KINDERGARTEN
Communicable Disease Unit

Overview
The goal of health education is for students to acquire the health information and skills necessary to become healthy adults. This includes being able to identify appropriate and inappropriate health behaviors. Students must understand several key concepts: 1) they should first seek health care guidance from their parents; 2) health is influenced by a variety of factors; 3) personal behaviors can increase or reduce health risks throughout that person’s life span; 4) students should recognize and utilize health information and products; 5) personal and interpersonal skills are needed to promote individual, family, and community health. Kindergarten students are taught basic factors that contribute to health literacy. They learn about their bodies and the behaviors necessary to protect them and keep them healthy as well as how to seek help from parents and other trusted adults.

Concept
Students will be able to demonstrate knowledge and skills that promote prevention of diseases.

I. Instructional Objectives - Students will:

A. Tell how germs cause illness and disease in people of all ages. (K.6.A)

B. Name symptoms of common illnesses and diseases. (K.6.B)

C. Explain practices used to control the spread of germs such as washing hands. (K.6.C)

D. Discuss basic parts of the body’s defense system against germs. (K.6.D)

E. Identify ways to prevent the transmission of head lice such as sharing brushes and caps. (K.7.B)

II. Teaching Suggestions/ Activities

A. Students’ discuss ways we know someone is sick. Teacher records students’ responses on an anchor chart that can be added to as the unit progresses.

B. Students discuss ways to keep germs from spreading. Teacher records students’ responses on an anchor chart that can be added to as the unit progresses.

C. Students discuss ways to make healthy choices and how to stay healthy. Teacher records students’ responses on an anchor chart that can be added to as the unit progresses.

D. Teacher models appropriate first aid techniques to be used when caring for yourself or others. Students demonstrate what to do when they or a friend have a bloody nose, open wound, loose teeth, vomiting, or body waste products. Stress the importance of not touching or exposing themselves to anyone else’s body fluids.
E. Students discuss reasons why we do not share hairbrushes, combs, or hats.

F. Teacher models the appropriate way to wash hands, cover mouths and noses when coughing and sneezing, and blowing noses. Students demonstrate appropriate practices they observed.

G. Students make a book or collage of healthy habits.

III. Enrichment Activities

A. Use a small stuffed animal to model spread of germs. Cover the animal in Glo-Powder. Explain to the students that you want them to look at the animal and pass the animal around. Students will discuss what they see on their hand after the animal has made it around to all the students. Ask the students to close their eyes, turn off the lights and ask them to open them up again. Have the students discuss what happened.

B. Discuss how medicines help us. Discuss “good” vs. “bad” drugs and the importance of not sharing medicines.

C. Have the students make a pamphlet about healthy habits.

IV. Remediation/ Modification Activities

A. Practice/model good health habits in the classroom.

B. Provide wipes, hand soap (hand sanitizer if sink is not present), and tissues for a healthier classroom environment.


V. Technology Integration

A. Show the video, How Germs and Bacteria Enter Your Body

B. Show the video, Washing Your Hands the Right Way

C. Show the Video, How Do We Get Head Lice?
D. Show the Video,

E. Students use Kidspiration to demonstrate understanding of hand washing.

VI. Approved Internet Research Sites for Teachers

- American Red Cross  
  [http://www.redcross.org](http://www.redcross.org)
- Centers for Disease Control  
  [http://www.cdc.gov](http://www.cdc.gov)
- Consumer Health Information  
  [http://www.healthfinder.gov](http://www.healthfinder.gov)
- Office of Disease Prevention and Health Prevention (Healthy People 2010)  
  [http://www.odphp.osophs.dhhs.gov](http://www.odphp.osophs.dhhs.gov)

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Kindergarten Suggested Timeline

| First 6 Weeks | Concept 3  
School rules, playground rules |
|---------------|--------------------------------|
| Second 6 Weeks| Concept 5 
Five Senses (on K report card for the second six weeks) |
| Third 6 weeks | Concept 2 
Individual Differences |
| Fourth Six Weeks | Concept 1 
Strangers |
| Fifth Six Weeks | Concept 4 
Germs |
| Sixth 6 weeks | Concept 6 
Drugs |