

**Milwaukee Public Schools  
Wellness and Prevention Office**

**Human Growth & Development Curriculum  
Kindergarten Lessons**

**OUTLINE**

**Unit 1 - Relationships**

- Lesson 1-Families

**Unit 2 – Personal Skills**

- Lesson 2-Communication/Emotions
- Lesson 3-Emotions
- Lesson 4-Values
- Lesson 5-Decision Making
- Lesson 6-Communication/Social Skills

**Unit 3 – Society & Culture**

- Lesson 7- Body Image
- Lesson 8-Violence & Media Influences
- Lesson 9-Violence & Media Influences

**Unit 4 – Human Development**

- Lesson 10-Anatomy
- Lesson 11-Body Privacy





**Unit Name:** Relationship  
**Lesson Number:** 1  
**Grade Level:** Kindergarten  
**“Fine Family” – Families**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



## National Health Education Standards

### Primary Focus

#### Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### Secondary Focus

#### Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### Standard 6 – Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

## MPS Learning Targets – Students will:

### Health

- express their feelings in a positive way.

### Reading

- identify the main ideas in different sources of information, both print and non-print.

## What You Need to Know

Students will:

- recognize a family consists of two or more people who care for each other in many ways
- discuss the members of their family and share what makes their family special
- recognize every family member has a role and things they need
- demonstrate their role in the family by completing a “chore worksheet”
- talk about how they feel when they are able to help out at home

## Materials

- Poem: “Fine Family”
- “What is a Family?” Song
- Worksheet: Picture of Family
- Pencil
- Crayons
- Suggested Book, **Families are Different** by Nina Pellegrini  
**ISBN:** 0823408876  
**Publisher:** Holiday House, Inc.  
**Pub. Date:** September 1991  
*From Publisher's Weekly - Publishers Weekly*  
*An adopted Korean girl discovers that her classmates have different types of families.*
- Suggested Book, **The Kissing Hand** by Audrey Penn  
**ISBN:** 0878685855 **Publisher:** Child Welfare League Of America, Inc.  
**Pub. Date:** November 1995  
*A mother raccoon teaches her son a way to overcome his fear about going to kindergarten for the first time.*

## Procedures

1. Teach “Fine Family” & ask students to tell one special thing about their family.
2. Suggested read: **Families are Different or The Kissing Hand**
3. Discuss how families help us understand and solve problems.

**Unit Name:** Relationship  
**Lesson Number:** 1  
**Grade Level:** Kindergarten  
**“Fine Family” – Families**

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4. Give each student one “Picture of Family” worksheet.
5. Walk through the worksheet with the students, having them complete the worksheet on their own.

**Poem**

**“Fine Family”**

Here is the family in my household.

Some are young,

And some are old.

Some are tall,

Some are small,

Some are growing just like me.

**Together we all live as a family.**



**Picture of Family**

**Draw a picture of your family.**

\_\_\_\_\_

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**There are \_\_\_\_\_ people in my family.**

\_\_\_\_\_

-----

**I have \_\_\_\_\_ parents.**

\_\_\_\_\_

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**I have \_\_\_\_\_ sisters.**

\_\_\_\_\_

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**I have \_\_\_\_\_ brothers.**

\_\_\_\_\_

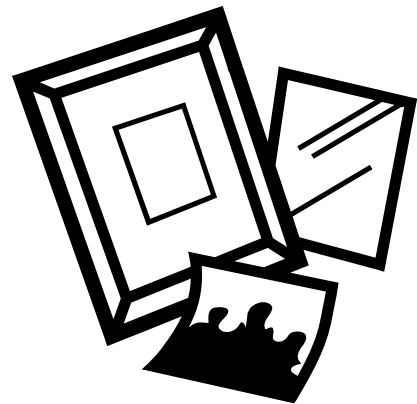
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**I have \_\_\_\_\_ aunts and/or uncles.**

\_\_\_\_\_

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**I have \_\_\_\_\_ grandparents**



**Unit Name:** Personal Skills  
**Lesson Number:** 2  
**Grade Level:** Kindergarten  
**“Read my Face”** – Communication, Emotions

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## National Health Education Standards

### Primary Focus

#### Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### Secondary Focus

#### Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## MPS Learning Targets – Students will:

### Health.

- express their feelings in a positive way.

### Reading

- identify the main ideas in different sources of information, both print and non-print.

### Math

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.

## What You Need to Know

Students will:

- talk about many different feelings
- learn that feelings are ok
- tell different feelings they have
- apply knowledge through learning strategies to cope with anger

## Materials

- Pictures of people with various expressions pasted to poster board to use during discussion
- “Many Faces” worksheet – run on cardstock and cut apart (add other expression cards to the six given)
- Suggested reading: *Anansi the Spider* by Gerald McDermott or *The Grouchy Ladybug* by Eric Carle

## Procedures

1. Begin the lesson by reading a book related to feelings. After reading the book talk about how all feelings are okay. (There are no feelings that are ‘bad’ to feel.) Our feelings are an important part of us and we should pay attention to them. (Use the “Many Faces” posters to help students identify different feelings.)
2. Discuss with children the many different ways we communicate our feelings (talking, shouting, dancing, art work, etc.) Show pictures of people communicating their feelings with their faces. Discuss how our faces are a window into how we are feeling and we use our faces to talk with one another without saying a word. (You can also give some examples using your own face.)
3. Divide the class into two teams.
4. Play “Read My Face” game.
  - A child draws a card and makes the facial expression. Team members try as a group to come up with what facial expression she/he is showing.
  - Allow all children to take a turn in “making a face.”

**Unit Name:** Personal Skills  
**Lesson Number:** 3  
**Grade Level:** Kindergarten  
“Read my Face” – **Communication, Emotions**

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## **National Health Education Standards**

### **Primary Focus**

#### **Standard 4 – Interpersonal Communication**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

## **MPS Learning Targets** – Students will:

### **Health**

- describe how to care for their teeth.
- express their feelings in a positive way.

### **Reading**

- identify the main ideas in different sources of information, both print and non-print.

### **Math**

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.

