essential Health Concepts)*

The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and non-communicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Healthy Decisions)*

The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Advocacy and Health Promotion)*

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

The three strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers, are embedded at each grade level. The indicators are sequenced to progress in complexity from grade level to grade level, across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

The *2020 Health Education Standards of Learning Curriculum Framework*, a companion document to the proposed *2020 Health Education Standards of Learning*, amplifies and supports the *Health Education Standards of Learning* and delineates in greater

specificity the minimum content that all teachers should teach and all students should learn. The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally designed or selected curriculum.

The format of the *2020 Health Education Standards of Learning Curriculum Framework* aligns with each topic in the *2020 Health Education Standards of Learning* and facilitates teacher planning by identifying the key concepts, knowledge, and skills for each standard. It is divided into two columns: *Understanding the Standard* and *Essential Knowledge and Skills*. The purpose of each column is explained below.

Essential Understandings

This section includes content and key concepts that assist teachers in planning instruction. The statements may provide definitions, explanations, examples, and information regarding connections within and between grade level(s)/course(s).

Essential Knowledge and Skills

This section provides an expansion of the knowledge and skills that each student should know and be able to demonstrate. This is not meant to be an exhaustive list of student expectations.

The standards for each grade level are grouped into three content strands—Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion—that align with the overarching learning goals of the *2020 Health Education Standards of Learning*.

Topic: Body Systems

Standards:

K.1.a Identify major body parts (e.g., head, torso, arms, legs, hands, feet, muscles, bones).

K.1.b Describe the five senses (i.e., sight, hearing, smell, taste, touch).

K.2.a Recognize how the major body parts work together to move.

K.2.b Identify situations that require the use of each of the five senses.

K.3.a Describe the different body parts involved in one movement (e.g., jumping, walking, biking).

K.3.b Describe ways to protect the five senses.

Essential Understandings	Essential Knowledge and Skills
<p>Body parts work together so that people can move, write, draw, play, learn, participate in sports and games, and engage in other activities.</p> <ul style="list-style-type: none"> • Major body parts include the head, torso, arms, legs, hands, feet, muscles, and bones. (1.a) • Different body parts work together for different movements. To ride a bike, arms and hands steer, legs and feet pedal, the torso keeps the body upright in the seat, and muscles give the strength for these movements. (2.a, 3.a) <p>The five senses are sight, hearing, smell, taste, and touch.</p> <ul style="list-style-type: none"> • Ways to protect the five senses include: <ul style="list-style-type: none"> ○ Sight: to see, to read; wear sunglasses outside, wear goggles to protect the eyes when doing things like playing some sports, have eyesight checked regularly (school vision checks and Optometrist) (1.b, 2.b, 3.b). ○ Hearing: ears; to listen, to respond; wear earplugs when around loud noise, use low volume when wearing headphones or ear 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify major body parts on a diagram, to include the head, torso/trunk, arms, legs, hands, feet, muscles, and bones (1.a); • identify the body parts that people use to perform one movement (e.g., jumping, walking, and biking) (2.a, 3.a); • identify the body part associated with each of the five senses (1.b); • identify what each sense does (when is each sense used) (2.b); • list ways to protect the five senses (3.b). <p>Additional resources: www.healthsmartva.org www.everfi.com</p>

<p>buds, do not put things in the ears that do not belong there (1.b, 2.b, 3.b).</p> <ul style="list-style-type: none">o Smell: nose; to breathe, to smell; do not put things in the nose (1.b, 2.b, 3.b).o Taste: mouth, tongue; to taste, to eat; be careful with hot food and drinks that can burn the tongue; do not put objects or toys in mouth (1.b, 2.b, 3.b).o Touch: fingers, skin; to hold things, to feel things; protect skin by wearing sunscreen and bug spray (1.b, 2.b, 3.b).	
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Topic: Nutrition

Standards:

- K.1.c Identify the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains) and a variety of foods and beverages from each group.
- K.1.d Explain what it means to have a food allergy.

