

Big Book Health and Safety

Content and Process Skills

| | A Healthy Day | Get Up and Go! | Eat All Your Colors | I Am Clean, I Am Healthy | I Know First Aid | Safe at School | Safe at Home | Safe at Play | Take A Stand | Tell Someone You Trust |
|--|---------------|----------------|---------------------|--------------------------|------------------|----------------|--------------|--------------|--------------|------------------------|
| General Skills | | | | | | | | | | |
| Begin to understand ways to promote health and safety and to prevent illness. | • | • | • | • | • | • | • | • | • | • |
| Follow and begin to understand rules related to health and safety; recognize the consequences of not following those rules. | • | • | • | • | • | • | • | • | • | • |
| Distinguish between healthy and unhealthy or safe and unsafe behaviors or choices. | • | • | • | • | • | • | • | • | • | • |
| Identify health and safety helpers (e.g., school nurse, teacher, doctor, dentist, firefighter, and police officer) and their functions. | • | | | • | • | • | • | • | • | • |
| Health | | | | | | | | | | |
| Begin to understand the importance of regular health and dental screenings and examinations. | | | | • | | | | | | |
| Begin to demonstrate how to dress properly in varying types of weather. | • | TG | | | | • | | • | | |
| Demonstrate growing independence in self-care activities involving hygiene, nutrition, and personal care. | • | • | • | TG | TG | • | TG | • | | |
| Hygiene | | | | | | | | | | |
| Begin to understand that germs cause illness and to demonstrate ways to avoid the spread of germs (e.g., washing hands or sneezing into crook of elbow). | • | | | | • | • | • | | • | |
| Begins to understand the importance of, and to practice, good personal hygiene (caring for teeth, gums, eyes, ears, nose, skin, hair, nails; washing hands at appropriate times and avoiding sharing food). | • | | | | • | • | • | | TG | |
| Begin to understand and demonstrate proper techniques for brushing and flossing teeth, washing hands, and other hygiene practices. | • | | | | • | • | • | • | | |
| Food and Nutrition | | | | | | | | | | |
| Begin to understand the importance of making healthful food choices and to identify healthful and unhealthful foods. | • | | • | | | | | | | |
| Begin to understand that food is needed for healthy growth and development and to understand the importance of eating a variety of healthful foods (milk and dairy for strong bones, meats and beans for strong muscles, and fruits and vegetables to stay healthy). | TG | | • | | | | | | | |
| Begin to establish healthy eating practices (e.g., understand the importance of eating a healthy breakfast). | • | | TG | | | | | | | |
| Begin to identify food groups and to understand the importance of eating foods from each to keep the body strong and healthy. | TG | | • | | | | | | | |
| Begin to understand the consequences of eating too much sugar and fat, such as knowing that sugar causes dental cavities. | • | | TG | • | | | | | | |
| Prepare and try a variety of healthy foods, using safe and sanitary food preparation and storage techniques. | • | | TG | | | | | | | |
| Exercise and Rest | | | | | | | | | | |
| Begin to understand the importance of getting regular exercise and to understand that young children need about one hour of physical activity a day. | • | • | | | | | | TG | | |
| Participate regularly in structured and unstructured active play. | • | • | | | | | | • | | |
| Begin to identify activities that help to improve physical fitness. | TG | • | | | | | | • | | |
| Begin to understand the importance of getting enough rest. | • | • | | • | | | | | | |
| First Aid | | | | | | | | | | |
| Begin to understand the importance of caring for, and how to treat, minor illnesses and injuries (colds and viruses, scrapes, and cuts). | | | | | • | • | | | | |
| Begin to recognize the feelings, signs, and symptoms of illness, such as headache, stomachache, fever, rashes, coughs, congestions, and wheezing, and describe them to parents or health-care providers. | | | | | • | | | | | |

* Skills supported with activities in the TG only are marked with "TG."