## **What You Need to Know**

Students will:

- talk about many different feelings
- learn that feelings are ok
- tell different feelings they have
- apply knowledge through learning coping strategies to anger

## **Materials**

- “Anger Poem” (below) & “Five Steps for Calming Down” worksheet
- Paper to color on
- Crayons

## **Procedures**

1. Read the “Anger Poem” and the Five Steps for Calming Down Worksheet.
2. Ask each student to draw a picture of a time when they were angry.
3. Ask students if they would like to share their picture. For those who share their picture, have the class role play the situation and demonstrate how students would use the five steps for calming down to handle the situation.

**Unit Name:** Personal Skills

**Lesson Number:** 3

**Grade Level:** Kindergarten

“Read my Face” – **Communication, Emotions**

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**The Anger Poem:**

When angry feelings start to mount,  
That's when I take some time to count.  
One...Two...Three...Four...Five.

Counting helps me settle down,  
Counting helps to fade my frown.  
Six...Seven...Eight...Nine...Ten.

**Lesson Extension**

A parent letter is included with this lesson. Make copies of the letter to send home to parents to encourage them to talk about feelings with their child.



### Five Steps for Calming Down



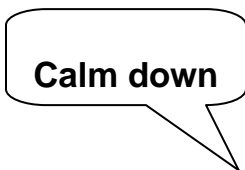
#1 How do I feel?



#2 Take three deep, slow breaths.



#3 Count slowly to five.



#4 Say, "Calm down" to yourself.



#5 Talk to a grown up about it.



Dear Parents or Guardian,

In school today we discussed feelings. Some of the feelings we talked about were:

- **Angry**
- **Excited**
- **Happy**
- **Loved**
- **Proud**
- **Sad**
- **Scared**
- **Silly**
- **Shy**

Talking about feelings helps kids understand their feelings and how to handle feelings in appropriate ways.

Here’s an activity to try at home.

Take a bug-watching walk outside (or any other type of walk that encourages your child to look around and notice things.) See how many different bugs you can find. Be aware of different colors, noises, and other things outside. Have your child share how seeing a bug (or the other things) makes him or her feel.



You may also choose to look for these books in your local library and read about different emotions.

- *Anansi the Spider* by Gerald McDermott
- *The Grouchy Ladybug* by Eric Carle

Thank you for your help.

Sincerely,



**Many Faces Worksheet**



**Scared**



**Shy**



**Angry**



**Excited**



**Happy**



**Sad**



**Student Health Education Standards**

**Primary Focus**

**Standard 4 – Interpersonal Communication**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Secondary Focus**

**Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 8 - Advocacy**

Students will demonstrate the ability to advocate for personal, family and community health.

**MPS LEARNING TARGETS – Students will:**

**Health**

- show respect for property.
- express their feelings in a positive way.

**Reading**

- associate sounds with letters.
- use the letter/sound system (phonics) to recognize unfamiliar words.
- read aloud accurately and with expression.

**What You Need to Know**

Students will:

- tell values that lead to good character
- tell why values are important
- identify values demonstrated in various situations

**Materials**

- List of values (make a poster using the value cards pictures or list on chalkboard or marker board)
- Value cards (cut out the following sheets and laminate)
- Situation Sheet

**Procedures**

1. Before class, make a poster showing the values below.

**List of Values:**

1. To care for others 2. “Caring”	3. To be fair or take turns 4. “Fairness”	5. To tell the truth 6. “Honesty”
7. To show respect 8. “Respect”	9. To be kind to others 10. “Kindness”	11. To share 12. “Sharing”
13. To be a good friend 14. “Friendship”	15. To be responsible or help out at home 16. “Responsibility”	17. To make healthy choices 18. “Healthy”

2. Explain/define the different values to the class. For each value – hold up the appropriate value card so that students can relate the value to the picture. Tell students that these values lead to good character. Good character is telling the truth, showing respect, etc...



3. Ask students to tell of a time when they or someone else demonstrated these values. Remind them of previous lessons that discussed families being kind, caring and helping each other and where students learned what makes a good friend.
4. Lead a discussion using the following questions:
  - How do you feel when someone shares a toy with you? (Tie in with lesson on feelings)
  - What might happen if we didn’t have values in this classroom? (Why are values important?)
  - Have you seen grownups use these values?
  - Can you think of other values that are used in your home? (address cultural difference in values if appropriate)
  - Are values different for girls and boys?
  - Which value is most important to you?
5. Place the value cards where students can see each picture. Read each situation to the class. After the situation, ask the students if they can pick what value the situation demonstrates.  
NOTE: Suggested values are provided, however, the class can discuss the validity of other values

## Situations

1. You find a quarter on the playground during recess. When you come back inside, Jasmine is crying because she lost her milk money. You go to the teacher and say that you found the quarter outside. This action shows which value? (*Honesty*)
2. You see someone fall down while they are walking to school. You go over to them and give them a tissue to wipe their knee. This action shows which value? (*Caring*)
3. You are asked to give every student two crackers for snack. Your best friend whispers how hungry he/she is and asks you for three crackers. You only give him/her two crackers because otherwise there will not be enough crackers for everyone. This action shows which value? (*Fairness*)
4. At lunchtime, your friend Jamal offers you his extra cookie. You have two cookies already and are feeling full. You say, “No thank you, I am full.” This action shows which value? (*Health*)
5. You and another student race to the swing at recess and get there at the same time. You offer to let him/her go first. This action shows which value? (*Kindness & Sharing*)
6. When you know the answer to a question, you raise your hand and wait for the teacher to call on you. This action shows which value? (*Respect*)
7. You make a special card for your friend when he/she is not feeling well. This action shows which value? (*Friendship, caring or kindness*)
8. You help to set the table for dinner. This action shows which value? (*Responsibility*)
9. At the end of each day, the rules are to help clean up the room, get your coat and stand in line by the door. You do this each day without having to be reminded. This action shows which value? (*Responsibility*)
10. You have been playing with a game and notice that another student would like to play. You finish what you are doing and give the game to him/her. This action shows which value? (*Sharing and kindness*)



