Kindergarten Health
Curriculum Guide

Interim Edition
Introduction

In the Health Curriculum section of Completely Kindergarten, you will find the following components to assist in the delivery of the Health curriculum:

- Specific Curriculum Outcomes for each of the four units.
  
  Unit One
  All About Me: Healthy Body/Body awareness

  Unit Two
  All About Me: Healthy Mind and Feelings

  Unit Three
  All Around Me: My Family, Friends and Community

  Unit Four
  All Around Me: My Environment

- Summary of Resources

- An Appendix for each of the four units:
  
  Appendix: Unit One
  Appendix: Unit Two
  Appendix: Unit Three
  Appendix: Unit Four
Unit One
Healthy Body/Body Awareness
Specific Curriculum Outcomes
12 weeks
Unit One
All About Me: Healthy Body/Body Awareness

Knowledge and Understanding
Students will be expected to:
1. identify personal hygiene practices and their contribution to a healthy body.
2. understand that healthy foods, as defined by *Eating Well with Canada’s Food Guide*, give the body energy and help it grow.
3. understand the importance of brushing one’s teeth and regular visits to the dentist.
4. identify ways to be physically active every day.
5. identify the senses and their functions.
6. identify that some aspects of individuals change and some do not.

Skills and Abilities
Students will be expected to:
1. use personal hygiene practices that contribute to a healthy body.
2. demonstrate the ability to make healthy food and beverage choices.
3. taste familiar and unfamiliar healthy foods.
4. make choices to be physically active every day.

Attitudes and Behaviours
Students will be expected to:
1. assess the importance of healthy food and beverage choices and physical activity in the development of a healthy body.
2. recognize the importance of the role of a dentist and parents/caregivers in oral health.
3. develop personal hygiene habits that promote health.

The aspects of the individual dealt with in this unit revolve around the topics development and hygiene, healthy eating, oral health and active living. The outcomes related to each are listed below:

Development and Hygiene: outcome 1.6, 1.5, and 1.1, can be followed by 2.1 and 3.3.
Healthy Eating: outcome 1.2 can be followed by 2.2, 2.3 and 3.1
Oral Health: outcome 1.3 can be followed by 3.2
Active Living: outcome 1.4 can be followed by 2.4
### Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
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<tr>
<td>1.1 identify personal hygiene practices and their contribution to a healthy body.</td>
<td>Note: the discussion on hygiene practices should include the importance of not sharing personal effects such as combs/brushes, toothbrushes, headwear, etc.</td>
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<tr>
<td>1. Discuss hygiene with students and make a list of the things they do every day to keep their bodies clean and healthy. Listed items may include: wash hands and face, bathe, brush hair, brush teeth, wear clean clothes, etc. Explain the importance of each hygiene practice to our health. For example, the role of handwashing in the prevention of the spread of germs. Read pp. 4-5 in <em>I Keep Myself Healthy</em> big book to support this discussion.</td>
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<tr>
<td>2. Role play hygiene practices used in getting ready to go to school. The teacher may assign a hygiene practice to a student and have the student act it out for the others or a group of students may perform a short skit of their morning or bedtime routine.</td>
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<tr>
<td>3. Sing the Song “This is the way we...brush our teeth, wash our hands, comb our hair, etc” to the tune of “Here we go round the mulberry bush”. Incorporate the actions associated with each hygiene practice. Another song to use is found on p. 6 of <em>I Keep Myself Healthy</em> Teacher’s Guide: “Young Miss Hannah Has Good Health”. The lyrics may be changed to “In Kindergarten, we have good health”.</td>
<td></td>
</tr>
<tr>
<td>1.2 understand that healthy foods, as defined by <em>Eating Well with Canada’s Food Guide</em>, give the body energy and help it grow.</td>
<td>1. Explain that eating healthy foods and beverages gives our body what it needs to have energy. Have students demonstrate movement such as running, skipping, jumping, etc. and explain that healthy foods and beverages provide the energy to do these things. Have students pretend their body is a car. Explain that cars need fuel to move, just as our bodies need food. What would happen if your car ran out of fuel? What would happen if you did not eat healthy? Follow up by playing the “Pit Stop” game. In this game, a circuit is set up either in the gymnasium, classroom or outdoors for students to navigate while pretending they are driving cars. Give each student four to six coloured cards or objects such as food models that are safe and easy to carry. After students run one lap of the circuit, they drop off a card/food model in a designated spot or hoop and keep going until their cards/food models are all gone. This means that their fuel tank is empty and they can’t go anymore. During their rest break, ask students: Can a car go without fuel? Can people grow or go without food/fuel? Repeat the activity, this time having students pick up the cards/food models on each lap to show that they are filling up their fuel tanks so that they can keep going.</td>
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**Knowledge and Understanding**  
**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

### Suggestions for Assessment

Monitor and observe hygiene practices such as handwashing before eating and after washroom use.

Observe students playing the Pit Stop game and choosing foods.

Complete the “Healthy food gives me energy to ____________” activity in the appendix.

### Resources/Notes

- **I Keep Myself Healthy big book/small book pp. 4-5, 8-10, 14**
- **Resources from the Department of Health and Community Services:**
  - Handwashing Poster: Steps for Handwashing
  - Clean, Cover and Contain campaign resources
- **Props to demonstrate hygiene practices. eg. toothbrush, facecloth, soap, etc.**
- **I Keep Myself Healthy Teacher’s Guide: “Young Miss Hannah Has Good Health, p. 6**
- **Authorized Children’s Literature:**
  - *Have You Ever Seen a Moose Brushing his Teeth?*
  - *Wash Your Hands*
- **Play Food Classroom Set for the Pit Stop game.**
- **Appendix One: “Healthy food gives me energy to ____________” activity sheet**
- **Eating Well With Canada’s Food Guide (Health Canada)**
- **I Keep Myself Healthy big book/small book, p. 11**
- **Let’s Eat! big book/small book, pp. 12-13**
Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.2 understand that healthy foods, as defined by *Eating Well with Canada’s Food Guide*, give the body energy and help it grow.

1.3 understand the importance of brushing one’s teeth and regular visits to the dentist.

Suggested Strategies for Learning and Teaching

1. Begin this activity using the visual on p. 10 of *I Keep Myself Healthy* big book. Where possible, view a video of a visit to the dentist. Discuss the importance of visiting the dentist and brushing teeth twice a day, with at least one brushing being done by an adult. Sample videos include the Colgate video: “Dr. Rabbit and the Legend of Tooth Kingdom” found at www.colgate.com/app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp and the Crest video: “Geena’s Tremendous Tooth Adventure”. The public health nurse may be invited to discuss the importance of brushing in oral health. Follow up by reading *Going to the Dentist* by Anne Civardi.

2. Sing the song “I Can Grow” found on p. 6 of the *Let’s Eat! Teacher’s Guide*. Select three children to choose a food item from a selection of food models or pictures and incorporate the chosen foods into the song.

3. Complete the “Growing, Growing, Grown” activity as outlined on p. 6 of *Let’s Eat! Teacher’s Guide* or refer to the enrichment activity on the same page.

4. Sorting: Use store flyers, food models or pictures of food to select examples of healthy food. The teacher may point out that some of the student selections may be pictured in *Eating Well with Canada’s Food Guide*.

2. Place one white egg in a container of dark, sweetened soft drink and another white egg in a container of clear water. Explain that the eggs are similar to our teeth, and to pretend they are teeth for this experiment. Ask the students to predict what will happen to the egg in the soft drink and what will happen to the egg in the water. This can be demonstrated after 30 minutes. The egg can then be returned to the solution for a lengthier period of time. Have children observe and record their observations (draw and/or write) in a science journal over the next few days. Ask what is happening to the egg and why (color and hardness of the shell). After explaining that the soft drink has sugar in it, discuss what might be on the egg (plaque) and how we would clean it. Use a tooth brush and tooth paste to clean the discoloured egg. A comparison should be made to the foods and beverages we consume and the effect they have on our teeth. The children can rid their teeth of germs by brushing, flossing, and having their teeth cleaned by a dentist twice a year. Explain that water has not harmed the other egg because water is a healthy drink for both our teeth and our body. Orange juice may also be tried to show the effects of sugar and acid, without brushing, on our teeth.

Caution: be aware of egg allergies.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Provide students with a “One Week Tooth Brushing Chart” to complete at home and return to school upon completion. Parent information and child activities can be found on the web at www.colgate.com.

Draw a picture of visiting the dentist. Complete the sentence “I keep my teeth healthy by ...” See appendix one for the activity sheet.

Observation: Make anecdotal records of student’s verbal understanding of the impact of food and beverage choices on the health of teeth.

Journal Activity: A template for student responses to the egg experiment is found in appendix one. Students should make observations about the color and hardness of the shell of the eggs.

Sort models/pictures of foods and beverages into two categories: those that may harm teeth and those that do not. This would be an opportunity to focus on beverages. Plain water is the best choice as it does not contain sugar; natural or added.

Resources/Notes

Let’s Eat! Teacher’s Guide,
• p. 6: “I Can Grow” song
• p. 6: “Growing, Growing, Grown”

Use growth charts, masking tape or adding machine tape to record and track height changes of students throughout the school year.

School Milk Foundation: “Picnic and Play” presentation.

Appendix One:
• “One Week Tooth Brushing Chart”
• “I keep my teeth healthy by ...”
• “Egg Experiment Observation Sheet”

Authorized Children’s Literature:
• Going to the Dentist
• Have You Ever Seen a Moose Brushing his Teeth?

