Instructional Unit Title: Healthy Relationships

Comprehensive Health
Kindergarten

The teacher may provide a definition of communication so students can begin to brainstorm ways they communicate with friends, peers, family members, etc.



The teacher may introduce communication skills through a read-aloud book (e.g., Communication by Aliki Brandenberg) and/or model examples so students can distinguish between effective and ineffective communication.



The teacher may model nonverbal communication/body language so students can determine how emotions can be conveyed without words.



The teacher may provide examples of trusted adults so students can begin to consider specific adults in their school, home, and community environments to whom they could turn with problems and/or when they might be faced with difficult/dangerous situations.



The teacher may use picture books focused on setting appropriate boundaries (e.g., Bobby and Mandee's Good Touch Bad Touch by Robert Kahn) so students can begin to identify and distinguish between good and bad touches.



The teacher may use picture books and videos related to personal space so students can begin to understand how personal space impacts relationship with others.



The teacher may use picture books about the concept of self-respect (e.g., When I feel good about myself by Cornelia Maude Spelman) so students can identify key aspects of self-respect (e.g., confidence, dignity, pride, worth).



The teacher may use role plays and/or scenarios around (dis)respect so students can begin to understand and communicate the importance of respect for others.



The teacher may revisit the concept of the trusted adult so students can begin to understand their right to self-advocate for personal space and boundaries.



The teacher may provide examples of different levels of danger so students can begin to distinguish the type of responses needed in specific situations.



PERFORMANCE ASSESSMENT: You are a small group of puppet masters who have been asked by your school to create a puppet show for your peers entitled, "Communicating in unsafe situations". This puppet show will identify an unsafe situation for kids, the trusted adults they can seek out for assistance, and the ways they can verbally and/or nonverbally communicate a need for help.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.