- K.2.c Describe healthy meal, snack, and beverage options that include food from the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains).
- K.2.d Identify foods that most often cause allergies.

- K.3.c Create a shopping list that includes foods from each MyPlate food group.
- K.3.d Describe how to help people with food allergies (e.g., being respectful of restrictions in the classroom and cafeteria, not sharing food, getting help from an adult).

Essential Understandings	Essential Knowledge and Skills
<p>Eating a variety of healthy foods from the five food groups every day is a part of overall health. These foods can be fresh, frozen, or canned. (1.c)</p> <ul style="list-style-type: none"> • Fruits (e.g., apples, berries, bananas, raisins, melons, peaches, plums) • Vegetables (e.g., carrots, broccoli, spinach, peas, squash, beans) • Grains (e.g., rice, oatmeal, whole wheat bread, pasta, pretzels) • Protein (e.g., meat, poultry, fish, eggs, beans, nuts, seeds) • Dairy (e.g., milk, yogurt, cheese, ice cream) <p>People with food allergies can be harmed if they eat the foods that cause an allergic reaction.</p> <ul style="list-style-type: none"> • Some foods can be very harmful to people. Some foods can cause an allergic reaction, such as a runny nose, itchy skin, or trouble breathing. (1.d) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • list/select each food group for each MyPlate section (1.c); • list/select one food in each food group (1.c); • select a variety of foods from every group to create a shopping list (2.c, 3.c); • list/select foods that may cause allergies (2.d); • identify areas of the classroom or cafeteria that need to be respected for students with food allergies and why (1.d, 3.d); • name activities or items that can be used for celebrations that do not involve food (3.d).

<ul style="list-style-type: none">• Common foods that may cause allergies include tree nuts, peanuts, eggs, fish, shellfish, soy, and wheat (gluten). (2.d)• Anyone can help people with allergies by being respectful of rules in the classroom and cafeteria, not sharing food, and getting help from an adult if you think someone is having a food allergy problem. (3.d)• Class celebrations can include alternatives to food to protect people with allergies. Some examples might be a craft project, stickers, a special movie or video, or a book to share with the class. (3.d)	<p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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Topic: Physical Health

Standards:

K.1.e Describe different types of physical activity and recognize the need for regular physical activity.

K.1.f Recognize the importance of a regular bedtime routine and enough sleep.

K.2.e Identify positive physical activity options and the benefits of being physically active every day.

K.2.f Describe alternatives to screen time.

K.3.e Describe ways to participate regularly in physical activities inside and outside of school.

K.3.f Describe ways to calm down before bed to prepare for sleeping.

Essential Understandings	Essential Knowledge and Skills
<p>Physical activity is a part of overall health.</p> <ul style="list-style-type: none"> • Physical activity is needed every day. Physical activity is important because it can help you feel good, sleep well, and be able to move more easily. (1.e, 2.e) • During school: physical education, playing during recess, and walking or biking to and from school (1.e). • Outside school: biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports/games, and playing on the playground (1.e). <p>Sleep is essential for good health.</p> <ul style="list-style-type: none"> • Students in kindergarten need about 10-11 hours of sleep per day (CDC). (1.f) • Getting enough sleep is as important as eating healthy foods and exercising daily. Sleep gives your body time to rest, grow, and can help to keep you from getting sick. Sleep helps you feel better. (1.f) • Daily exercise helps to fall asleep easier at night. Limiting screen time before bedtime also helps you fall asleep easier at night. Screen time 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify physical activities that can be done at school, home, and in the community (1.e, 2.e, 3.e); • describe why regular physical activity is important (1.e, 2.e); • identify/write the number of hours students in kindergarten need each day for enough sleep or times to go to sleep and wake up (1.f); • list/draw/select activities that do not involve screen time (2.f); • list/draw/select activities that can help someone calm down before going to bed (3.f). <p>Additional resources: www.healthsmartva.org</p>