NL Dental Association:
• Posters
• other educational materials

The American Dental Hygienists’ Association (www.adha.org/kidstuff)

I Keep Myself Healthy big book/small book, p. 10

Play Food Classroom Set

Free Colgate resources may be available using the “contact us” link on the website: colgate.com
### Knowledge and Understanding

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<td>1.3  understand the importance of brushing one’s teeth and regular visits to the dentist. (continued)</td>
<td>3. Complete the activity “Can Sweets Harm Teeth?” in <em>I Keep Myself Healthy Teacher’s Guide</em>, p. 4.</td>
</tr>
<tr>
<td>1.4 identify ways to be physically active every day.</td>
<td>4. Play “Sugar Monster” Tag: For this game of tag, one child will be the sugar monster and all the others are teeth. The sugar monster wears a “decayed tooth” necklace and tries to tag the other students who are wearing “healthy tooth” necklaces. Templates for both the decayed tooth and the healthy tooth are found in appendix one. If the sugar monster is successful, a black sticker is placed on the captured child’s tooth necklace to represent sugar or plaque. Follow up by reading p.10 in <em>I Keep Myself Healthy</em> big book/small book.</td>
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<td>5. Guess Whose Smile? Using a digital camera, take a picture of each child’s best smile. Cut the photograph so that only the mouth remains. Record the name of the child on the reverse side. Give each child a template of a head and have them glue on the smile and draw the other facial features. Display the faces with the caption “Guess Whose Smile?” Caution: this may be a sensitive issue for some students.</td>
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### Cross-Curricular Links

**Link to Health**  
**Unit One**  
**Outcome 1.4**

- **Physical Education**  
  identify non-locomotor skills that contribute to improved health and an active lifestyle

### Play-Based Learning

Provide children time in the dramatic play area for role-playings in a house, doll-house, supermarket, restaurant, food bank, dental office, medical centre and optical centre.
### Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

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<tr>
<td>“Sugar Monster” Game Debrief: Discuss what can be done with the teeth that have sugar or plaque on them (stickers). A discussion on toothbrushing should ensue. Students can role play toothbrushing as they remove the stickers from their tooth necklaces.</td>
<td><strong>I Keep Myself Healthy Teacher's Guide,</strong> p. 4</td>
</tr>
<tr>
<td>Discussion points may center around oral health care, the importance of it in maintaining a lifelong healthy smile, and uniqueness of individual smiles.</td>
<td>Appendix One: tooth templates for the “Sugar Monster” Tag Game. String or yarn can be used to make the necklace.</td>
</tr>
<tr>
<td>Observation of students’ active responses to reflect their understanding of healthy and non-healthy activities.</td>
<td><strong>I Keep Myself Healthy,</strong> big book/small book, p. 12</td>
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<td><em>Catch a Brain Wave Fitness Fun</em> CD and teacher guide</td>
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<td></td>
<td>Appendix One: “Healthy and Non-healthy Activity Choices”</td>
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<td>Where available, active schools toolkits/activity bins may be used.</td>
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</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.5 identify the senses and their function.

Suggested Strategies for Learning and Teaching

1. Complete “Setting the Stage” and “Guided Instruction” on p.2 in I Learn with My Senses Teacher’s Guide.

2. For each sense, complete the following activities:
   a) Sight: play the game “I Spy”.
   b) Hearing: use Sounds at Home Listening Lotto or pre-recorded common sounds (birds chirping, dog barking, horn beeping, door bell, etc). Play the audio clips and have students guess what they are hearing. For further exploration of how we hear, complete “How Does Sound Get to My Ears?” on p. 4 in I Learn with My Senses Teacher’s Guide.
   c) Touch: prepare a non-transparent bag of items that can be identified by touch. Have students put their hand in the bag to feel the items. Once all students have had a turn, ask each student to name one item they think they can correctly identify. Encourage the use of the word “touch” in student responses. At the end of the activity, take the items out of the bag one at a time for all to see. Discuss if anyone guessed the item correctly and the physical characteristics identified by touch (i.e. texture, shape, etc.).
   d) Taste: using lunches or readily available items, and by recalling the tastes of familiar foods, have students name tastes they have experienced in food (salty, bitter, sour, sweet). If possible, taste test to make the connection with the food and the sensation. Caution: be aware of food allergies.
   e) Smell: collect a variety of items that have a scent. Have students smell each item without being able to see it. (flower, vanilla extract, cinnamon, etc). Ask students to name the item using their sense of smell. Caution: be aware of sensitivities to scent.

3. Use the gameboard, “What’s the Sense?”, found in the back flap of I Learn With My Senses big book. Match a sense card with an object on the gameboard. Students should verbally rationalize their placement of the sense card on the gameboard.
**Knowledge and Understanding**  
**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

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<td>Working with <em>I Learn With My Senses</em> big book, p. 13 and the velcro pictures found in the back flap, ask students to choose an appropriate picture to correspond to each statement.</td>
<td><em>I Learn With My Senses Teacher’s Guide</em>, p. 2</td>
</tr>
</tbody>
</table>
| Draw or select an assortment of pictures from print media to illustrate an understanding of the senses for each of the following headings:  
  - My favorite things to taste  
  - My favorite things to touch  
  - My favorite things to see  
  - My favorite things to smell  
  - My favorite things to hear  
Students may share their work using the Author’s Chair.  
The work on the senses can be incorporated into a seasonal theme book such as “I Sense Christmas”, “I Sense Fall”, etc. | *Circle Time Activities CD*, track #4: “My Five Senses” |
| Popcorn Activity: Prepare popcorn with the children and have them identify which of their senses is being engaged at various stages of preparing and eating the popcorn. | *Sounds at Home Listening Lotto* |
|  | Suggested bag items: cotton balls, spoon, straw, wool, rock, sponge, etc. |
|  | *I Learn With My Senses: big book/small book* |
|  | Foods to taste:  
  - Sour- lemon  
  - Salty- salt granules  
  - Sweet- sugar granules  
  - Bitter- cocoa powder |
|  | **Authorized Children’s Literature:**  
  **I Will Never Not Ever Eat A Tomato** |
<p>|  | Please note: Before preparing or distributing food, be aware of allergies, food restrictions, and the hazard of choking on small pieces. |</p>
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<td>Students will be expected to:</td>
<td>1. Pictures of Me: Have students bring to school, a recent picture of themselves and a baby picture. Ask students to compare how they look in each picture. Identify how they have stayed the same and how they have changed. Create a display “Look How We’ve Changed” using the photographs.</td>
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<tr>
<td>1.5 identify the senses and their function. (continued)</td>
<td>4. Sing and move to the song “My Senses” on p. 6 in I Learn with My Senses Teacher’s Guide.</td>
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<tr>
<td>1.6 identify that some aspects of individuals change and some do not.</td>
<td>5. Provide students with pictures of items or objects and have them identify which senses they use to learn about the items. For example, a student may see an apple and say that they learn about it by using their eyes to see it, their hands to touch it, their tongue to taste it, their nose to smell it and their ears to hear it crunch. or As an alternate activity, complete the “Guided Discovery” on p. 3 in I Learn With My Senses Teacher’s Guide.</td>
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<td>Cross-Curricular Links</td>
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<tr>
<td>Link to Health</td>
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<tr>
<td>Unit One</td>
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<tr>
<td>Outcome 1.6</td>
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<tr>
<td>Science</td>
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<tr>
<td>Introduction to Life Cycles</td>
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<tr>
<td>Outcome (100-3) detect consistency and pattern in objects and events and use language to describe these patterns</td>
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<tr>
<td>• recognize that a life cycle involves growth and change</td>
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<td>• recognize several human attributes that change over time</td>
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<tr>
<td>Similarities – same body parts, same senses</td>
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<tr>
<td>Differences – movement ability, height, speech, weight, hair (depending on age), size of body parts, eating experiences (bottle, glass/cup, solid food, etc.), degree of independence</td>
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<tr>
<td>2. Follow-up Activity: “How I Have Changed” Have students speak and/or write about changes they notice from when they were younger to now.</td>
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<td>3. Invite a parent to bring a baby or preschooler to the class. Have students compare themselves to the baby/preschooler and note the similarities and differences. Ask them to predict what changes will occur as the baby gets to be their age and what will stay the same.</td>
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<tr>
<td>4. Create a self-portrait corner whereby students will record their height on three occasions. At the same time a digital photo may be taken. Look for signs of growth over time in both the charts and the photos. The photos may be used to create a slide show for the end of the school year.</td>
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Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Home Connection: Create a timeline or poster using pictures to show the child's growth.

Using a picture of an older child, ask students to identify how they are different from that child and how they are alike.

Using items of baby clothing, such as a baby bootie, discuss the changes that have taken place. Students should identify the growth that has occurred.

Resources/Notes

I Learn With My Senses Teacher’s Guide:
• p. 3, “Guided Discovery”
• p. 6, “My Senses” song

Authorized Children’s Literature:
• When I Was Little by Jamie Lee Curtis

Recommended Children’s Literature:
• Froggy’s Baby Sister by Jonathan London
• Something From Nothing by Phoebe Gilman
• Big Sarah’s Little Boots by Paulette Bourgeois

“Roots Of Empathy” program, if available in your community, could be a resource to explain developmental changes in children.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

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<td>Students will be expected to:</td>
<td>5. Revisit the “Growing, Growing, Grown” activity. This activity may have been done with outcome 1.2. Therefore, this would be an opportunity to measure the students again to track their growth. Also, refer to the enrichment activity on p. 6 in the <em>Let’s Eat!</em> Teacher’s Guide.</td>
</tr>
<tr>
<td>1.6 identify that some aspects of individuals change and some do not. (continued)</td>
<td>Similarities and differences to discuss may include:</td>
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<tr>
<td></td>
<td>Similarities – same body parts, same senses</td>
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<td>Differences – movement ability, height, speech, weight, hair (depending on age), size of body parts, eating experiences (bottle, glass/cup, solid food, etc.), degree of independence</td>
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Knowledge and Understanding
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Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.1 use personal hygiene practices that contribute to a healthy body.

   Include:
   • brushing teeth at home with parent
   • washing hands before eating and after washroom use
   • sneezing in your sleeve
   • combing hair
   • using tissues to cough, sneeze and wipe nose, etc.

2.2 demonstrate the ability to make healthy food and beverage choices.

Suggested Strategies for Learning and Teaching

1. How do Germs Spread?

   Spread glitter or flour on teacher’s palms, and have him/her pretend to sneeze into their hands. Shake hands with students, thereby spreading the glitter/flour and demonstrating how germs spread. Explain that germs exist on hands and spread when we shake hands with others or touch things. That is why it’s important to wash our hands before eating or touching our mouths, noses, or eyes. Demonstrate hand washing skills using soap and warm water to remove glitter/flour, while singing the alphabet song to ensure proper washing time. This would be an opportunity to invite a public health nurse to demonstrate the use of the black light in detecting germs on hands.