# Respect

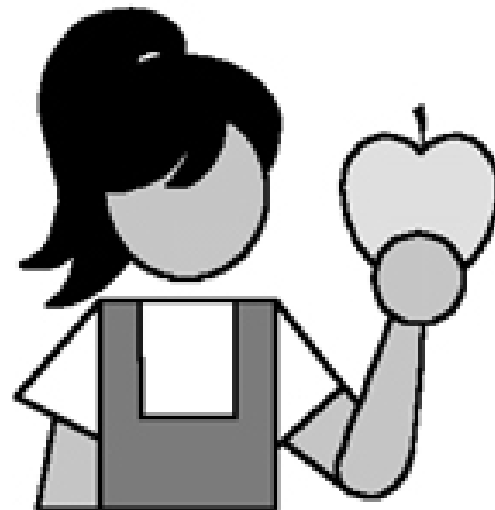


# Responsible





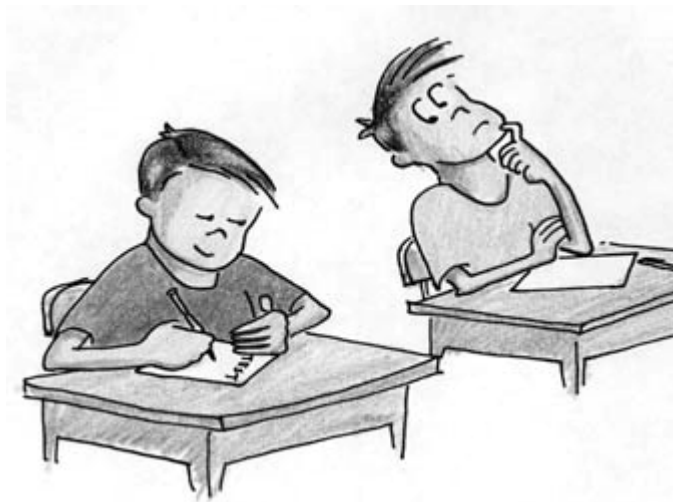
# Health



# Kindness



# Friendship



# Honesty



# Caring



# Sharing



# Fairness



**Unit Name:** Personal Skills  
**Lesson Number:** 5  
**Grade Level:** Kindergarten  
**“Decision Making”**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 5 – Decision Making**

Students will demonstrate the ability to use decision-making skills to enhance health.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

## **MPS Learning Targets – Students will:**

### **Health**

- express their feelings in a positive way.

### **Reading**

- identify the main ideas in different sources of information, both print and non-print.

### **Math**

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.

## **What You Need to Know**

Students will:

- tell five things to think about when making a decision.
- students will identify right and wrong decisions.

## **Materials**

- Suggested Book: The Tale of Peter Rabbit  
Frederick Warne & Co  
ISBN: 0723244324  
Board edition (March 1999)
- Decision Making Model –for teacher, below
- Decision Making Questions Pictures for students and to go with parent letter, attached
- Paper plates
- Craft Sticks
- Markers, crayons, pencil
- Teacher Resource – Positive Self Esteem
- Parent letter (with decision making questions pictures)

## **Procedures**

1. Before class, make two faces; one happy (right decision) one sad (wrong decision) on paper plates. Attach a craft stick to the backside of one plate. Tape or staple plates together.
2. Read the “Tale of Peter Rabbit” .
3. Give students a copy of the Decision Making Model
4. Talk about the decision making model, define the steps and answer any questions the students may have.
5. Read through the “Tale of Peter Rabbit” again using the decision making model:
6. At each decision ask the children if it was right or wrong. Generate possible scenarios and then ask students to decide what would happen if Peter chose... what would happen if Peter chose...



**Example**

“Their mother, Mrs. Rabbit, was going out. ‘Don’t go into Mr. McGregor’s garden?’ she said. But naughty Peter ran to Mr. McGregor’s garden and squeezed under the gate.”

Was this a happy (right) or sad (wrong) decision?

What would happen if Peter chose to stay home? (He could have played a game with his sisters. He could have explored around his home. Etc.)

What did happen? (He was chased; he got in trouble at home)

“First he ate some lettuces and French beans; then he ate some radishes.”

Was this a happy (right) or sad (wrong) decision?

What would happen if Peter walked out of the garden without eating anything?

4. Discuss why Peter might have gone into the garden (he was hungry or curious). Teach children what self-control means. How could Peter have shown self-control (waited until his mother served dinner, ask his mother for a snack, explored at home, etc.)?
5. The teacher should emphasize the importance of understanding the situation before making a decision.

**Decision Making Model:** *(The following model is a teacher resource only. It is included at this time because it is the model that will be taught in upper elementary. Please use the pictures on the following page to explain this model to students.)*

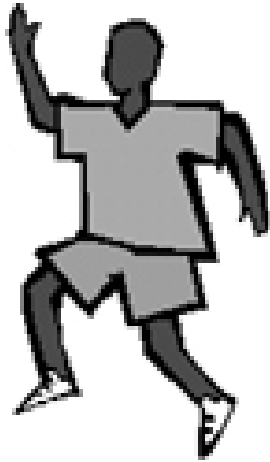
1. State the situation that requires a decision - what is going on?
2. List the possible Choices – What are my options?
3. Consider the consequences – What would happen if...?
  - a. Is it safe?
  - b. Is it legal?
  - c. Is it respectful of self and others?
  - d. Does it follow my parent’s guidelines?
  - e. Is it healthy?
  - f. How will it affect my future?
4. Make a decision based on everything you know and act on it – Choose the best option and do it.
5. Evaluate you decision – Think about how it turned out. Can something be changed? Now? Next time?

