

Big Sandy Area C.A.P., Inc. – HEAD START  
Program Policies and Procedures

## **Integration of Health/Safety/Wellness In Curriculum**

### POLICY:

Staff will model, demonstrate and provide activities that encourage positive health, safety, dental and nutritional practices on a daily basis.

*This policy relates to [Head Start Performance Standards 45 CFR Part 1302.30 & 1302.31](#)*

### PROCEDURE:

1. Staff will include routine health practices (i.e. hand washing, diapering, toileting, tooth brushing, physical activity and transitioning between activities) into their daily routine. Physical activity must not be used as a punishment or reward. (see hand washing, tooth brushing *policy*)
2. Activities in personal health, nutrition, safety, and 2<sup>nd</sup> STEP, will be planned for and clearly documented in lesson plans. Each area should be covered at least weekly.
3. Activities will be planned to develop safety awareness in the program, home and community.
4. Staff will implement learning activities and experiences for children and parents that promote a positive self-concept.
5. Staff will discuss with children about visiting the doctor and dentist. The classroom will contain related books, puzzles, and dramatic play opportunities.
6. Healthy nutrition activities and cooking experiences will be available to the children.
7. The program will serve a variety of nutritious foods and include children in preparation and serving as developmentally appropriate.
8. Staff will utilize the Health and Nutrition Services Managers, program consultants and resources in obtaining information and assistance with integrating and promoting health into the classroom activities.

9. Will provide opportunity for a rest period not less than 30 minutes and not longer than one hour. Staff will not force nap or rest time on children, but will offer quiet learning activities to those children who do not want to rest or nap.
  
9. The program will use the following health/wellness goals as a guide in integrating activities into the daily schedule in the areas of science, math, literacy, motor activities and learning centers:

### **Health/Wellness**

#### *Growth and Development*

1. Identify the five senses and the body parts associated with them.
2. Explain why going to the doctor and dentist is important for their health.

#### *Mental and Emotional Health*

1. Identify the emotions of being happy, surprised, angry, sad & afraid.
2. Identify healthy ways to express their feelings to others.

#### *Personal Health*

1. Using “teachable moments” to discuss safety and what to do in an emergency and where to go for help.
2. Demonstrate the appropriate technique of brushing teeth correctly.
3. Identify appropriate clothing for different weather conditions.
4. Identify ways that exercise helps their body to grow and develop.

#### *Nutrition*

1. Identify nutritious snack foods.
2. Name foods found in each of the My Plate groups.
3. Identify ways that food helps their bodies to grow and develop.
4. Identify where some foods come from.
5. Demonstrate appropriate social interactions, sharing and talking during meal-times.
6. Discuss responsibility for clean up after meals.

#### *Family Life and Community Health*

1. Identify ways children can help at home.
2. Describe different types of family structure.
3. Identify jobs or careers that women and men choose.
4. Describe roles of people in the community who try to help others to become and stay healthy.

*Disease Control*

1. Demonstrate how to wash their hands properly.
2. List the times or situations in which hands should be washed.
3. Tell why it is important to cover their mouth and/or nose before coughing or sneezing.
4. Understand that “germs” are very small living creatures that can make them sick.
5. Explain healthy ways to share foods and drinks.

*Safety*

1. Describe meaning of traffic signs and signals.
2. Describe the roles/names of community safety helpers.
3. Identify things that are safe to touch, pick up or put in their mouths and things that are not.
4. Demonstrate proper use of seat belts.
5. Identify some types of weapons and what they do if they find one.
6. Demonstrate proper action(s) to take in case of fire or severe weather.
7. List ways that people can help keep classrooms, playgrounds and homes both clean and safe.

*Drug Use Prevention*

1. Explain when it is okay to take or receive medicine (orally, through vaccinations, etc.)
2. Explain who the appropriate people are to give them medicine.
3. Describe some harmful effects of smoking and drinking alcohol.

*Resources*

1. Head Start Dental Curriculum
2. Hooray for Hand washing
3. Second Step Violence Prevention
4. Colgate Bright Smiles Bright Futures
5. JAM
6. GoNoodle