2. Play-Based Learning

   Provide a prop box that includes: stuffed animals, dolls, toothbrush, dental floss, soap, towel, facecloth, facial tissues, blanket, mirror, doll clothes and baby hair brush.

Cross-Curricular Links

Link to Health

Unit One

Outcome 2.2

• Physical Education
    identify healthy food choices

1. Introduce this outcome with a discussion in which the students share their understanding of healthy food. Ask if they can give an example of a healthy food. Record all suggestions. Use Canada’s Food Guide to help children understand that the healthier foods belong to the food guide. Let students know that some foods should only be eaten occasionally. The intent is not to teach the food guide, but to introduce it and familiarize students with the types of foods included in it.

   Refer to “Guided Instruction” on p. 2 in Let’s Eat! Teacher’s Guide for alternate teaching and learning strategies.

2. Make a healthier pizza! Discuss various kinds of pizza and have students suggest healthy choice options for the crust and the toppings. Ask students to choose a crust and toppings they would be willing to try and, if possible, make it as a class. Relate the choices they have made to an earlier discussion of the food guide.
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Students demonstrate proper hand washing behaviour to remove glitter/flour while singing the alphabet song. A sample of a handwashing poster is included in appendix one.

Ask students to distinguish between healthy foods and foods to limit (sometimes foods) using the cut-outs in the back of Let’s Eat! big book or the food models. Students should associate the foods chosen as healthy foods belonging to Canada’s Food Guide.

Use paper plates, markers and food flyers to have students draw/create a healthy meal, using foods from all the food groups, or use “Make a Meal” activity on the back of Let’s Eat! big book. As an extension of this activity, students can role play the conversation between customers and servers in a restaurant. Customers may be asking the server for advice or the server may be recommending the healthier option to the customer.

Resources/Notes

I Keep Myself Healthy
- big book: pp. 3-5

Safety Teacher Resource:
- p. 6 “Germs Make Me Sick”
- p. 7 “Wash Your Hands”

Department of Health and Community Services – Sneeze in your sleeve campaign and Clean, Cover and Contain campaign

www.livesafeworksmart.net. Search “Don’t share germs, part 1 & 2”

Appendix One: “How To Wash Your Hands” brochure from NL Department of Health and Community Services

Eating Well with Canada’s Food Guide (Health Canada)

Let’s Eat:
- big book/little book
- Teacher’s Guide, p. 2

Circle Time Activities CD: Track #5: “Make a Pizza”

Play Food Classroom Set
**Outcomes**

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<td>2.2 demonstrate the ability to make healthy food and beverage choices.</td>
<td>3. Using an assortment of food models/pictures, ask students to categorize them into “Foods I should eat daily” and “Foods I should eat once in a while”.</td>
</tr>
<tr>
<td>2.3 taste familiar and unfamiliar healthy foods.</td>
<td>4. The back cover of <em>Let’s Eat!</em> big book shows a place setting for a meal. As a class, practise selecting healthy food and beverage items to make a meal. As a follow up, students can draw or use print media to make their own meal on a paper placemat. Divide the class so that breakfast, lunch, supper and snack ideas are covered. If possible, display the work in the classroom.</td>
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**Please note:** before preparing or distributing food, be aware of allergies, food restrictions, and the hazard of choking on small pieces. Notify parents/caregivers that their child will be trying new foods.

1. Discuss with students the importance of being open to trying new foods. Let them know that they often have to try a new food several times before they begin to like it. Have a variety of healthy foods (fruits and vegetables) available for students to sample. Provide an “I tried it!” award, as found in appendix one, to those who try something new.

2. Take a trip to the local grocery store or farm to explore the variety of fruits and vegetables available. Another category of food may be used if desired. (eg. bread, cheese, etc.) If possible, provide students with samples to try.

3. Fruit Surprise – ask each student to bring in a fruit (frozen, canned, bottled or fresh) and then cut/prepare the fruit to create a fruit salad. Students can share the fruit salad for a snack. If possible, view the video of the song “Fruit Salad” by *The Wiggles*.

4. Read *I Will Never Not Ever Eat a Tomato*. Ask each child to think of a food they would rather not try. Just as Charlie did in the story, create an interesting name or fact about the food and present it to the class for reaction.
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Observation of student’s ability to choose foods appropriate for each category named in the teaching and learning strategy number three.

Taste Testing Passport:
Create a passport style logbook for each student to record instances of having tried familiar and unfamiliar healthy foods. Just as you would have a passport stamped upon entering/exiting a country, students should stamp their food passport by recording the name of the food tried, the date and location of the experience. This may be an ongoing activity to allow students and their families time to use the passport. Completed passports can be shared with the class.

Resources/Notes

Play Food Classroom Set

Authorized Children’s Literature:
I Will Never Not Ever Eat a Tomato

Recommended Children’s Literature:
- Green Eggs and Ham by Dr. Seuss
- The Very Hungry Caterpillar by Eric Carle
- Growing Vegetable Soup by Lois Ehlert

Appendix One:
- “I tried it” award
- Home/School Connection: “Try It-You May Like It” (2 pages)
Outcomes

Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Students will be expected to:

2.4 make choices to be physically active every day.

Suggested Strategies for Learning and Teaching

1. With the assistance of parents/caregivers, have students track their daily activity using the “Daily Activity Checklist” in appendix one. This can be completed over a period of time (one or two weeks). Once checklists are complete, students will bring them back to school and share their after school and weekend activity choices with the class.

2. Brainstorm a list of activities that help make us healthy and strong. Have students listen to and do the actions for the song “Heart Smart, Musical Art”, track #12 on Catch a Brain Wave Fitness Fun CD. Complete the “Heart Smart” activity sheet on p. 39 of the Catch a Brain Wave Teacher’s Guide. Other movement songs may be found on the Circle Time Activities CD.

3. Group Activity: In a large circle, toss a beach ball or roll a move cube from person to person. At the teacher’s cue, the passing stops and the person with the ball/cube leads the class in the activity named or pictured closest to the child’s right thumb. The teacher may choose the variety of physical activities to include on the ball/cube. The activities can be handwritten on a beechball using a permanent marker, written on paper and taped to the ball or a move cube/ball may be readily available in classroom activity toolkits/bins. This would be an opportunity to demonstrate some new physical activities to the students.

Cross-Curricular Links

Links to Health
Unit One
Outcome 2.4

• Physical Education
  identify how movement affects the body
• explore a variety of creative movements in individual and group activities
• create a variety and combination of non-locomotor skills using a range of body joints and positions

Play-Based Learning

Provide a physical activity box for indoor or outdoor play containing skip ropes, chalk, bean bags, hula hoops, scarves, ribbons, balls, bowling pins and scoops.
### Skills and Abilities

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

### Suggestions for Assessment

Anecdotal reporting and observation of students demonstrating physical activity.

### Resources/Notes

**Appendix One:** “Daily Activity Checklist”

**CDs:**
- *Catch a Brain Wave Fitness Fun:* Track #1
- *Circle Time Activities:* Track #’s 8 and 9

To focus on the idea of choice, have students choose a physical activity that they will do after school hours such as walking, playing outside, riding a bike, etc. Students will fill out the certificate in appendix one, have it signed by a parent/caregiver and return it to the teacher to be included in a “We are Active” display.

**CDs:**
- *Catch a Brain Wave Fitness Fun:* Track #12 and 13
- *Circle Time Activities*

Items from the activity bins provided by Active Schools at the district level, where available.

www.jumpropeforheart.ca and search “Energizers for grades K-2”

**Appendix One:** “I am Active” certificate

Hopscotch at recess or lunch, indoors or out.
Atitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Students will be expected to:

3.1 assess the importance of healthy food and beverage choices and physical activity in the development of a healthy body.

3.2 recognize the importance of the role of a dentist and parents/caregivers in oral health.

3.3 assess personal hygiene habits that promote health.

Suggested Strategies for Learning and Teaching

1. “Healthy Food and Activities” collage: Cut and paste pictures of healthy food and activities from flyers and magazines to create a collage. Use or adapt the template found in appendix one.

2. Have students perform a puppet play in which the characters choose healthy foods and activities. For example:
   - There are two friends, one wants to go outside to play and the other one wants to watch his favourite TV show. Role play their conversation.
   - OR
   - At snack time, two friends decide what they would like to have for a snack. The friend choosing a healthy snack will give reasons for the choice and persuade the friend to share in it as well.

Cross-Curricular Links

Link to Health

Unit One

Outcome 3.1

- Physical Education
  identify how movement affects the body

Physical Education

identify how movement affects the body

Have a discussion about who helps children take care of their teeth. Focus on how these people (parents, dentists, hygienists, etc.) help children take care of their teeth.

Discussion points may include:

- Who helps: parents/caregivers, dentists, and hygienists
- How do they help: Parents/caregivers - help brush teeth at least once a day, take them to the dentist, help them choose nutritious foods. Dentists – provide check-ups, cleaning, fluoride treatment, and fill cavities.

Through discussion, students will plan a morning and bedtime routine that reflects personal hygiene habits and their contribution to good health. Teachers may provide a sample checklist such as the one included in appendix one “My Checklist for Daily Hygiene Practices” for use at home.
UNIT ONE: ALL ABOUT ME: HEALTHY BODY, BODY AWARENESS

Attitudes and Behaviours
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Resources/Notes

Pictures from magazines

Appendix One: “Healthy Food and Activities Collage” (2 pages)

I Keep Myself Healthy
• big book/little book: p. 10
• Teacher's Guide:
  p. 4: “Can Sweets Harm My Teeth?”
  p. 5: “What’s the best Way to Brush Teeth?”

People In My Neighbourhood
learning cards: picture of the dentist and his/her tools.