**Lesson Extensions**

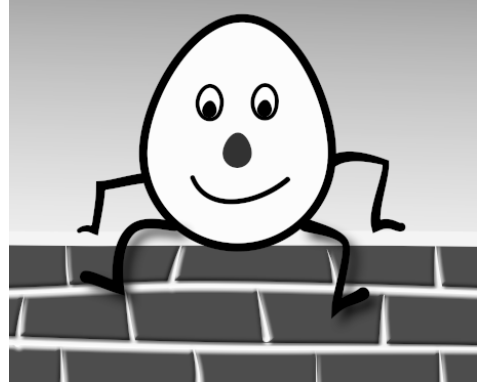
**TRAILS** (Teaching Resiliency and Instilling Life Skills) has eight comprehensive units complete with teacher instruction and assessments. TRAILS reinforces the idea of making choices through large storybooks and covers concepts in the personal skills component. TRAILS is available through IMPACT and is on the MPS menu services. TRAILS can be ordered from IMPACT using “Drug-Free Schools” money.

IMPACT  
Prevention Services Office  
6737 W. Washington Street, Suite 2225  
Milwaukee WI 53214  
414-256-4808

Social Skills Lessons & Activities for Grades PreK-K by Ruth Weltmann Begun. 1995 Center for Applied Research in Education, New York



**Make choices that are healthy.**



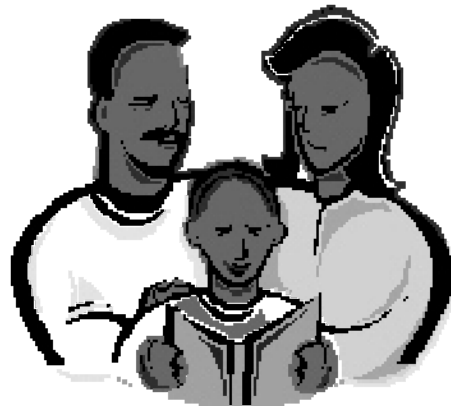
**Make choices that are safe.**



**Make choices that follow school rules and laws.**



**Make choices that show you care about other people.**



**Make choices that follow your parents' rules.**

**Unit Name:** Personal Skills  
**Lesson Number:** 5  
**Grade Level:** Kindergarten  
**“Decision Making”**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



Dear Parents or Guardian,

We have been learning about how to make good decisions this week. In kindergarten we introduce a model for decision making that will be reinforced throughout your child’s education at Milwaukee Public Schools. The steps to decision making in the model are:

1. State what is going on that requires a decision.
2. List the possible Choices.
3. Consider the consequences.
  - a. Is it safe?
  - b. Is it legal?
  - c. Is it respectful of self and others?
  - d. Does it follow my parents’ guidelines?
  - e. Is it healthy?
  - f. How will it affect my future?
4. Choose the best option and do it.
5. Think about how it turned out. Can something be changed? Now? Next time?

We used the pictures as a reminder of what questions to ask ourselves when we are making a decision. Help your child to decide on a place in your home where they can be posted as a reminder to make good decisions at home.

Thank-you for all you do to guide your child and support our work at school!

Sincerely,

**Unit Name:** Personal Skills  
**Lesson Number:** 6  
**Grade Level:** Kindergarten  
**“Excuse Me?”** – Communication, Social Skills

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



## National Health Education Standards

### Primary Focus

#### Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### Secondary Focus

#### Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

## MPS Learning Targets – Students will:

### Health

- express their feelings in a positive way.

### Reading

- identify the main ideas in different sources of information, both print and non-print.

### Math

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.

### What You Need to Know

Students will:

- demonstrate appropriate manners
- apply “I Statement” skills for working out conflicts

### Materials

- Paper cups and plates
- Juice and snack (crackers, carrots, cookies, etc.)
- Suggested Reading: **What Do You Say, Dear?** By Sesyle Joslin,

Harper Collins Children's Books

ISBN # 0064431126

1986

*You have gone downtown to do some shopping. You are walking backwards, because sometimes you like to, and you bump into a crocodile. What do you say, dear?" This is just one of the delightful hypothetical situations introduced by award-winning author Sesyle Joslin in this "handbook of etiquette for young ladies and gentlemen to be used as a guide for everyday social behavior*

- Suggested Reading: **Oops, Excuse Me Please!**

Barrons Juveniles

ISBN: 0764150839

*A favorite personality from "Sesame Street" and the author of the popular "Uh Oh! Gotta Go!" potty training book has a new collection of amusing vignettes for kids. "Oops! Excuse Me, Please!" presents 28 humorously illustrated scenes showing boys and girls dealing with good manners.*



**Procedures**

1. Begin the lesson by reading one of the book choices. Stop to allow children to think about what might be said in each situation.
2. Say, “Aside from good manners, it is also important to practice how to talk to one another when we disagree. For example, if I want a certain toy and ‘Jamal’ wants the same toy, we need to talk to one another in a nice way to solve the problem.” Talk through the situation introducing the following steps, model the conversation and then role-play with a student.

These are steps we can practice to work out conflict

- Use kind words
- Talk in a calm way
- Listen to the other person
- Tell the person how you feel
- Think of ways to work it out
- Agree on a way to work it out
- Walk away if it is leading to a fight
- Ask a grown up for help

**Model of conversation:**

Both of us go to the toy at the same time. I (teacher) get it first.

Jamal: I want that toy!

Teacher: I do too.

Jamal: I am sad that I will not be able to play with the toy. Can we play with it together?

Teacher: *Either* – OK *or* I want to play alone.

Jamal: *if I want to play alone* - You can play with it first, but then it will be my turn. If you can't share, I will need get help from the teacher.

3. Practice the steps in role play format using the following situations:
  - Two students want to sit next to the same person. There is only room for one student to sit there.
  - One student pushes another student (role play once as if it were an accident and a second time as if on purpose.)
4. Tell students that they have been invited to a party (or any other type of social gathering). They will practice their manners by politely attending the party.
5. Divide the students into small groups. (4-6 students if possible)
6. Provide a table for each group.
7. Allow children the opportunity to play host/hostess by handing out the snack, etc.
8. If conflicts should occur, guide the students to use their words to handle the situation. (Review the above steps before beginning the party.)

**Lesson Extensions**

Remind students of this lesson throughout the year by practicing social skills each time snacks are shared.



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 2 – Analyzing Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

## **MPS Learning Targets** – Students will:

### **Health**

- express their feelings in a positive way.

### **Reading**

- identify the main ideas in different sources of information, both print and non-print.