| | A Healthy Day | Get Up and Go! | Eat All Your Colors | I Am Clean, I Am Healthy | I Know First Aid | Safe at School | Safe at Home | Safe at Play | Take A Stand | Tell Someone You Trust |
|---|---------------|----------------|---------------------|--------------------------|------------------|----------------|--------------|--------------|--------------|------------------------|
| Safety | | | | | | | | | | |
| Know how to get help from a trusted adult when faced with a dangerous situation or emergency. | | | | | • | • | • | • | • | • |
| Know how to use a telephone to obtain help, including calling 911. | | | | | TG | | • | | | • |
| Know own name, address, and telephone number and be able to provide them to a responsible adult. | | | | | TG | | • | | | |
| Participate in, and understand the importance of, safety drills related to tornados, earthquakes, hurricanes, or other potential local natural disasters. | | | | | | • | • | | | |
| Identify ways to avoid accidental injuries such as cuts and burns (e.g., never use a stove, knife, screwdriver, or scissors without an adult; never touch a gun). | | | | | TG | • | • | | | |
| Sports, Water, and Sun Safety | | | | | | | | | | |
| Begin to understand the importance of using protective equipment and following safety rules to protect the body (e.g., wear a helmet when riding a bike or skateboard, wear a life vest in or around water, always stay where you can see an adult, and follow playground safety rules). | | • | | | TG | • | • | • | | |
| Follow basic safety rules and procedures when participating in group physical activities. | | • | | | TG | • | | • | | |
| Begin to identify safe and unsafe sports and exercise practices as well as safe and unsafe places to play. | TG | | | | TG | • | • | • | | |
| Begin to be aware of the dangers of sun damage and the importance of wearing sunscreen. | | | | | TG | | | • | | |
| Vehicle and Traffic Safety | | | | | | | | | | |
| Follow and begin to understand basic vehicle safety rules, including passenger safety (e.g., sit in the back seat and wear a safety belt) and school bus safety (e.g., don't distract the driver, stay in your seat). | • | | | | | • | | TG | | |
| Follow and or begin to understand basic traffic safety rules (e.g., recognize and understand the significance of red, yellow, and green traffic lights and stop signs) and pedestrian safety rules (e.g., recognize and follow crosswalk signals, always hold an adult's hand, look both ways before crossing). | | | | | | • | • | • | | |
| Poison and Substance Safety | | | | | | | | | | |
| Recognize the importance of taking prescription or over-the-counter medicines properly under the direction of trusted caregivers; understand the danger of using medicines improperly. | | | | | • | | • | | | |
| Recognize that alcohol, tobacco (including secondhand smoke), and other drugs are dangerous and bad for your health. | | | | • | | | • | | • | • |
| Fire Safety | | | | | | | | | | |
| Know what to do in the event of a fire (e.g., get out of the house first, then call 911; know two exists from every room; and meet at a designated spot outside). | | | | | | • | • | | | |
| Understand and be able to demonstrate the stop, drop, and roll response to a clothing fire. | | | | | | • | • | | | |
| Understand the importance of practicing fire drills and checking the batteries in smoke detectors. | | | | | | • | • | | | |
| Awareness in Dangerous Situations | | | | | | | | | | |
| Understand what a stranger is; begin to recognize potentially dangerous situations involving strangers and know what to do if one of these situations occurs. | | | | | | | | • | | • |
| Identify ways to seek assistance from a trusted adult if worried, mistreated, or threatened. | | | | | | | | • | • | • |
| Recognize and name trusted adults and authority figures to contact in dangerous or uncomfortable situations. | | | | | • | • | • | • | • | • |
| Problem Solving and Building a Positive Self-Esteem | | | | | | | | | | |
| Begin to understand, and to demonstrate, acceptable, healthy ways to show or express needs, wants, and feelings. | | | | • | | • | | | TG | TG |
| Begin to develop practices that foster resiliency and a positive self-image (e.g., participating in activities that promote positive bonding to peers or adults and identifying a support system). | | • | | | | | | | • | • |
| Begin to develop and use effective communication skills to enhance social interactions. | | | | | | • | | • | • | • |
| Begin to develop and use effective coping strategies (e.g., critical thinking, decision-making, goal setting, problem solving, assertiveness, and refusal skills). | | | | | | | | • | • | • |
| Begin to understand and distinguish between good choices and poor choices. | | | | | | • | • | • | • | • |

* Skills supported with activities in the TG only are marked with "TG."