Appendix One: “My Checklist for Daily Hygiene Practices”

Recommended Children’s Literature:
Big Smelly Bear by Britta Teckentrup

Bear Goes Home: Read the selection Big Smelly Bear by Britta Teckentrup. Write a journal entry from the perspective of a bear who takes turns going home with each student. The bear writes about the bedtime routine and the hygiene practices associated with his stay. Each student, upon their return to school, reads aloud the journal entry.

Make a class chart of common hygiene practices that make up the morning and bedtime routines.
Unit Two
Healthy Mind and Feelings
Specific Curriculum Outcomes
9 weeks
Unit Two
All About Me: Healthy Mind and Feelings

Knowledge and Understanding

Students will be expected to:
1. recognize that individual traits and talents make each person special.
2. understand that each person experiences a variety of feelings.
3. understand that one’s interaction/play affects one’s feelings and those of others.

Skills and Abilities

Students will be expected to:
1. demonstrate that characteristics make individuals special.
2. differentiate the feelings that each person experiences.

Attitudes and Behaviours

Students will be expected to:
1. assess personal traits and talents that make one special.
2. examine personal interactions with others and how they make others feel.

The outcomes in this unit revolve around the promotion of a healthy mind and dealing with feelings. The concepts that are the focus of this unit are that every individual is special, has and deals with feelings, and interacts with people. The outcomes may be grouped in the following manner:

Being Special: outcome 1.1 can be followed by 2.1 and 3.1
Feelings: outcome 1.2 can be followed by 2.2
Interactions: outcome 1.2 can be followed by 3.1
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.1 recognize that individual traits and talents make each person special.

Suggested Strategies for Learning and Teaching

1. Show and Tell

In large group discussion, brainstorm talents that make each child special. Encourage each student to bring in a photo or object which represents their talent. For example, if a child is a talented soccer player, he/she may want to bring in a pair of cleats, soccer uniform, or team photo. As students deliver their presentations, personal effects should be added to the display showing the uniqueness of each child.

2. Self Portrait

Introduce this activity with a reading of My Dog is as Smelly as Dirty Socks by Hanoch Piven. Then ask students to draw, paint or create a representation of how they see themselves. Students can write their name on the bottom of the portrait. If the teacher chooses, the meaning of the name can be provided or the parent(s)/guardian(s) can provide information about how the name was chosen. The portraits can be kept so that later in the year, this activity can be repeated to highlight the growth that has occurred since the first portrait.

3. Pair students and ask each student to represent each other's uniqueness in a drawing or painting. Using completed artwork, students will present the portrait they have created and identify at least one trait or talent which makes that person special.

Note: The teacher should model a drawing session focusing on shape of face, eye colour, hair style and colour, skin tone, freckles, glasses and describe a trait or talent which makes that person special.

4. Scrapbooking

Give each child a scrapbooking page to create a collage that depicts traits and talents that make them special. The collage will have a picture of themselves, their name designed creatively using a medium other than pencil or markers, representations of things they like to do, eat, etc.

5. A Book About __________.

Have the class brainstorm a list of words/phrases that would describe how they are special. Use this list as a bank to choose from when completing a template for each child. Every child creates a page about the same child in the class using the template provided in the appendix, “_____ thinks _____ is _____. “ The first blank records the writer's name, the second and third blanks record the name of the child being written about and something about him/her. The writer then draws a picture of the child being written about. When all the students have completed the activity, the sheets can be compiled into a book about one student.

Cross-Curricular Links

Links to Health

Unit Two

Outcome 1.1

- Social Studies
  Unit 1: Identity
  Outcome K.1.1
  - identify characteristics about themselves that make them unique and special persons
  - develop an awareness that all individuals have characteristics that make them unique and special

- Religion
  Outcome 4.1
  demonstrate awareness that celebrations are one way to recognize how people are similar and unique

Unit Two

Outcome 1.1

• identify characteristics about themselves that make them unique and special persons
• develop an awareness that all individuals have characteristics that make them unique and special
**Knowledge and Understanding**

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

### Suggestions for Assessment

**Show and Tell**
From the show and tell display, select an item or photo belonging to a student. Ask the class to identify traits and/or talents of that person and how they make him/her special.

Each student presents their self portrait to the class and explains the traits that make them special.

**My Name is Special:** Students will ask at home, the particulars about how their name was chosen. This can be reported orally or in print format such as a poster.

### Resources/Notes

**Authorized Children’s Literature:**
- *My Dog is as Smelly as Dirty Socks*

**Write Traits Kindergarten**
- Resource: Lesson One: “Can You Picture It?”

**Kindergarten Religion Resource:**
- *Celebrations!*: “My Name is a Gift - Aqiqah”

Provide each pair of students with painting supplies, such as an art easel, stool, water colours, brushes, art aprons and art paper to complete a portrait of each other. Mirrors may be used.

**Beautiful Stuff** by Cathy Weisman Topal and Lella Gandini

Art supplies: paper, stamps, foam letters, glue, glitter, yarn, wallpaper for backgrounds, etc.

**Appendix Two:** Template “ ______ thinks ______ is ______.”
## Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

### Outcomes

*Students will be expected to:*

1.2 understand that each person experiences a variety of feelings.

### Suggested Strategies for Learning and Teaching

1. As a group, brainstorm a variety of emotions: happy, excited, bored, afraid, worried, angry, sad and disappointed. Use *Emotions Photographic Learning Cards* to discuss what the children in the pictures may be feeling.

2. Display a selection of *Emotions Photographic Learning Cards.* Discuss situations which may illicit varying emotions. For example: attending/ giving parties, going to the store and not getting an item you want, having nothing to do, being left out of an activity, getting on the school bus for the first time, interacting with older students, going to assemblies/concerts, etc. Students may select the picture card(s) they believe match(es) the scenario and explain their choice(s).

3. Using a digital camera, take pictures of students demonstrating body language and facial expressions that depict various emotions. These pictures can be used to make a booklet of emotions or a slide show.

4. Use the song, “If You’re Happy and You Know It” to correlate body language and facial expressions with emotion words.

5. Create a classroom book of feeling words. Teachers may use cameras within their classrooms to capture emotions associated with situations such as receiving a gift, having a favourite toy broken, wanting a toy someone else has, playing in the snow, playing in a physical education class, singing a song, someone sneaking up behind you, being on stage, etc. The pictures may be captured in real life situations or in role play.

6. Use the poem “I’m Very Happy to be Me” to focus on the emotion of being happy/content. This poem and others like it may be found at www.canteach.ca.

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**I’m Very Happy to be Me**

_______ is my hair,
_______ are my eyes.
I’m _______ years old,
I’m just the right size.
My name is _______
And as you can see,
I’m very happy to be me!
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Students will demonstrate appropriate facial expression and/or body language for a given situation. For example, during the reading of a selection of children's literature, the teacher may pause at intervals to gauge the students understanding of how the character's feelings are changing during the story.

Ask students to use a digital photo which shows themselves experiencing a specific feeling to complete the sentence “I feel _______ when____________.” On a sheet of paper, tape the photo at the top of the page with the statement underneath it.

Observe student placement of pictures to support text in the classroom book of feeling words.

Resources/Notes

Emotions Photographic Learning Cards

Circle Time Activities: Track #14 “Happy”

Authorized Children’s Literature: Harriet, You'll Drive Me Wild

Recommended Children’s Literature:
- I Like Myself by Karen Beaumont
- Sophie Gets Angry by Molly Bang
- How I Feel Angry by Marcia Leonard
- I Am Too Absolutely Small for School by Lauren Child
- Chrysanthemum by Kevin Henkes
- The Way I Feel by Janan Cain
- Bear Feels Scared by Karma Wilson
- Scaredy Squirrel by Melanie Watt
- The Way I Feel series

Newfoundland & Labrador Public Libraries: Tumble Books available at www.nlpl.ca
www.canteach.ca
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.3 understand that one's interaction/play affects one's feelings and those of others.

Suggested Strategies for Learning and Teaching

1. Use literature to generate a discussion about one's behaviour affecting the feelings of others and how people may react differently to the same situation. For example: conflict, getting lost, being left out, giving a gift, sharing a toy, inviting someone to play, etc. Ask students to discuss a situation in which their behaviour affected another person's feelings. Track #6, “Manners” on the Circle Time Activities CD may be used to discuss how using or not using manners affects others.

2. Brainstorm strategies to deal with negative feelings, such as anger, rejection, etc. The students will role play or use puppets in demonstrating one of the strategies for the class. Students and/or teacher may generate possible scenarios to role play.

Possible strategies for dealing with negative feelings are:

- Take five deep breaths
- Walk away
- Tell how you feel (use your words)
- Talk to an adult to seek advice
- Self-talk (tell yourself “I can handle this”, “I’m O.K.”)
- Draw a picture or write about how you feel.

As an extension to this activity, students may use puppets to role play how to solve a problem.

Play-Based Learning

Provide children time to interact and play in various learning areas. Encourage sharing and co-operation with one another.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 1.3

- Social Studies
  Unit 1: Identity
  Outcome K.1.4
  - identify and practice skills that would help them resolve conflict

- Religion
  Outcome 5.1
  identify appropriate ways to express feelings

- Physical Education
demonstrate the ability to cooperate and work with others while respecting individual differences

demonstrate concern for the safety of self, others and surrounding environment
### Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

### Suggestions for Assessment

- Observe student’s comments during discussion about behavior and its relation to feelings.

- Discuss how students felt having used one of the strategies as a means of dealing with negative feelings.

- Teachers can make note of students using these strategies during play time.

### Resources/Notes

- **Circle Time Activities CD:** Track #6, “Manners”

- **Emotions Photographic Learning Cards**

- Refer to [www.peacefulschoolsinternational.com](http://www.peacefulschoolsinternational.com) for anti-bullying messages/resources.

- If available at your school, use cards from Second Steps Program.

- Puppets from the Kindergarten Religion resources may be used.

- **Authorized Children’s Literature:**
  - The Tale of Sir Dragon
  - The Recess Queen
  - The Worst Best Friend

- **Recommended Children’s Literature:**
  - I Was So Mad by Mercer Mayer
  - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
  - In Kindergarten We Share Everything by Robert Munsch
  - Trevor and the Bully by Tia Morris and Geoffrey Hoffe
**Outcomes**

**Students will be expected to:**

1. **Skills and Abilities**
   
   **GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

2. Create individual “I Am Special” booklets using the template provided in appendix two. Students will present and display their books upon completion. This may be incorporated into “Student of the Week” activities throughout the year.