<p>includes TV time, using a tablet computer, and games that are mainly sedentary. Alternatives to screen time include biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports/games, playing on the playground (2.f).</p> <ul style="list-style-type: none"> • A regular bedtime routine helps you prepare for sleep. Screen time before bed can affect falling asleep. Quiet and calming activities like taking a bath, reading a book, yoga, or mindfulness activities can help you relax and fall asleep. The room should be dark, quiet and at a comfortable temperature. Try to go to sleep at the same time each night. (3.f) 	<p>https://everfi.com/</p>
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Topic: Disease Prevention/Health Promotion

Standards:

- K.1.g Define germs and describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).
- K.1.h Describe the function of the teeth, how to take care of them, and the health professionals that help care for teeth (e.g., dentist, hygienist).

- K.2.g Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.
- K.2.h Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

- K.3.g Demonstrate proper hand washing.
- K.3.h Demonstrate how to brush and floss teeth correctly.

Essential Understandings	Essential Knowledge and Skills
<p>Germs can cause some illnesses. Hand washing helps remove germs and keeps germs from spreading to other people.</p> <ul style="list-style-type: none"> • Germs are very small bacteria or viruses that cause illnesses like colds, flu, and COVID-19. Germs can be spread by touching things other people with germs have touched. (1.g) • Washing hands helps remove germs from skin and can help stop germs from spreading, helping to keep yourself and others from getting sick. When possible, wash hands before and after eating, after touching pets, after playing outside, after touching anything that looks or feels dirty, and after using the bathroom. (2.g, 2.h) • Hand washing should include warm water and soap. Lather the front and back of the hands, between fingers, beneath and around nails, and up to the wrist, for at least 20 seconds. (3.g) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify what germs are and recognize that they cause colds and flu (1.g); • demonstrate proper hand washing and list when to wash hands (2.g, 3.g); • describe what teeth do, how to take care of teeth, and what dentists and hygienists do to take care of teeth (1.h, 2.h); • demonstrate how to brush and floss teeth (3.h). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

Teeth are important for health and need to be taken care of by brushing and flossing.

- Teeth chew food and help break down food for the digestive system. Teeth help you speak. (1.h, 2.h)
- Teeth need daily brushing and flossing. (1.h)
 - Brush twice a day for two minutes each time; use a soft bristle brush, toothpaste with fluoride, and brush all teeth; get a new toothbrush about every three to four months. (3.h)
 - Place your toothbrush on your teeth and use a circular motion to brush the outer surfaces, the inner surfaces, and the chewing surfaces of the teeth.
 - To clean the inside surfaces of the front teeth, tilt the brush and make several circular strokes.
 - Brush your tongue to remove bacteria.
 - Flossing (cleaning between your teeth) may help prevent cavities and gum disease. Floss once a day. (3.h)
 - [American Dental Association Steps to Flossing](#)
- To help care for teeth, visit the dentist every six months. The hygienist cleans teeth, and the dentist checks teeth to see if they are healthy. (1.h)

Topic: Substance Use/Misuse Prevention

Standards:

K.1.i Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K.1.j Describe how medicine and other substances can be helpful or harmful and recognize poison warning labels.

K.2.i Describe the consequences of taking medications unsupervised.

K.2.j Identify the meaning of safety signs, symbols, and warning labels and understand the dangers of white powder and other unknown substances.

K.3.i Discuss why medicines should only be taken under the supervision of a parent/guardian.

K.3.j Identify adults to ask for help and assistance with harmful and unknown substances.

Essential Understandings	Essential Knowledge and Skills
<p>Medicine can be helpful when used correctly but harmful if used incorrectly.</p> <ul style="list-style-type: none"> • Medicine is given to someone who is sick to feel better. Medicine comes in many forms—liquid, pill, cream, inhaler, and shots (vaccines). Medicine can be bought at a store or pharmacy. A doctor can also prescribe medicine. (1.i) • Taking medicine incorrectly: Taking too much, when not needed or prescribed for someone else, can cause harm to a person. Medicines taken incorrectly can cause headaches, nausea, dizziness, stomach pain, or may cause more serious damage to the body. (2.i) • Children should only take medicine given to them by a parent/guardian, doctor, nurse, or other trusted adult. Adults read and follow directions to give medicines correctly. Children should not take medication from a friend (peer) or strangers. (3.i) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify what a medicine is and how it can be helpful or harmful (1.i, 2.i); • list/draw/select adults who are safe to give medication (3.i); • design a sticker for poisonous household items and identify items at home or at school that should have the sticker (1.j, 2.j); • list/draw/select adults who can help with harmful and unknown substances (3.j). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