### **Math**

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.
- survey classmates with simple questions; for example, create “yes/no” questions, and report the results.
- recognize patterns of color and shape, and find patterns in their world.

### **What You Need to Know**

Students will:

- discuss differences in physical appearance
- discuss difference in skills
- identify skills they are good at

### **Materials**

- Small post it notes, labels or sticky tape with students names
- Large graphing chart – prepared ahead of time with groupings of teacher’s choice

### **Procedures**

1. Ask students to help you build a graph mapping out the students in the class
2. Hand students 4 sticky notes with their name on it
3. Explain that you will call out an item, students should form a line that includes everybody in that group.
4. Once the groups are in line, each child will go up and put their name in the correct column. Do each of the following (or teacher’s own choice) one at a time, putting the name labels up on the chart after each item.
5. Count students and graph pieces to make sure it matches.



6. Categories:
  - Everyone with blue eyes stand here, everyone with brown eyes here, everyone with green eyes here, everyone with hazel eyes here, etc.
  - Everyone with black hair here, everyone with brown hair here, everyone with red hair here, etc.
  - Group by the color of their shirt
  - Group by the color of their socks
  - Add additional categories as you see fit
7. Discuss how we have different hair color, eye color, and clothes that makes us one of a kind and very special.
8. **Introduce** other types of differences. Include skills, abilities/disabilities, etc.
9. Say: “Remember when we talked about families? We all had families with different numbers of people in them and different ways of doing things. Think about some of the grown ups you know. What kinds of things are they good at?”
10. Ask students to give some examples (“My mom is a good cook”, “My sister is good at math”, “My uncle plays music”, etc.) What are some things you are good at?
11. Say: “We all have different things we do well. That makes us ‘one of a kind’ and special too.”
12. Give an example of someone you or the children know with a disability. Talk about how they might have to do things differently. Talk about the things that person is good at.
13. End the activity with one of the following poems: (or read an appropriate book)

I’ve got ten fingers and I’ve got ten toes.

I’ve got two eyes, a mouth, and a nose.

Put them all together and what did you see?

Something wonderful and that’s ME!

or

Some kids make us laugh and some clean-up with care

Some kids have green eyes and some have curly hair

Whatever you do best and however you have grown

You are special to us and make our class feel like home



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 2 – Analyzing Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### **Standard 3 – Accessing Information**

Students will demonstrate the ability to access valid health information and products and services to enhance health.

## **MPS Learning Targets – Students will:**

### **Health**

- express their feelings in a positive way.

### **Reading**

- associate sounds with letters.

### **Math**

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.
- recognize patterns of color and shape, and find patterns in their world.

### **What You Need to Know**

Students will demonstrate:

- an awareness of the different types of violence in children's television programs.
- an awareness of the frequency of violent acts in children's television programs.
- an understanding of their own reactions to various types of violence.

### **Materials**

- Letter to Parents (distribute prior to teaching lesson, letter found at the end of this lesson)
- “Facing TV Violence” - Worksheet

### **Procedures**

1. Brainstorm with your students:
  - What is violence? (Make sure that students consider both physical and emotional acts of violence in their definitions: i.e., violence is when a person hurts someone or makes them feel sad or scared.)
  - How many types of violent acts can you think of? (Emotional acts include yelling, saying mean things, or name-calling. Physical acts include threatening/bullying, pushing/shoving, hitting/punching/kicking.)
  - How do you feel when someone yells at you, or calls you names, or says they are going to hurt you?
  - Is saying mean things as bad as hurting someone? Why or why not? (Our feelings can be hurt, just like our bodies can be hurt. Yelling, put-downs, name-calling and threats are what kids are most likely to experience in the schoolyard, and emotionally violent acts can begin a cycle that leads to physical violence.)



(If you want to help children visualize how one violent act leads to another, use the idea of dominoes. You could use blocks of wood with each type of violent act on them, and demonstrate how one act can create a chain reaction. Or that when one person does something mean, another person might do something mean. You could also set up a situation like mom got yelled at at work, she comes home and yells at older child, older child yells at younger child...)

2. Once your students are familiar with the different types of violence, discuss the concept of violence on television.
3. Are kids' TV shows or video games real or pretend? (Television constructs reality. TV shows tell stories – they may look real, or have real people acting in them, but they are pretend.) Even though television shows are pretend, when you see someone on TV being hurt, how does that make you feel? (Chances are you will get responses like sad, scared, worried, angry, excited.)
4. Explain to your students that the problem with violence on TV and video games is that it can confuse kids about the real world. If kids see lots of violence on TV or video games they might believe that their own world is a scary and dangerous place. If kids see people on TV solving their problems with violence, they might think that violence is a normal part of life, or that violence is a good way to solve problems. And if kids see a lot of violence on TV it makes them less sympathetic to victims of violence in the real world. Studies have also shown that when some kids watch cartoons with lots of violence they themselves can become very aggressive, even though they are not watching real people!
5. The problem is that when we watch TV or play video games, we may not even notice how much violence we are watching, especially in cartoons, which move so quickly that we don't have time to really think about what we have just seen.
6. **Activity** - Ask your students to think about their favorite TV show or video game. Do they think that it is violent? Tell them that they are going to find out whether it is violent or not, using their “Facing TV Violence” Worksheet. Ask students to take the worksheet home and watch their favorite program. Ask parents to help them keep track of the violence in the program.
7. **Optional Activity** – if you do not wish to have children work on this at home. Brainstorm with the class three favorite programs. Based on what children remember about the show, ask them questions from the worksheet.



## “Facing TV or Video Game Violence” Worksheet

Dear Parents,

Please help your child complete this work sheet by putting a check mark next to the act of violence each time it occurs during the program or video game.

Name \_\_\_\_\_

Program \_\_\_\_\_



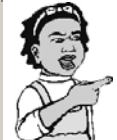
Hitting & Punching



Pushing & Shoving



Breaking things or ruining things



Saying mean things



Name Calling



Yelling

Other



Dear Parents or Guardians,

As part of our unit on Violence, we will be encouraging children to become more aware of physical and emotional violence in the television programs that they watch or video games they play. Often children are not aware of the number of cruel or unkind acts they see on their favorite shows or games. By counting and discussing these acts, we seek to help children become aware of screen violence and its glamorized portrayal.