1. **Read a story and discuss attributes that make individuals special.**
   
   **Draw a picture displaying at least one attribute that makes them special.**

2. **1. demonstrate that characteristics make individuals special.**
   
   **2.2 differentiates the feelings that each person experiences (e.g., happiness, sadness, fear, anger).**

**Suggested Strategies for Learning and Teaching**

1. Read a story and discuss attributes that make individuals special. Draw a picture displaying at least one attribute that makes them special.

2. Create individual “I Am Special” booklets using the template provided in appendix two. Students will present and display their books upon completion. This may be incorporated into “Student of the Week” activities throughout the year.

**Cross-Curricular Links**

**Links to Health**

**Unit Two**

**Outcome 2.1**

- **Social Studies**
  
  **Unit 1: Identity**
  
  **Outcome K.1.1**
  
  - identify characteristics about themselves that make them unique and special persons
  
  - develop an awareness that all individuals have characteristics that make them unique and special

- **Religion**
  
  **Outcome 4.1**
  
  know that celebrations are one way to recognize how people are similar and unique

**Outcome 2.2**

- **Social Studies**
  
  **Unit 1: Identity**
  
  **Outcome K.1.3**
  
  - identify positive and negative feelings associated with belonging or wanting to belong to a group

- **Religion**
  
  **Outcome 5.1**
  
  identify appropriate ways to express feelings

1. **Use Emotions Photographic Learning Cards** to identify various emotions and corresponding facial expressions and body language. Shuffle the cards and put them face down. Have a child choose a card and act out that emotion. Classmates will guess the emotion the student portrayed. Repeat until every student has had the opportunity to express an emotion.

2. As a group, identify, discuss and model how different emotions are expressed. Many emotions may need to be modelled by the teacher to encourage student participation. As the teacher identifies an emotion, children should be encouraged to demonstrate how they would express that emotion through body language and facial expressions. Once the students are comfortable with expressing an emotion they could be asked to guess the feeling being demonstrated by other students in specific situations. For example: having a surprise given to them, visiting a friend’s house, moving to a new school, someone taking your toy without asking, being unable to button your pants in the school washroom, a dog chasing you, it starts to snow, a drink spills in your book bag, etc..

3. Two students will model feelings experienced in a pretend game. The game will require students to react to various situations by displaying facial and body gestures. Classmates will identify the feelings and determine if the feelings of the two students are the same when holding a hamster, holding a spider, finding a hair in your soup, biting an egg shell in your sandwich, eating a sour candy, throwing rocks in the ocean, sleeping at your friend’s house, wasting spaghetti on your shirt, etc..
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Monitor student contributions to large group discussion and completion of individual picture with oral explanation.

Complete an “I Am Special” individual booklet and oral presentation. Suggested criteria may include, an introduction of themselves, naming a physical characteristic, naming a sport or activity that they like, identifying something that makes them unique, etc..

Evaluate the response of the student who is responding to the role play to ensure an accurate identification of emotion. For the student who is modelling the emotion, evaluate the facial expressions and body gestures.

Role play
Display facial expressions and body gestures depicting personal feelings toward various situations.
Assess if the child observing the demonstration is able to identify the feeling portrayed.

Observe the responses of students as they identify and determine if the feelings are the same or different.

<table>
<thead>
<tr>
<th>Resources/Notes</th>
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<tbody>
<tr>
<td>Authorized Children’s Literature: I’m Sorry</td>
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<tr>
<td>Recommended Children’s Literature: You Are Special by Max Lucado</td>
</tr>
<tr>
<td>Appendix Two: “I am Special” booklet template</td>
</tr>
<tr>
<td>Emotions Photographic Learning Cards</td>
</tr>
</tbody>
</table>
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

3.1 assess personal traits and talents that make one special.

Suggested Strategies for Learning and Teaching

1. During circle time, ask each student to complete the open ended statement “I am special because...” . Students may identify at least one physical trait or talent.

2. Read A Rainbow of Friends by P.K. Hallinan. Brainstorm a list of possible traits, talents, or unique aspects of people. This list may include someone who is a runner, singer, dancer, artist, has a wheelchair, wears glasses, loves books, diabetic, etc.) Once the list is complete, ask children to associate themselves with one or more traits/talents on the list by writing or placing name alongside the trait/talent.

3. Trait Plates: The finished product for this activity is a flower made of a paper plate with a picture of a student in the center. The outer edge of the plate will have paper petals with positive comments about the student that have been written by the others in the class/group. Room should be left for each student to add their best trait to their own plate. The teacher may choose the process most effective for the class.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 3.1

- Social Studies
  Unit 1: Identity
  Outcome K.1.1
  - identify characteristics about themselves that make them unique and special persons
  - develop an awareness that all individuals have characteristics that make them unique and special

- Social Studies
  Unit 2: Roots
  Outcome K.2.3
  - demonstrate an understanding of the importance of showing respect for others’ traditions, rituals, and celebrations

- Religion
  Outcome 4.1
  know that celebrations are one way to recognize how people are similar and unique
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Circle Time
Students should be able to identify at least one trait or talent that is special about themselves.

Examine the finished flowers and the comments that were made. Ask each child to discuss how it made them feel to receive comments from their classmates.

Resources/Notes

Authorized Children’s Literature:
- A Rainbow of Friends
- Whoever You Are
- The Worst Best Friend
- The Recess Queen

Recommended Children’s Literature:
- Trevor and the Bully by Tia Morris and Geoffrey Hoffe
- Do Unto Otters by Laurie Keller
- My Best Friend by Pat Hutchins
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

3.2 examine personal interactions with others and how they make others feel.

Suggested Strategies for Learning and Teaching

1. Read a story such as The Worst Best Friend and discuss how the interactions of the characters affect others. The teacher may interject throughout the reading of the story with questions to prompt discussion of the actions of the characters and how they made other characters feel.

Cross-Curricular Links

Links to Health
Unit Two
Outcome 3.2

- Social Studies
  Unit 1: Identity
  Outcome K.1.3
  - identify positive and negative feelings associated with belonging or wanting to belong to a group

- Physical Education
  demonstrate the ability to cooperate and work with others while respecting individual differences
  - demonstrate concern for the safety of self, others and surrounding environment
  - demonstrate an understanding of the effectiveness of group cooperation
Attitudes and Behaviors
GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Resources/Notes

Authorized Children’s Literature:
- A Rainbow of Friends
- Whoever You Are
- The Worst Best Friend
- The Recess Queen

Recommended Children’s Literature:
- Trevor and the Bully by Tia Morris and Geoffrey Hoffe
- Do Unto Otters by Laurie Keller
- My Best Friend by Pat Hutchins
Unit Three
All Around Me: My Family, Friends & Community
Specific Curriculum Outcomes
8 Weeks
Unit Three
All Around Me: My Family, Friends & Community

Knowledge and Understanding

Students will be able to:
1. understand that we are all members of a family.
2. understand that friends share appropriately and play cooperatively.
3. know some community workers and how they help us.

Skills and Abilities

Students will be able to:
1. demonstrate cooperative sharing and playing.
2. demonstrate respect for others.

Attitudes and Behaviors

Students will be able to:
1. examine personal acceptance of differences in people.
2. recognize that cooperating and respecting others contributes to the overall health of self and others.

This unit examines the sharing and cooperation involved in being a family member and a friend. Integral to both, is respect for self and others. These concepts are applied to being a member of the larger community as well. The outcomes can be delivered as follows:

Family and Community: outcome 1.1 can be followed by 1.3
Sharing and Cooperating: outcome 1.2 and 2.1 can be followed by 3.2
Respect: outcome 2.2 can be followed by 3.1
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Suggested Strategies for Learning and Teaching

1. “Who’s in your family?”
Ask students this question and record on chart paper the members that make up student families. Through the discussion, the students may discover that each person may use a different name to refer to the same family member such as:
- Mother, Mom, Mommy, Step-Mom
- Father, Dad, Step-Dad
- Grandmother, Nan, Nana, Granny
- Grandfather, Pop, Poppy, Grand-dad
Then discuss the various combinations of family structures.

2. Read a literature selection from the authorized children’s literature list in column four. Discuss the different family structures described within the story and the similarities to their own family structure. As a follow up, complete the activity, “Look Who’s in My Family” found in appendix three.

3. Students may bring in a family photo or draw a picture of their family. Use the photograph or drawing to identify the family members and the uniqueness of each family structure. Using the photo or the drawing, one or more of the following may be completed:
- Create a bulletin board display of family photographs/drawings that showcases each family.
- Present picture(s) or drawing to the class as a “Show and Tell” activity.
- Complete a scrapbook page “My Family Together”. The pages may be used to create a “quilt” bulletin board display.
- Record what is happening in the family photo or drawing.

4. Create a family album that depicts family structure. These albums can be completed at home, in school or some combination of both and may be presented to the class. Children may use an exercise book, a journal, a photo album or a scrapbook. The photos and information contained in the album should be relevant to the child and include dates and names of people and places. In the presentation to the class, he/she should be able to independently discuss the photos and the journal entry. The length of the album should be kept to a maximum of five pages.

Cross-Curricular Links

Link to Health
Unit Three
Outcome 1.1

- Social Studies
  Unit 2: Roots
  Outcome K.2.1
- Identify the important people that they consider as members of their family and extended family.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Students will draw a picture representing their family structure.

Complete a family tree with a leaf to represent each person in the family. Students should record the name of each family member on the leaves and may also include a photo or drawing next to the family members name.

Some variations of this project include:
• Trace the student’s hand and forearm to create the tree and attach leaves to the fingers which represent the branches.
• Use a real tree branch to hang pictures and names of family members. Place the branch in a container or pot with rocks to hold it in place. Trees may be displayed around the classroom.

Oral Presentation:
Students will present their representation of family to the class and identify family members.

Resources/Notes

Discussions about family composition may be sensitive for some students.