<p>Many items sold in stores and found around the house including over the counter medication, prescription medication, and household cleaners or other non-food substances can be misused and harmful to the body.</p> <ul style="list-style-type: none"> • Most household cleaners (e.g., dusting polish, toilet cleaner, disinfectant) have a warning label on them because they are poisonous. Household cleaners and other poisonous substances should be kept in a safe place in the home and out of reach of small children. (1.j) • No one should taste or eat unknown substances. There are white powder substances such as flour or salt that is used in cooking and does not harm people; there are other white powder substances, such as household cleaners and drugs, that are very harmful to people. (2.j) • Notify a parent or adult if there is an unknown substance before smelling, touching, or picking it up. (2.j) • Helpful adults include parents/guardians, grandparents, adult relatives, and adults at school or in the faith community. (3.j) 	
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Topic: Safety/Injury Prevention

Standards:

K.1.k Describe pedestrian, bike, bus, and playground safety practices.

K.1.l Describe emergency and nonemergency situations.

K.1.m Identify household products that are harmful or poisonous.

K.2.k Describe how safety choices can prevent injuries (e.g., wearing a helmet, tying shoelaces, using seat belts and safety seats, sitting in the back seat of vehicles with airbags).

K.2.l Identify people who can help in an emergency and in non-emergency situations.

K.2.m Recognize that not all products advertised or sold are healthy or safe.

K.3.k Describe common safety rules and practices at home, at school, and in communities.

K.3.l Describe why it is important to ask adults for help in an emergency, how to ask for help, and how to call 911.

K.3.m Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling white powder or other unknown substances.

Essential Understandings	Essential Knowledge and Skills
<p>Making safe choices and observing safety protocols will prevent injury.</p> <ul style="list-style-type: none"> • Walking: Use the sidewalk when walking, use the crosswalk when crossing the street, wait for the walk signal, and cross with an adult. (1.k) • Bike: Wear a helmet, stay on the sidewalk when possible, get off your bike to cross streets, look both ways, wait for the walk signal before crossing. (1.k) • Bus: Use the handrail when entering and exiting the bus. Sit with your bottom on the seat, face forward with your back against the seat, and keep book bags on the floor. To cross the street when exiting a bus: Exit the bus, walk to the front of the bus several feet from the bus, wait for the driver to see you, the bus driver may signal for you to cross, and be sure other vehicles have stopped. (1.k) • Playground: Use equipment correctly, wait your turn, and follow school rules (1.k). • Car: Ride in the back seat; use safety belts and child safety seats (1.k). 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • draw/select a picture showing someone being safe while walking, biking, on the bus, or on the playground and be able to explain how they are being safe and what could happen if someone was not being safe (1.k, 2.k, 3.k); • identify emergency and non-emergency situations (1.l); • create and/or participate in a skit involving an emergency (who to ask for