In the next week, your child will be bringing home a tally sheet to complete. Choose a video game or program that your child enjoys watching and sit down with him or her. Your child is to count the number of acts that “hurt” someone, either physically or emotionally. In dealing with emotional violence, your child is looking for verbal confrontations where the victim might feel ‘sad’ or ‘scared.’ Please help your child place a check mark in the appropriate place.

To prepare your child for classroom discussion, you might consider the following:

1. Who commits the violent acts?
2. Who is harmed by the violent acts?
3. How would you feel if someone did this to you?
4. Did this seem real to you? Why or why not?
5. Could the problem have been handled differently?

Thank you for your help. Please feel free to call me if you have any questions.

Sincerely,



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 2 – Analyzing Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### **Standard 3 – Accessing Information**

Students will demonstrate the ability to access valid health information and products and services to enhance health.

## **MPS Learning Targets – Students will:**

### **Health**

- express their feelings in a positive way.

### **Reading**

- associate sounds with letters.

### **Math**

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.
- recognize patterns of color and shape, and find patterns in their world.

### **What You Need to Know**

Students will demonstrate:

- an awareness of the different types of violence in children's television programs.
- an awareness of the frequency of violent acts in children's television programs.
- an understanding of their own reactions to various types of violence.

### **Materials**

- Completed “Facing TV and Video Game Violence” - Worksheet

### **Procedures**

1. Discussion- -After students have completed their “Facing TV and Video Game Violence” Worksheet, ask them the following questions: (Responses can be in the form of a class discussion, or teachers may want to tabulate the results in a more formal manner.)
  - Was there a lot of hitting, pushing, teasing (other acts of violence) in your show?
  - Were you surprised with the number of violent acts? Why or why not?
  - Did the show seem real to you? Why or why not?
  - Would you like it if someone did these things to you?
  - Which violent actions are used the most/least? What could the characters have done differently instead of using violent acts? (Remind them of lesson #3 where we talked about handling anger.)
  - Who commits more violent acts? Men or women? Young or old?
  - Who is harmed by the violent acts? Men or women? Young or old?
  - How did the violence (or absence of violence) make you feel after you watched this show?
  - Should you change what you watch?

**Unit Name:** Society & Culture  
**Lesson Number:** 9  
**Grade Level:** Kindergarten  
**“Facing TV Violence?”** – Media Influence

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



**This lesson plan was found at <http://www.media-awareness.ca/english/>**  
(a web site that provides free lesson plans to teachers. It also contains teacher resources and links to other sites.)

**Statistics:** (Teacher Information)

98% of American households have at least one TV set.

On average, children aged 2-5 watch 14 hours of network television, per week.

Television viewing increases aggressive behavior.

Children imitate what they see.

Children under the age of 5 cannot separate **fact** from **fantasy**.

Source: The TV Project

<http://www.tvp.org/index.html>

**Lesson Extensions**

**TV Smarts for Kids**

TV Smarts is a set of three short videos designed to promote critical thinking about the media.

This videotape was developed by Renee Hobbs in coordination with the National Cable Television Association and Girl Scouts of the U.S.A.

It is available **free** of charge from Cable in the Classroom. Call (215) 204-4291 to receive your free copy.  
<http://www.mediaeducationlab.com> (See Publications)

**Unit Name:** Human Development  
**Lesson Number:** 10  
**Grade Level:** Kindergarten  
**“My Awesome Body” – Anatomy**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### **Secondary Focus**

#### **Standard 4 – Interpersonal Communication**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## **MPS Learning Targets – Students will:**

### **Health**

- know basic facts about what the body needs to stay healthy.
- express their feelings in a positive way.

### **Reading**

- associate sounds with letters.
- use the letter/sound system (phonics) to recognize unfamiliar words.

### **Math**

- recognize patterns of color and shape, and find patterns in their world.

### **What You Need to Know**

Students will:

- learn each body part and its specific function. The body parts will be: head, eyes, mouth, nose ears, neck, shoulders, arms, elbow, chest, back, legs, knees, feet, ankles and toes.
- learn that boys and girls are different.

**In the process of creating this curriculum a number of individuals were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting. However, teachers reviewing this curriculum had various opinions on the appropriateness of teaching the reproductive body parts in this activity. The activity can be used for the body parts listed above with the reproductive parts omitted. Please use your knowledge of your class to determine whether or not to teach reproductive parts.**

If you are new to teaching sexuality education, practice saying genital terms aloud until you think you will be comfortable using them with children. If the children become giggly, you might say, “It’s okay to giggle. But we need to use the correct words – penis, vulva, breast, and buttocks- because all parts of the body are important. When we talk about them correctly and comfortably, we learn the meaning, function and value of our bodies.



### Materials

- Overhead transparency of body (teacher provide) or ahead of time prepare an outline drawing of a body
- Color transparency of individual body parts. (Optional – not included in this curriculum)
- Overhead projector
- If overhead is not available, activity can be done with the body outline or felt body kit from Carson Dellosa.
- Blank paper
- Crayons
- Parent letter (for use only if including private body parts in the lesson)

### Procedures







1. Play Simon Says to check for student’s understanding of the **names** of common (non-reproductive) body parts.
2. On the same day or another day, play Simon Says to review the **function** of body parts. Example: touch the body part that you; smell with, eat with, hear with, your legs bend with, walk on, etc.
3. Use the overhead transparency to review the body parts. As teacher, model placing a label next to a body part. (Example: Say, “This is the elbow. I am going to place the word elbow next to the elbow part.”) Ask students to point to body a common part. Have them say the name and hand them the label to place next to the part.
4. Ask students:
  - Which parts come in pairs? (We have two of them)
  - Do all our body parts come in pairs? Which parts do we only have one of?
  - Are there body parts of which we have many (more than two)? What are they? How many of each do we have?
5. Give students a piece of paper and crayons. Ask them to draw a picture of themselves, drawing as many body parts as they can remember. Give children positive comments while they are drawing.