Authorized Children’s Literature:
• The Family Book
• Who’s in a Family?
• Fred Stays With Me

Recommended Children’s Literature:
• Is Your Mama a Llama? by Deborah Guarino
• Who’s Mouse Are You? by Robert Kraus
• Have You Seen My Duckling? by Nancy Tafuri
• Clifford’s Family by Norman Bridwell
• The Patchwork Quilt by Valerie Flournoy

Online videos from www.sesamestreet.org (search “family”)

Appendix Three:
• sample letter to parents for family album project
• “Look Who’s in My Family”
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.2 understand that friends share appropriately and play cooperatively.

Suggested Strategies for Learning and Teaching

1. Read and discuss children’s literature selections such as A Rainbow of Friends, The Worst Best Friend, or I’m Sorry. Discuss how the characters demonstrate sharing, trading, taking turns and playing cooperatively.

2. Brainstorm and record things we should do and things we should say in order to share and play cooperatively.

3. Teachers will model appropriate sharing. Include items that are appropriate for sharing and items that are inappropriate for sharing such as eating utensils or a hairbrush. Students may work in groups to develop their own role play scenarios to present to the class.

4. Teachers will use explicit statements and/or rewards to recognize the cooperative and sharing behaviours of students and to help them internalize the desire to share and play cooperatively. This may be ongoing throughout the year, and possibly incorporated into school initiatives to support positive behaviors. The following ideas may be used to reinforce these behaviors:
   - Positive Notes: the teacher may write and post the positive comments made by students throughout the day. The students’ names can be written by their comments.
   - Positive Pennies: the teacher may add a penny to a jar each time a positive comment or behavior is demonstrated by a student. A class reward is given when the jar is full.
   - Positive Pan Balance Scale: using a pan balance scale labelled with a happy face on one side and a sad face on the other, encourage students to demonstrate sharing and cooperative play by adding a paper clip to the happy face side each time these behaviors are observed or experienced. The class goal is to have the positive behaviors outweigh the behaviors that make them feel sad.

Cross-Curricular Links

Links to Health

Unit Three
Outcome 1.2

- Social Studies
  Unit 1: Identity
  Outcomes K.1.3
  - identify positive and negative feelings associated with belonging or wanting to belong to a group

Outcome K.1.4
- identify and practice skills that would help them resolve conflict
- Physical Education
demonstrate respect for the personal space of others
- Physical Education
demonstrate an understanding of the effectiveness of group cooperation
**Knowledge and Understanding**

**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.**

## Suggestions for Assessment

Read a selection of children's literature. Using teacher guided questions, monitor the students' ability to identify examples of sharing and cooperative play in the selection.

Observe student participation in the discussion and their examples of ways to share and cooperate. Student responses during discussion should reflect an understanding of sharing, turn taking, trading and/or other fair play interactions.

## Resources/Notes

**Authorized Children's Literature:**
- *A Rainbow of Friends*
- *I'm Sorry*
- *The Worst Best Friend*
- *The Recess Queen*

**Recommended Children's Literature:**
- *We Share Everything* by Robert Munsch
- *Dear Daisy, Get Well Soon* by Maggie Smith
- *Jessica* by Kevin Henkes
- *Knuffle Bunny Too* by Mo Willems
- *The Very Cranky Bear* by Nick Bland

*Cards from the Second Steps Program, if available*

*People in My Neighbourhood Photographic Learning Cards*
### Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 know some community workers and how they help us.</td>
<td>1. Brainstorm a list of community workers and the tools and objects related to their jobs. Some parents may be community workers and students may share their knowledge of how they help in the community. Note that both men and women can work at any job. Use the <em>People in My Neighbourhood Photographic Learning Cards</em> and conceal either the right or left hand side of the card. Ask students to either guess the worker when the tools/related items are visible or guess the tools/related items when the worker is visible.</td>
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<td></td>
<td>2. Guest Speaker/Field Trip: Invite a community worker(s) to speak to the class about what they do in the community and how they can help. Examples of community workers include, but are not limited to: teachers, parents, nurses, doctors, police, school patrols, firefighters, farmers, fisherpersons and volunteers.</td>
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<tr>
<td></td>
<td>3. Using <em>People in My Neighbourhood Photographic Learning Cards</em>, ask students to give examples of situations where these workers may help us. AND/OR Show pictures of community workers and read a scenario that requires help from a community worker. Given a scenario and a selection of pictures, ask students to identify the worker from whom they would seek help.</td>
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<tr>
<td></td>
<td>4. Provide prop boxes for individual community helpers or occupations of interest to the students. They may include items such as costumes, books, tools, posters, and objects related to the job. Students will select items from the prop box and use them for dramatic play. As part of a home project, students may bring in items of interest to them to contribute to the creation of prop boxes. To avoid duplication of prop box items students may be grouped according to community helpers.</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

**Link to Health**

- **Unit Three**
  - **Outcome 1.3**
    - Social Studies
      - **Unit 1: Identity**
        - **Outcome K.1.3**
        - Develop an awareness that groups form for a variety of reasons and have a variety of purposes
## Knowledge and Understanding

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

### Suggestions for Assessment

Matching Activity: Using pictures, match community workers with the tools they use in the job they do in the community. Once a correct match is made, the student should explain how the worker helps us in the community.

Draw a picture of a community worker helping us in the community.

Given a scenario, students will select a community worker to match a situation provide a rationale for their choice.

### Resources/Notes

- Online Videos can be found at: www.sesamestreet.org, search “neighbourhood”

- *People in My Neighbourhood*

- *Photographic Learning Cards*

- Appendix Three: scenarios about community helpers

- Prop box ideas to enhance dramatic play can be found at www.alphabet-soup.net/articles/article13.html
Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.1 demonstrate cooperative sharing and playing.

Suggested Strategies for Learning and Teaching

1. Ask students to give specific examples of play with friends that is fun. Discuss what made it fun and why you have fun with your friends (e.g. talking, laughing, sharing, turn taking, playing fairly, etc.). This would be an opportunity to emphasize key concepts such as the anti-bullying message, positive energy, safe play and manners.

2. Students will use a classroom toy or teachers will ask 4-5 students to bring in a group game/toy to model cooperative sharing and play. During this time the teacher will positively reinforce these skills with explicit statements and/or rewards to help children internalize these positive behaviours.

3. Use centers that require students to play cooperatively. Examples of centers are: building a block tower, drawing or painting a picture together, sharing a book, playing Chutes and Ladders or another game, using attribute/pattern blocks or links, playing at a home center using food models and dramatic play props, putting a puzzle together, etc.. The students will rotate through the centers and change partners for each activity. They will need to cooperate to decide how to best use the materials. The teacher will be observing how well they play, and listening for appropriate social language.

4. Print the chorus of “Manners - Getting Along With Others” from the CD Circle Time Activities. Highlight the words; please, thank you and excuse me. Play the song and encourage the children to sing along and do actions where appropriate. Teachers may extend this activity by having students suggest additional examples of when and how to say please, excuse me and thank you. Select and read a piece of children's literature from the list in column four, and then discuss the use of polite language such as please, thank you, may I…, when you are finished…, would you like …, I am sorry... etc..

5. Students will role play various situations in which they use polite language and behaviour. Possible scenarios include: joining play, wanting a toy with which someone else is playing, introducing a friend/yourselves, apologizing for something, receiving a gift, inviting someone to join in your play, etc..

Cross-Curricular Links

Links to Health
Unit Three
Outcome 2.1

• Social Studies
  Unit 1: Identity
  Outcome K.1.4
  • identify and practice skills that would help them resolve conflict

• Physical Education
demonstrate an understanding of the effectiveness of group cooperation
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Student responses during discussion should reflect an understanding of sharing, trading, turn taking and other fair play interactions. Teachers may follow up with a written or oral response to the statement “I like to play __________ with friends who ____________________________ ____________.”

Observation of cooperative play and use of appropriate social language. Students will be observed sharing, trading and turn taking.

Resources/Notes

Circle Time Activities CD: track #6, “Manners - Getting Along With Others

Authorized Children’s Literature:
• A Rainbow of Friends
• The Worst Best Friend
• The Recess Queen

Recommended Children’s Literature:
• We Share Everything by Robert Munch
• Franklin’s Bad Day by P. Bourgeois
• Cuddly Dudley by Jez Alborough
• Let’s Talk About Fighting by J. Berry
• Chicken, Pig, Cow by Ruth Ohi
• Jungle Bullies by Steven Kroll
• Chester and the Big Bad Bully by Audrey Penn
• Howard B. Wigglebottom Learns About Bullies by Howard Binkow and Susan Cornelison
**Skills and Abilities**

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

### Outcomes

**Students will be expected to:**

2.2 demonstrate respect for others.

Include the following:

- respecting work and storage space of self and others
- keeping hands, feet and objects to self
- using polite language

### Suggested Strategies for Learning and Teaching

1. Personal work and storage space: Students will take care of and organize their belongings and classroom materials in an orderly manner.

2. Role play respect for others by:
   - asking permission to borrow items belonging to other people and returning them to the appropriate place
   - taking turns
   - being polite with words and actions
   - keeping hands, feet and objects to self

3. Showing respect in a conversation:
   - Students will think of their favourite TV show and on the count of three everyone will tell about the show and why they like it. This will create a very noisy environment making it difficult to share and hear ideas. Use a familiar quiet signal to get students attention. Once students stop talking ask:
     - could you hear others’ ideas?
     - did the others hear your ideas?
     - how did you feel?
   - Then discuss ways to listen and share effectively. Explain that readiness to listen means that students should be looking at and listening to the speaker while keeping hands and feet to themselves and their voices silent. Use effective listening and sharing skills to have students converse about their favourite television show.

4. Interrupting a conversation:
   - Model how to politely interrupt a conversation by raising your hand, waiting for eye contact or a pause in the conversation or saying “excuse me”. Students will need to be able to differentiate an emergency (i.e. having to use the washroom, going to get sick, etc.) from a non-emergency situation. In an emergency situation a student should not wait, but say “excuse me” and then verbalize the urgent reason for interrupting. For example “Excuse me. I feel sick!” Otherwise, the student should wait for an appropriate time to interrupt.