<ul style="list-style-type: none"> • Making safe choices can prevent injury/getting hurt (2.k). <p>Emergencies are situations where help is needed immediately. Children may need help with non-emergencies, but the situation is not life-threatening.</p> <ul style="list-style-type: none"> • Examples of emergencies include when someone is not breathing, cannot talk normally, or falls and cannot get up, a car crash if people are hurt, or fire. In these situations, call 911. If an adult is not present to help, be able to explain what is happening and give a location for the emergency people to help. (1.l) • 911 should only be called in an emergency. If you need to call 911, tell the person who answers the phone (dispatcher) your name, what the emergency is, your phone number, and where you are. The dispatcher may give you directions to follow. Do not hang up the phone unless the dispatcher tells you to. (3.l) • Sometimes you may need help, but the situation is not an emergency, or a non-emergency. Some examples of situations that are not an emergency/non-emergency are scrapping a knee or elbow, a lost pet, misplacing a toy or someone taking a toy. (1.l) • Adults can help you in an emergency. Adults may know how to handle an emergency and can help children feel less scared. Parents/guardians, adult family members, adult neighbors, and adults at school can help with emergencies. If you need help but don't see an adult you know, look for a police officer, firefighter, or other adult wearing a nametag, such as a store employee or amusement park worker. (2.l) <p>Many items sold in stores and found around the house can be harmful to your health if they are sniffed, ingested (swallowed), sometimes touched, or misused.</p> <ul style="list-style-type: none"> • Most household products (e.g., dusting polish, toilet cleaner, laundry detergent, batteries, insect repellent, disinfectant, batteries) have a warning label on them because they are poisonous. Household cleaners and other poisonous substances 	<p>help, how to ask, calling 911 if appropriate) vs. non-emergency situation and how to handle each (2.l, 3.l);</p> <ul style="list-style-type: none"> • identify household products that can be harmful if sniffed, swallowed (put in/near mouth), or touched and why it is important to ask an adult before touching, smelling, or putting unknown substances in the mouth (1.m, 3.m). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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<p>should be kept in a safe place in the home and out of reach of small children. (1.m, 2.m)</p> <ul style="list-style-type: none">• No one should taste or eat unknown substances, including/especially non-food white powder, because these substances may be harmful. (3.m)• If an unknown substance is present, notify an adult. Do not smell, touch, or pick it up (3.m)	
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Topic: Mental Wellness/Social and Emotional Skills

Standards:

- K.1.n Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).
- K.1.o Describe what it means to be a friend and how to show kindness, consideration, and concern for others (i.e., self-awareness, social awareness, and relationship skills).
- K.1.p Describe personal space.

- K.2.n Describe how feelings can influence actions.
- K.2.o Identify strategies for making friends and how to show kindness, consideration, and concern for others, including how to cooperate and share with others.
- K.2.p Identify ways to tell someone they are entering one’s personal space.

- K.3.n Demonstrate how to use words to express feelings.
- K.3.o Demonstrate strategies for making friends and showing kindness, consideration, and concern for others.
- K.3.p Demonstrate how to tell someone they are entering one’s personal space and when to ask an adult for help.

Essential Understandings	Essential Knowledge and Skills
<p>Note: The terms “feeling” and “emotion” are used interchangeably; at the primary grade levels, “feeling” is used as the age-appropriate term.</p> <p>Everyone has feelings. It is normal to have many different feelings. Using words to express feelings is one way to manage feelings and supports a healthy lifestyle.</p> <ul style="list-style-type: none"> • Feelings are how you react when you have different experiences. Some events make a person feel good and they feel happy or excited. Some experiences can make a person feel sad, angry, or frustrated. Two people can have the same experience and have different feelings, which is OK. 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create an “I feel” statement describing various scenarios/feelings (each student should be able to explain how to use words to express each feeling in a healthy way) (1.n, 2.n, 3.n); • create a picture of a friend; be able to explain why the person is a friend (1.o); • list ways to show kindness, consideration, and concern for others; practice items on the list (2.o, 3.o);