### Optional


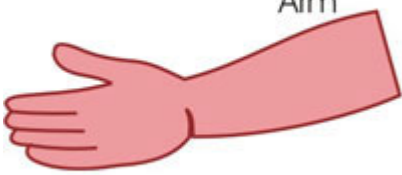
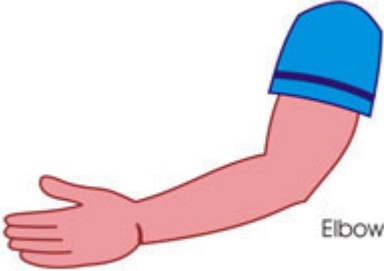

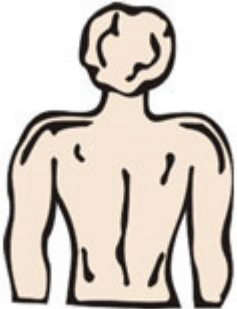

1. Say, “All of these body parts are the same for girls and boys. But girls and boys are not the same in every way. The body parts on the outside of our body that makes us different are in the area where our urine/pee comes out. For boys that are the penis, for girls it is the vagina area.
2. Say, “These parts are often called our ‘private parts.’ Private parts include the penis, vagina area, anus, chest and breasts. Sometimes when people talk about these parts, they will say, ‘the parts covered by your swimming suit.’ There is nothing bad about these parts but no one else has the right to touch them or look at them without your permission.”
3. **Close this activity** by singing, “Head Shoulders Knees and Toes.”



“My Awesome Body”

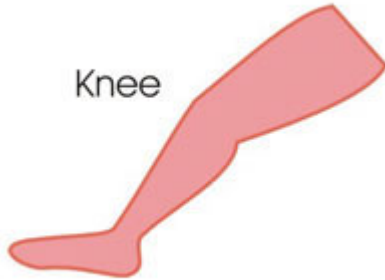
<h2 style="text-align: center;">HEAD</h2>  <p>Head</p> <p>©kidsfront.com</p>	<h2 style="text-align: center;">EYES</h2>  <p>Eyes</p> <p>©kidsfront.com</p>
<h2 style="text-align: center;">MOUTH</h2>  <p>Mouth</p> <p>©kidsfront.com</p>	<h2 style="text-align: center;">NOSE</h2>  <p>Nose</p> <p>©kidsfront.com</p>
<h2 style="text-align: center;">EARS</h2>  <p>Ear</p> <p>©kidsfront.com</p>	<h2 style="text-align: center;">NECK</h2>  <p>Neck</p> <p>©kidsfront.com</p>



<h2 style="text-align: center;">SHOULDERS</h2> <p>Shoulder</p>  <p style="text-align: center;">©kidsfront.com</p>	<h2 style="text-align: center;">ARMS</h2> <p>Arm</p>  <p style="text-align: center;">©kidsfront.com</p>
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<h2 style="text-align: center;">BACK</h2>  <p style="text-align: center;">Back</p> <p style="text-align: center;">©kidsfront.com</p>	<h2 style="text-align: center;">LEGS</h2> <p>Legs</p>  <p style="text-align: center;">©kidsfront.com</p>



## KNEES



Knee

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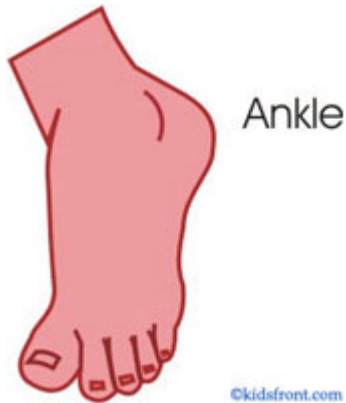
## FEET



Foot

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## ANKLES



Ankle

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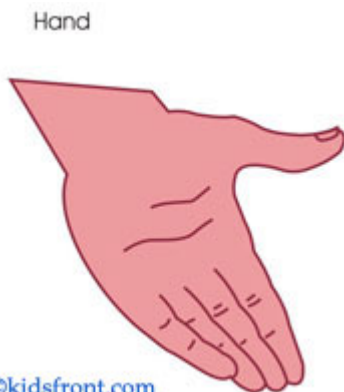
## TOES



Toe

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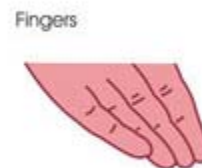
## HAND



Hand

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## FINGERS



Fingers

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**Unit Name:** Human Development  
**Lesson Number:** 10  
**Grade Level:** Kindergarten  
**“My Awesome Body” – Anatomy**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



<b>NAVEL</b>	<b>BUTTOCKS</b>
<b>PENIS</b>	<b>VAGINA</b>

**Unit Name:** Human Development  
**Lesson Number:** 10  
**Grade Level:** Kindergarten  
**“My Awesome Body” – Anatomy**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



Dear Parent or Guardian,

Our curriculum in kindergarten includes a lesson on our body. The focus of the lesson is on all of our body parts. As a part of the lesson we introduce the correct medical terms for our private parts of our body. The purpose of this is to:

- 1) let children know that we expect the use of appropriate words when referring to all parts of the body
- 2) promote respect for our bodies in our classroom

In the process of creating this curriculum, community members were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting at all grade levels.

Our experience is that children do not find this lesson to be uncomfortable and that it helps to set a standard for respect. You are welcome to give me a call, stop by school to discuss this or to join us in class on \_\_\_\_\_ (date) if you have any concerns.

Families might use non-medical terms for private body parts. You may want to ask your child what term the teacher uses for specific body parts. This will help your child share the expectations from school.

Sincerely,

**Unit Name:** Human Development  
**Lesson Number:** 11  
**Grade Level:** Kindergarten  
**“It’s My Body”**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



## **National Health Education Standards**

### **Primary Focus**

#### **Standard 4 – Interpersonal Communication**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **Secondary Focus**

#### **Standard 1 – Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### **Standard 8 - Advocacy**

Students will demonstrate the ability to advocate for personal, family and community health.