5. Asking and Speaking Polite ly:
   - Role play how to politely ask to borrow a crayon, use a toy belonging to another student, use the washroom, go to a friend’s house, speak to an adult, ask for assistance, etc..
   - Practice how to apologize by saying sorry when we are wrong, and saying “I forgive you” to others.
   - Practice problem solving with peers in social situations, which results in a positive solution to tattling.

### Cross-Curricular Links

Links to Health
Unit Three
Outcome 2.2

- **Social Studies**
  Unit 1: Identity
  Outcomes K.1.4
  - develop an awareness of rules and why they are made
  - identify and practice skills that would help them resolve conflict

- **Physical Education**
  demonstrate the ability to cooperate and work with others while respecting individual differences

- **Physical Education**
  demonstrate respect for the personal space of others

- **Physical Education**
  demonstrate concern for the safety of self, others and surrounding environment
**Skills and Abilities**

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

### Suggestions for Assessment

Observe students as they demonstrate organizational skills that show respect within the school setting such as hanging up their coat, tidying up after snack time, putting materials/items away after use, keeping belongings in an assigned area, etc..

Teacher observation of daily student interactions.

### Resources/Notes

If available, Second Steps program: listening game from Lesson 1

Write Traits Kindergarten, Lesson 28: “Thank-You”

**Authorized Children’s Literature:**
- *I’m Sorry*
- *A Rainbow of Friends*

**Recommended Children’s Literature:**
- *No, David* by David Shannon
- *Will I Have a Friend?* by Miriam Cohen
- *A New Boy in Kindergarten* by J. B. Moncure
- *Do You Want To Be My Friend?* by Eric Carle
- *Making Friends* by F. Rogers
- *Franklin’s New Friend* by P. Bourgeois
- *Little Polar Bear Finds a Friend* by H. de Beer
- *The New Friend* by Charlotte Zolotow
- *I am Respectful* by Mary Elizabeth Salzmann
- *Jungle Bullies* by Steven Kroll
Outcomes

Students will be expected to:

3.1 examine personal acceptance of differences in people.

Suggested Strategies for Learning and Teaching

Use a children’s literature selection to prompt a discussion of how people are alike/different. People may speak different languages, have physical differences, play different games, eat different foods, wear different clothes, have different religious beliefs, etc. When discussing the literature, emphasize how the characters’ words and actions demonstrate an acceptance of differences. For example, this would be an excellent opportunity to showcase stories that expose students to different cultures and peoples. Learning about differences encourages acceptance.

The story discussion should get students to think beyond physical traits to such things as religious beliefs, race, family systems, language. Questions may focus on students and how they would feel if they were treated differently than others. What can students do or say to include others?

Cross-Curricular Links

Links to Health

Unit Three

Outcome 3.1

- **Social Studies**
  Unit 2: Roots
  Outcome K.2.3
  demonstrate an understanding of the importance of showing respect for others’ traditions, rituals, and celebrations

- **Religion**
  Outcome 4.1
  demonstrate awareness that celebrations are one way to recognize how people are similar and unique

- **Physical Education**
  demonstrate the ability to cooperate and work with others while respecting individual differences

- discuss fairplay principles in relation to individual differences in performance
**Attitudes and Behaviours**

**GCO 3:** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

### Suggestions for Assessment

Write a journal entry about a time when you included another person in your play or social group. Draw a picture of how you both felt as a result.

In a journal, complete the following statements by drawing and/or writing:

- I am different and unique because ____________________.
- I am the same because ________________________________.

### Resources/Notes

**Authorized Children’s Literature:**
- **Whoever You Are**
- **A Rainbow of Friends**

**Recommended Children’s Literature:**
- **Come Over to My House** by Dr. Seuss
- **A Snowy Day** by Ezra Jack Keats
### Specific Curriculum Outcomes

**Attitudes and Behaviours**

**GCO 3**: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

### Outcomes

Students will be expected to:

<table>
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<th>3.2</th>
<th>recognize that cooperating and respecting others contributes to the overall health of self and others.</th>
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</thead>
</table>

Benefits to overall health include:

- self confidence
- self concept
- emotional health
- inclusion

### Suggested Strategies for Learning and Teaching

1. Draw attention to specific play interactions such as sharing, including a friend, showing respect, using kind words, etc. Ask students to think about how they felt during these play interactions. Students may recall activities completed with outcome 2.1 and 2.2 in this unit.

2. Use children’s literature to generate a discussion on what cooperative and respectful behaviour looks and feels like.

### Cross-Curricular Links

**Links to Health**

- **Unit Three**
- **Outcome 3.2**

- Physical Education
  - demonstrate respect for the personal space of others
### Attitudes and Behaviours

**GCO 3:** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

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<td>• I’m Wendy Blair, Not a Chair by Carolyn MacDiarmia</td>
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Unit Four
All Around Me: My Environment
Specific Curriculum Outcomes
9 Weeks
Unit Four
All Around Me: My Environment

Knowledge and Understanding
Students will be expected to:
1. understand that some products commonly found in homes may be harmful if ingested, touched or smelled.
2. identify the environmental benefits of recycling.
3. identify appropriate safety practices in, on or around motorized and non-motorized vehicles.
4. recognize safe outdoor play environments.
5. identify appropriate safety practices in the event of a fire.

Skills and Abilities
Students will be expected to:
1. practise appropriate recycling.
2. apply methods of obtaining assistance from reliable sources in an emergency situation.
3. demonstrate safe practices in play environments.
4. practise appropriate fire safety procedures.

Attitudes and Behaviours
Students will be expected to:
1. examine and apply recycling practices at home, in school and in the community.

The topics in this unit deal with the environment; our protection of it and how to be safe in it. Recycling contributes to the protection of our environment and the safety topics deal with being safe at home, in play environments and in the event of fire. The outcomes can be grouped as follows:
Recycling: outcome 1.2 can be followed by 2.1 and 3.1
Safety at Home: outcome 1.1 can be followed by 2.2
Safety at Play: outcome 1.4 and 1.3 can be followed by 2.3
Fire Safety: outcome 1.5 can be followed by 2.4
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.1 understand that some products commonly found in homes may be harmful if ingested, touched or smelled.

   Common products include:
   • cleaning products
   • medications
   • paint products
   • aerosol cans
   • pesticides

   Safety symbols include:
   • explosive
   • corrosive
   • flammable
   • poisonous

   1. Fill two clear containers with water. Add sugar to one and salt to the other without students knowing which is which. Students will guess which of the unlabelled bottles contain sugar and which one contains salt. Discuss how difficult this is, and how difficult it is to know the contents. Tasting would be very dangerous if you didn’t know what was in the containers. Stress the importance of reading labels and correctly labelling recycled containers. Some things we taste, smell, or touch can be very dangerous. Explain the safety symbols (explosive, corrosive, flammable, and poisonous) found on clean, empty containers brought in by the teacher. Follow up with a take-home activity “Safety Symbols” found in appendix four.

   2. Collect empty household product containers; some with safety symbols on the label and some without. The collection should have products that are safe or unsafe to ingest, touch or smell. Include items such as bottled water, hand cream, shampoo, shaving cream, tire cleaning foam, medication bottles etc.. Note that some of these items may be safe to touch and smell but not to ingest. Show each item and ask students to decide whether or not the item is safe to ingest, smell, or touch. You will have to categorize items as safe or unsafe based on these three criteria. Record the items on a chart with the headings; safe, unsafe, and ask somebody. Draw student’s attention to the safety symbols that may or may not appear on many harmful products. Explain that not every harmful product will have a safety symbol (i.e. medications).
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

To determine the students prior knowledge and understanding of harmful household products, complete the “Before” column in the Safety Self Assessment found in appendix four. The “After” column should be done at the end of the unit.

Upon completion of the take home activity “Safety Symbols”, discuss and reflect on the presence of harmful products in their homes and storage and handling practices used to keep family members safe.

Using index cards or blank sheets, students will make two response cards: one with a happy face and the other with a sad face. The teacher shows each container and asks if the contents of the container is safe to ingest, touch, or smell. Each student responds by showing either their happy face card to represent safe or their sad face card to represent unsafe. Based on individual responses, the teacher can assess their understanding of safe or unsafe products in the home. This activity can also be completed with students using individual white boards if available.

Resources/Notes

Appendix Four:
• Safety Self Assessment for pre-assessment.
• “Safety Symbols” take home activity.

Clean empty household product containers: bleach, paint, aerosol spray can, liquid household cleaners, etc.

Safety Pre K-1: pp.10, 11, 13, and 15.

Health Canada online resources can be found at: www.hc-sc.gc.ca and search “stay safe - an education program about hazard symbols”
Outcomes

Students will be expected to:

1.2 identify the environmental benefits of recycling.

Benefits may include:
• less garbage in landfills
• fewer trees cut by recycling paper
• cleaner earth
• new products made from old ones

1. Read and discuss one or more selections from the authorized children’s literature list. The discussion may promote and reinforce recycling as an ongoing project within the classroom and/or school. Students can examine the number of recycled items that can be collected by the class over a one or two week period. Explain that these containers and/or paper will not be thrown out as garbage and end up in a landfill, and may be made into other products.

2. Demonstrate how to pack a “litterless lunch.” All food items are stored in reusable containers or require no containers. Napkins can be cloth. Cutlery can be taken from home to avoid using plastic. Lunch and drink containers are re-usable. Discuss the benefits with the students of packing a “litterless recess snack.”

3. Use the book Beautiful Stuff to view illustrations and discuss how to use old materials to make new products. For example, using buttons, paper, and string to create artwork. Students should discuss the original intended use of the item and the new use. My Dog is as Smelly as Dirty Socks, also contains visuals that may be used for the lesson.

4. View the Eekoworld website http://pbskids.org/ekoworld/ and then complete the following activities:
• Show the students the large bag of popcorn and the individual bags of popcorn and ask them which one generates more waste. Focus on the amount of packaging used in the individual bags and tell them that if more paper and packaging is used to make something, it makes more waste, or garbage. Explain how packing popcorn in reusable containers will reduce waste because it makes less garbage.
• Show the students a large glass juice container, and a six-pack of juice boxes. Ask the students to predict which of these items makes more waste. Tell the students that it takes more paper and plastic to make the juice boxes.