<ul style="list-style-type: none"> • Examples of feelings include happiness, excitement, sadness, anger, fear, frustration, and pride. (1.n) • It is important to express feelings in an appropriate way. If you are very happy or excited you may feel like jumping, running, or screaming. These behaviors may not be OK in all settings/places. Feeling anger or being mad is normal and happens sometimes. It is not OK to hit, push, throw things, or scream. It is not OK to use words or use physical acts to harm someone. (2.n) • To learn about managing new and difficult feelings (3.n): <ul style="list-style-type: none"> o Talk to an adult you trust (parents/guardians, adult family member, teachers, or school counselors). o Draw a picture or write a story. o Exercise or play with friends. o Take a break. o Take some deep breaths to calm down. • Using words to express feelings is one way to manage feelings. For example, “When you did not want to play with me, I felt sad.” (3.n) <p>Friends are important for social and emotional development.</p> <ul style="list-style-type: none"> • Friends are people who you enjoy playing with/being with. Friends may be interested in some of the same things you are. Friends listen to your ideas and tell you their ideas. (1.o) • Showing kindness (wanting to help others, doing good things, being nice), consideration (not doing things that will upset someone, not arguing), and concern (being interested in/caring, getting along) for others are ways to make friends. (2.o) • Other ways to make friends include introducing yourself and telling them who you are; asking another person their name; asking questions about 	<ul style="list-style-type: none"> • create two pictures that show what personal space is and is not (1.p); • demonstrate how to ask someone if they want a hug or to hold hands and how to respond “yes” and “no” (2.p, 3.p). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>
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<p>them such as where they live, how old they are, what they like to do; and offering to play or share a toy with the other person. (2.o)</p> <p>Social and physical barriers include the concept of space and learning how to manage space in a social and/or school setting.</p> <ul style="list-style-type: none"> • Personal space is the amount of space between you and another person that makes you feel comfortable being near that person. (1.p) • Not everyone wants to be hugged, pushed, or have others close to them, even if it is done in a playful way. (1.p) • Always ask first before touching others. This includes greetings such as fist bumps, high-fives, hugs, or kisses. (2.p) • Everyone has different needs for personal space. It is important to respect your own and others’ personal space. (2.p) <ul style="list-style-type: none"> o If someone enters your personal space, you could say, “Please don’t stand so close to me.” You can ask, “Is it OK if I stand here?” • You can ask an adult for help if someone is not respecting your personal space. (2.p) <p>Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.</p>	
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Topic: Violence Prevention

Standards:

K.1.q Recognize that classroom rules are important for school (e.g., sharing, respecting others).

K.2.q Explain how classmates can support one another at school.

K.3.q Demonstrate acceptable behavior in classrooms and during play, including showing respect for the personal space of others.

Essential Understandings	Essential Knowledge and Skills
<p>Rules are important to keep people safe.</p> <ul style="list-style-type: none"> • Classroom and school rules help keep students and teachers/staff safe. Rules help students learn to share and respect others. (1.q) • Respect is how you treat someone. Showing respect means being a good listener, staying quiet when someone is talking and not interrupting, sharing toys, and taking turns. (2.q, 3.q) • Not everyone wants to be teased (a way to joke with friends that is not intended to be harmful; however, teasing can hurt), hugged, or like others being close to them, even if it is just playing. Always ask first. (3.q) <p>Note: Teachers may want to instruct these standards with the Mental Wellness/Social and Emotional Skills content.</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create/review/draw classroom rules (1.q); • draw/select examples and non-examples of acceptable classroom and school behavior (2.q, 3.q); • practice respectful behavior, such as helping someone up if they fall, speaking kind words, listening to other ideas, and sharing books/toys (3.q); • practice showing respect for the personal space of others (3.q). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>

Topic: Community/Environmental Health

Standards:

K.1.r Identify items and materials that can be reused (e.g., grocery bags, paper, water bottles, other containers).

K.2.r Describe ways to reuse items and materials in the classroom.

K.3.r Share the importance of reusing items and materials with school and family.

Essential Understandings	Essential Knowledge and Skills
<p>Reusing items helps to reduce waste and helps the environment.</p> <ul style="list-style-type: none"> Some examples of reusing items include using the second side of paper in class to draw, taking reusable shopping bags to the store, sharing toys or books with friends, using water bottles instead of paper or plastic cups, or giving used clothing to younger siblings, neighbors, or relatives who can use them. (1.r, 2.r) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> draw/select items that can be reused in the classroom (1.r); create bins/storage spaces for reusable items in the classroom (2.r); explain the importance of reusing items and materials with classmates and/or family members (3.r). <p>Additional resources: www.healthsmartva.org https://everfi.com/</p>