

# Health and Fitness - Kindergarten

*Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Developing fundamental movement patterns is the focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. Students learn to work safely in group and individual movement settings. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.*

**EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

## **GLE**

- 1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.**
- **Demonstrates at least two critical elements used in locomotor skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip.**  
Example:  
→ Jumps by taking off and landing on both feet.
- 1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency.**
- **Demonstrates non-locomotor skills: bend, twist, stretch, push, pull, turn, swing, sway, and rock.**  
Example:  
→ Twists at the waist.
  - **Demonstrates static balance and dynamic balance using a variety of body parts and objects.**  
Example:  
→ Balances on knees and one hand.
- 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.**
- **Demonstrates at least two critical elements used in the manipulative skills: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.**  
Example:  
→ Steps in opposition, bends knees, and follows-through in an underhand roll.

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## 1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities.

- Demonstrates static and dynamic balance in traditional and non-traditional activities.

Example:

→ Demonstrates body control in a forward roll.

## 1.1.5 Recognizes movement concepts.

- Recognizes concepts of personal space and general space while moving safely in a variety of activities.

Example:

→ Recognizes personal space in ribbon or wand activities.

- Recognizes concepts of pathways while moving safely in a variety of activities.
- Recognizes concepts of levels while moving safely in a variety of activities.
- Recognizes concepts of direction while moving safely in a variety of activities.
- Recognizes concepts of relationships while moving safely in a variety of activities.
- Recognizes concepts of static and dynamic balance while moving safely in a variety of activities.
- Recognizes concepts of effort while moving safely in a variety of activities.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

## GLE

### 1.2.1 Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.

- Describes rules and procedures.

Example:

→ Freezes on stop signal.

- Describes safe use of equipment when engaged in physical activities.

Example:

→ Maintains safe personal space when using a jump rope.

- Understands safety rules related to participation in physical activity.

Example:

→ Turns scooter over when not using.

- Understands when to rest.

Example:

→ Takes a break when tired and then restarts.

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- **Understands when to hydrate.**  
Example:  
→ Drinks water before, during, and after exercise.
- **Understands the importance of wearing proper shoes and clothing for safe participation.**  
Example:  
→ Wears shoes that support physical activity and prevent injury (e.g., no wheels, flip flops, etc.).

### 1.2.2 Applies social skills necessary for effective participation in physical activities.

- **Demonstrates cooperative behaviors in physical activities.**  
Example:  
→ Invites others to join group.

### 1.2.3 Recognizes strategies necessary for effective participation in physical activities.

- **Recognizes the concepts of offense and defense in a variety of activities.**  
Example:  
→ Understands the difference between a tagger and a flier/dodger.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

#### GLE

### 1.5.1 Recognizes how the body's function is affected by food consumption.

- **Identifies healthful and non-healthful foods.**  
Example:  
→ Understands milk is healthy, and soda is unhealthy.
- **Recognizes the importance of eating breakfast.**  
Example:  
→ Recognizes breakfast gets brain and body ready for learning.

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

**Component 2.1: Understands foundations of health.**

#### GLE

### 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social).

- **Understands well and not well.**
- **Discusses ways to care for body (skin, hair, teeth).**  
Example:  
→ Brushes teeth at least twice daily.

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## Component 2.2: Understands stages of growth and development.

### GLE

#### 2.2.1 Understands the structure and function of body systems.

- Names the five senses and their functions.

## Component 2.3: Understands the concepts of prevention and control of disease.

### GLE

#### 2.3.1 Recognizes how to prevent or reduce the risk of contracting a communicable disease.

- Defines germ.
- Identifies basic hygiene techniques to reduce illness.  
Example:  
→ Washes hands or sneezes in sleeve.
- Recognizes the role doctors and nurses play in keeping people healthy.  
Example:  
→ Recognizes doctors provide yearly check-ups.

#### 2.3.2 Recognizes how to prevent or reduce the risks of non-communicable disease.

- Identifies personal health habits that reduce the risk of non-communicable diseases.  
Example:  
→ Understands importance of regular exercise (to avoid heart disease) and balanced nutrition (to avoid diabetes).

## Component 2.4: Acquires skills to live safely and reduce health risks.

### GLE

#### 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.

- Recognizes abusive situations and how to get help.  
Example:  
→ Recognizes wanted touch vs. unwanted touch and tells a trusted adult until action is taken.
- Identifies risky situations and how to get help while at school.  
Example:  
→ Recognizes bullying and explains how to ask an adult for help.

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- 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.**
- **Recognizes the difference between an emergency and non-emergency situation in which you might need help.**  
Example:  
→ Understands difference between a scraped knee (non-emergency) vs. a fall and hit head (emergency).
  - **Identifies how to call 911 in an emergency situation.**
  - **Identifies three people to ask for help in an emergency situation at school.**  
Example:  
→ Identifies teacher, nurse, principal.
  - **Identifies three people to ask for help in an emergency situation at home.**  
Example:  
→ Identifies parent, sibling, and neighbor.
- 2.4.3 Recognizes negative and positive effects of stress and stress management techniques.**
- **Identifies what stress feels like to the body.**  
Example:  
→ Identifies worry or excitement.
  - **Identifies a technique to manage stress.**  
Example:  
→ Talks to an adult.

**EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

- 3.1.1 Understands how family factors affect health.**
- **Describes healthy habits.**  
Example:  
→ Eats fruits and vegetables.
  - **Describes family.**  
Example:  
→ Some people are adopted; others live with a grandparent or other guardian, two biological parents, two moms or dads, a single parent, and/or in two households.

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## Component 3.2: Evaluates health and fitness information.

GLE

3.2.1 Recognizes reliable sources of health and fitness information.

- Identifies reliable sources of health and fitness information.

Example:

→ Identifies school nurse or PE teacher.

## Component 3.3: Evaluates the impact of social skills on health

GLE

3.3.1 Understands that social skills are necessary to promote health and safety.

- Describes ways to make friends.

Example:

→ Shares, asks someone to join in a game.

- Explains social skills and cooperation.

Example:

→ Takes turns.

## Component 3.4: Understands the impact of emotions on health.

GLE

3.4.1 Understands emotions and how they affect self and others.

- Describes different emotions shown in pictures.

Example:

→ Understands smile is happy; frown is sad.

## Component 3.5: Applies decision-making skills related to the promotion of health.

GLE

3.5.1 Identifies decision-making skills.

- Recognizes the importance of honesty when talking to trusted adults.

Example:

→ Recognizes if dishonest one time, might not be believed when truth is told.

**EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.**

## Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Recognizes daily health and fitness habits.

- Recognizes how home activities can influence fitness and healthy living.

Example:

→ Rides a bike after school to develop a healthy heart.