## **MPS Learning Targets – Students will:**

### **Health**

- tell how they can keep from getting hurt.
- express their feelings in a positive way.

### **Reading**

- identify the main ideas in different sources of information, both print and non-print.

### **What You Need to Know**

Students will:

- learn ways of keeping their bodies healthy
- explore the concept of body privacy
- identify three trusted grown ups they would talk to if something was wrong

### **Materials**

- Outline of body or human body felt chart kit from Carson Dellosa.
- “It’s My Body” – Song
- NO, GO, TELL Poster (enlarge page and paste on poster board)
- **Suggested reading: A Very Touching Book** by Jan Hindman.  
Alexandria Assoc  
ISBN: 0961103418  
New edition (July 1983)
- **Suggested reading: It’s My Body** by Lory Freeman.  
Parenting Press  
ISBN: 0943990025  
(October 1983)



**Procedures**

Prior to teaching lesson:

1. Send parent letter home (see attached) to help teach safety tips at home and to inform parents of the NO, GO, TELL Rule.

Begin Lesson:

2. Remind students of Lesson # 1 where we talked about families and how we care for each other. Say, “When you were a baby, your family was responsible for caring for you and keeping you healthy. They made sure you had food and a warm place to sleep. Now that you are growing older, you can take on some of the responsibility of keeping yourself healthy just like you have taken on other responsibilities like setting the table or making your bed (reference lesson # 4 on values.)
3. Ask students, “What are some of the things you do to care for your body? (e.g. eat good food, sleep, brush my teeth, exercise, play safely, wash my hands)?”
4. Everybody grows and we all start to take care of ourselves more and more. It is very special what you can already do by yourself!
5. Another way of taking care of yourself is sharing feelings with the grown ups you trust. Remember when we talked about different feelings? (Lesson # 3) Families are great for sharing loving touches. Talk with the children about loving touches from family and friends. Ask them if they can think of any types of touches from family or friends that make them feel good. (Hugs, kisses, high five’s holding hands, someone rubbing your head or back when you don’t feel good, etc.) How do those touches make you feel?
6. Read a story like **A Very Touching Book** or **It’s My Body**.
7. Say, “Each person’s body belongs to him or her (refer back to lesson # 10 where private parts were introduced) this means that your own body is private and usually you can decide who can touch you.
8. Talk to children about the times when people may touch their genitals – a doctor’s exam, a parent helping children wash themselves, etc.
9. Most grown ups would never hurt or abuse a child. But some grownups may. If you are ever touched in a private place for no good reason (it is not a doctor’s exam and you are not cleaning the area) tell a grown up that you trust about what happened.
10. If someone touches you and says, “This is our secret, don’t tell anyone.” They are trying to keep themselves from being in trouble. You won’t get in trouble; it is not your fault what someone else does. Tell a grown up!
11. Teach students the “No, Go, Tell” rules (refer to poster):
  - If someone touches you in a way you don’t like, **SAY NO**. Remember, no one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason. If someone older or stronger than you hurts you physically, what should you say? NO
  - When you are in those situations, **GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? (GO)
  - Always **TELL** a grown up that you trust. Don’t be afraid. Don’t wait. Tell, even if the person who touched you and made you feel bad or mad is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.
12. Ask students to think about three grown ups that they could talk to about their feelings or if someone touched them in a way they didn’t like or made them uncomfortable. Have students share some of their ‘trusted grown ups.’
13. Read some of the following situations to the students. Ask them to tell you what they would do in each situation.



- One of your parent’s friends always wants you to sit on his lap. He squeezes you really tight and you don’t like it. (NO, GO, TELL)
- Your Grandfather comes to your house and reads books to you. He asks you to sit on his lap to read. It feels snugly and warm to read with Grandpa. (OK touch)
- Your older sister’s friend has started babysitting for you. When it is time to get ready for bed she tries to see you naked. (“NO,,” GO,,” TELL”)
- You are taking a bath and your parent helps you to wash your private areas. (OK touch)
- You are walking to school and someone you don’t know pulls their car up to you and asks you for directions. (“NO,,” GO,,” TELL”)

14. Teach students the song, **“It’s My Body.”**

**“It’s My Body”** (sung to the tune of “Row, Row, Row Your Boat”)

It’s my body;

I’m the boss

I know what to say.

Stop it! Stop it! Stop it! Stop it!

Then I’ll get away.

It’s your body;

You’re the boss

You know what to do.

Get away and tell someone

who’ll take good care of you.



**“It’s My Body”**  
No, Go, Tell Rule

# 1. Say NO!



# 2. GO!

# 3. Tell a grown up that you trust.



Parent



Teacher



Doctor

**Unit Name:** Human Development  
**Lesson Number:** 11  
**Grade Level:** Kindergarten  
**“It’s My Body”**

**Milwaukee Public Schools**  
Human Growth and Development Curriculum



Dear Parents or Guardians,

At some time or another, most children experience being lost in a store or otherwise briefly separated from their parents. It's important that they know what to do. Tell your child a story from your childhood about a time you (or someone you knew) got lost. How did you feel? What did you do?

Talk with your child and together think of what your child should do if they get lost or a stranger approaches them. Write down their suggestions and put where you both can see it as a reminder. Review.

Good guidelines when you are lost include:

- staying where you are
- going to a meeting place you and your parents have chosen
- asking a salesperson, security guard, or police officer to help you

Teach your children never to go into a stranger’s car. If someone approaches them, they should walk away. If a stranger approaches your child and tries to take them away, teach them to yell, “That’s not my Mom (Dad.)”

We talked about the NO, GO, TELL Rule at school. Students learned that if someone touches them in a way that makes them uncomfortable they should:

- **SAY NO.** No one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason (like a doctors visit or a parent helping to clean the area ). If someone older or stronger than you hurts you physically, what should you say? **NO**
- When you are in those situations, **GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? **GO**
- Always **TELL** a grown up that you trust. Don’t be afraid. Don’t wait. Tell, even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

Thanks you for your help.

Sincerely,