


# Kindergarten American Online School

## HEALTH EDUCATION CURRICULUM

### Body Awareness, Health, and Emotional Growth



Version June/2025

## 1. Introduction

---

### The Role of Health Education in Kindergarten

In Kindergarten, health education is designed to help young learners understand their bodies, emotions, and health habits. Through interactive play, simple discussions, and activities, students explore body parts, healthy habits, and ways to take care of themselves. This curriculum encourages them to recognize their emotional needs, practice social skills, and build courage in new situations.

By the end of this course, students will:

- ✓ Identify and name body parts.
  - ✓ Understand the importance of basic health practices (e.g., hygiene, eating well).
  - ✓ Play active games to develop physical coordination and movement skills.
  - ✓ Understand how to recognize and manage frustration.
  - ✓ Build emotional resilience and practice courage in everyday challenges.
-

## 2. Core Competence Areas

### HE.1 Understanding Your Health – “Your Health”

#### Learning Outcomes

By the end of this course, students will be able to:

- ✓ Recognize and describe the importance of personal health.
- ✓ Practice healthy habits like handwashing, brushing teeth, and eating fruits and vegetables.
- ✓ Understand the basics of physical wellness.

#### Competencies

##### HE.1.A.1 – Building healthy habits

- Model healthy routines such as washing hands before meals and after play.
- Create posters showing healthy snacks and activities.

##### HE.1.A.2 – Exploring wellness through activities

- Engage in daily routines that encourage healthy habits (e.g., morning stretching, using toothbrushes, or water breaks).
- Discuss how these habits help the body stay strong and happy.

---

### HE.2 Body Parts and Functions – “Name Body Parts”

#### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify and name major body parts (head, arms, legs, etc.).
- ✓ Understand basic body functions like how the heart pumps blood and how the lungs help with breathing.
- ✓ Recognize the importance of taking care of each body part.

#### Competencies

##### HE.2.A.1 – Learning body parts and their functions

- Label body part posters or dolls with names.

- Use body part games (e.g., “Simon Says” with body parts) to practice recognition.

### **HE.2.A.2 – Connecting body parts to health**

- Talk about why we use our arms to pick things up or why our legs help us walk.
  - Incorporate songs or rhymes about body parts (e.g., “Head, Shoulders, Knees, and Toes”).
- 

## **HE.3 Physical Movement – “Active Games”**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ Engage in simple physical games and exercises.
- ✓ Understand the importance of physical activity for strength and health.
- ✓ Recognize how movement helps the body feel better and stronger.

### **Competencies**

#### **HE.3.A.1 – Playing active games**

- Participate in games like tag, relay races, and obstacle courses to build physical skills.
- Create simple routines for jumping, running, and balancing.

#### **HE.3.A.2 – Understanding physical exercise benefits**

- Explain how physical movement helps our hearts stay strong and gives us energy.
  - Track movement time and celebrate when everyone participates actively.
- 

## **HE.4 Emotional Awareness – “Frustration Tolerance”**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ Recognize when they feel frustrated or upset.
- ✓ Use simple strategies to manage frustration (e.g., breathing, counting).
- ✓ Understand that it’s okay to feel frustrated, but there are ways to stay calm.

## Competencies

### HE.4.A.1 – Recognizing frustration

- Talk about situations where they might feel upset (e.g., not getting their turn in a game).
- Practice calming down strategies like deep breathing or counting to ten.

### HE.4.A.2 – Managing emotions through action

- Roleplay scenarios where students practice handling frustration.
  - Use “calm-down” corners or tools (e.g., stress balls, breathing exercises) to help students regulate their emotions.
- 

## HE.5 Building Courage – “Courage”

### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Understand what courage is and how it helps them face challenges.
- ✓ Recognize times when they might need courage (e.g., trying new things, asking for help).
- ✓ Take small steps toward being brave in social and academic situations.

## Competencies

### HE.5.A.1 – Understanding courage

- Share stories about brave characters or people they admire.
- Encourage students to try something new or difficult with encouragement (e.g., speaking in front of the class).

### HE.5.A.2 – Practicing bravery

- Talk about personal experiences where students showed courage (e.g., trying a new food, playing a new game).
  - Create a “Courage Wall” where students can add moments when they felt brave.
-

### 3. Assessment and Evaluation

#### Formative Assessments – Daily Observations and Activities

- ✓ Participation in active games and exercises.
- ✓ Emotional check-ins during frustration activities.
- ✓ Peer and teacher feedback on health habits (washing hands, using breathing techniques).

#### Summative Assessments – Reflection and Projects

- ✓ “Healthy Body” presentation or poster.
- ✓ Personal “Courage” storybook with drawings and simple sentences.
- ✓ End-of-unit self-reflection on health practices (what I do to stay healthy).

#### Authentic Assessment – Applied Learning

- ✓ “My Healthy Day” journal or checklist.
- ✓ “Courage Moments” share during circle time.
- ✓ Group project for creating a classroom “Healthy Habits Wall”.

---

### 4. Instructional Strategies for Online Learning

#### Engaging and Playful

- ✓ Use games, stories, and puppet shows to demonstrate health concepts.
- ✓ Role-play health scenarios to practice what to do in everyday situations.

#### Routine-Based and Reflective

- ✓ Use regular routines for hygiene, movement, and emotional check-ins.
- ✓ Create calming, safe spaces for children to relax and practice mindfulness.

#### Inclusive and Supportive

- ✓ Celebrate every small health success and effort.
- ✓ Encourage positive reinforcement and self-esteem-building activities.