5. Invite a resource person from the Multi Materials Stewardship Board (MMSB) to speak to the class about reducing, reusing, recycling. If possible, visit a Green Depot whereby the students may see and assist in processing the items for recycling.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Students will use the “Earth Day” section of the interactive website starfall.com. After putting several pieces of litter in the virtual garbage container, students will be asked what is happening to the environment and why. Students should be able to discuss the benefits of taking care of the earth.

Find an item that would normally be thrown out and find a new use for it. For example, an old milk container can be reused as a planter or a bird feeder.

Resources/Notes

Authorized Children’s Literature:
Why Should I Recycle?
Each Living Thing
My Dog is as Smelly as Dirty Socks

Beautiful Stuff by Cathy Weisman Topal and Leila Gandini

Online resources can be found at:
www.mmsb.nl.ca
www.starfall.com
http://pbskids.org/eekoworld/

Music connections:
Jack Johnson’s song, “The Three R’s”
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.3 identify appropriate safety practices in, on or around motorized and non-motorized vehicles.

- Motorized vehicle: bus, car, boat, all terrain vehicles
  - Safety practices: car seats and restraints, life jackets, street safety, helmets for ATV/snowmobiles
- Non-motorized vehicles: bike, skateboard, roller blades, sleds, scooter
  - Safety practices: helmets, street safety, protective gear, look first


2. Invite a representative from the Newfoundland and Labrador Safety Council or the RCMP to do a class presentation promoting bicycle safety and helmet use. A similar presentation can be requested on the topic of booster seats. Read the literature selections Watch Out! Near Water and Watch Out! On the Road.

3. Devise a list of safe and unsafe practices such as “riding my bike without a helmet”. The teacher will read aloud the items from the list one at a time. As each practice is read aloud, students will determine if it is a safe or unsafe practice and respond with an active response. When the students hear a safe practice they will jump up and down and if they hear an unsafe practice they will do squats. The teacher may vary the active response as necessary.

4. Use I Keep Myself Safe Teacher Guide, p. 4, to complete the activities outlined in “Why Do We Need a Helmet?” and “How does a Life Vest Keep Us Safe?”.

Cross-Curricular Links
Link to Health
Unit Four
Outcome 1.3
- Physical Education
demonstrate concern for the safety of self, others and surrounding environment
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

<table>
<thead>
<tr>
<th>Suggestions for Assessment</th>
<th>Resources/Notes</th>
</tr>
</thead>
</table>
| Use “Play it Safe” found in the back pocket of I Keep Myself Safe big book. For further instructions, see p.3 of the I Keep Myself Safe Teacher’s Guide. | I Keep Myself Safe:  
• big book/little book  
Safety Pre K-1  
Authorized Children’s Literature:  
Watch Out! Near Water  
Watch Out! On the Road  
Community resources may include:  
Wear the Gear campaign  
NL Safety Council  
RCMP  
Online resources can be found at www.sesamestreet.org, search “safe” or “seatbelt”  
I Keep Myself Safe:  
• Teacher Guide, p. 4  
• big book/little book |
Outcomes

Students will be expected to:

1.4 recognize safe outdoor play environments.
Include:
• at home
• on playgrounds
• in the schoolyard
• other adult supervised play areas (near/in water, in wooded areas, near traffic, etc.)

1. Outdoor Experience: Students may be taken outdoors to examine their designated play area at school. Play surfaces may include: grass, pavement, gravel, snow/ice, etc. The teacher may lead a discussion about the safety features of a playground and how to play safely in that environment. Discuss also, the season of the year and how it may affect the safety of the playground environment. Provide unstructured playtime so that students may demonstrate their safe play practices.

2. Safe environments for every season: During this activity, discuss playing outside and the importance of dressing for the seasons (i.e. clothing for warm weather, clothing for cold weather), and the importance of sun protection. Sun safety should include: sunscreen, sun hats and water for hydration. Complete “Why Do We Need Sun Block?” from the I Keep Myself Safe Teacher's Guide, p.4.

3. Brainstorm a list of areas where children commonly play. For each of the areas, ask students if an adult would be present and the purpose of an adult being there. Discuss the areas that would entail a lot of danger for the child, for example, near or in water. As a class, devise a list of outdoor play safety tips. The focus should be on how to make the environment a safe place to play. Some tips may include:
• staying close to an adult, asking permission to move away
• checking with a parent/guardian before engaging in an activity, i.e. getting in the water
• listening to a parent/guardian
• following safe play rules
• wearing safe clothing/protective gear

1.5 identify appropriate fire safety practices.
Include:
• don’t play with fire sources
• stop, drop and roll
• crawl under smoke
• get out, stay out

1. The focus of this outcome is fire prevention practices but also includes how to stay safe if a fire should happen. Begin with a discussion about avoiding fire sources such as matches, lighters, candles, campfires, etc. Discuss the danger that either one of these could pose to themselves, others and their environment. Identify appropriate safety practices for each one of these fire hazards. Visit www.playsafesafe.com website and play the interactive game, “Safe for Play! Keep Away! Game”.
 Continue with a discussion of safety practices that should be followed in the event of a fire. The website, www.sesamestreet.org has a video clip “Get Out! Stay Out!” which reinforces these practices.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Role play: Give the students a hypothetical situation involving safety. Have them role play the situation and how they would incorporate safety practices into it. For example, the ball rolls out into the street and you have to retrieve it safely.

Resources/Notes

I Keep Myself Safe:
- big book/little book, pp. 6-7
- Teacher’s Guide, p.4

Draw a picture of a practice that keeps you safe from fire. This may include drawing a safe meeting place to gather in the event of a fire, as identified by the family.

Online resources can be found at:
www.playsafebesafe.com
www.sesamestreet.org
Skills and Abilities
GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.1 practice appropriate recycling.

1. Demonstrate how to prepare recyclable or reusable materials for placement in appropriate recycling bins. For beverages, students will practise emptying liquids, removing straws and caps, and placing the beverage containers in bins. For paper, establish a daily cleanup routine whereby paper can be sorted for reuse as scrap paper or recycled altogether. Other green initiatives can be incorporated into the classroom routine where possible.

2. Make something new from something old. Choose an earth friendly project such as:
   - making a bird feeder or a flower pot from a milk container.
   - making recycled paper from used paper.
   - making a vase out of a previously used container.

2.2 apply methods of obtaining assistance from reliable sources in an emergency situation.

Know:
- home contact info: address and telephone number
- parent/caregiver name(s)
- emergency contacts in your community

1. Some discussion may be necessary to determine the level of understanding of what constitutes an “emergency”. Use toy telephones to practise what to say when telephoning for help (home, neighbour/relative, police, babysitter, fire department, etc.). In play situations, pretend an emergency has occurred and have students make a call on the toy telephone for help. The students may choose who to call for help in the event of an emergency. Emphasis should be placed on the seriousness of using police and fire department numbers in emergency situations.

2. Create a personal identification card that contains contact information for students to use in the event of an emergency. See sample card in appendix four. The card should be placed in an appropriate location (i.e. backpack) with parent/caregiver permission. Discuss how the card can be used in emergency situations.

3. Differentiate between reliable and unreliable sources of help in emergency situations. For example, becoming separated from your family in an unfamiliar place. There may need to be some discussion to define the terms “reliable”, “unreliable” and “unfamiliar place”. State how you would find help in this kind of emergency.

Cross-Curricular Links
Links to Health
Unit Four
Outcome 2.1
- Religion
  Outcome 6.1
demonstrate an appreciation for their immediate environment
- Science
  Using Things Around Us
  Outcome (102-8)
describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include Reduce, Reuse and Recycle.
- Science
  Using Things Around Us
  Outcome (200-5)
identify materials and suggest a plan for how they will be used
Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

The “My Family is Green” Report Sheet can be generated as a class. It can be completed at home with family members to reflect what is currently being done at home as well as providing opportunity for the family to set recycling goals. For each item, the student should find out if the family currently engages in the “green” practice, and if not, determine if it is a goal for the family.

Green Message Magnets
Create a green message such as a reminder to bring reusable shopping bags when shopping. The message can be placed on used recycled materials found in the home. For example, gluing card stock to the front of an old fridge magnet.

Resources/Notes

Online resources can be found at www.mmsb.ca.

Authorized Children’s Literature:
Why Should I Recycle?
Each Living Thing

Beautiful Stuff by Cathy Weisman
Topal and Lella Gandini

Toy phone, discarded real phone or template of phone pad on paper

Local phone numbers

People in My Neighbourhood
Photographic Learning Cards

Appendix Four: card template for emergency contact information

Contact the RCMP for an Identification Kit
### Specific Curriculum Outcomes

#### Skills and Abilities

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

#### Outcomes

**Students will be expected to:**

<table>
<thead>
<tr>
<th>2.3</th>
<th>demonstrate safe practices in play environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read and discuss the big book <em>I Keep Myself Safe</em>, pp.1-3, 6-7, 10-14. Follow up with the “Safety Match-Up” activity in the back flap of the big book whereby students will match appropriate cut outs to visuals. Students should explain why they have placed a particular cut out on one of the visuals.</td>
</tr>
<tr>
<td>2.</td>
<td>From the <em>Safety Book Pre K-1</em>, discuss and identify safe play practices in the visuals on pp.36-37.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4</th>
<th>practise appropriate fire safety procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>View the storyboard “Stop, Drop and Roll” from the website <a href="http://www.playsafebesafe.com">www.playsafebesafe.com</a>. Stop and discuss the visuals for each page of the storyboard. At the end of the viewing, practise the action of stop, drop and roll. Follow up with the sequencing activity on p.16 of <em>Safety Pre K-1</em>.</td>
</tr>
<tr>
<td>2.</td>
<td>Practise a fire drill at school. Upon completion of the drill, discuss the steps of the drill and why they are important to follow. Identify any inefficiencies in getting out of the building. Divide the class into smaller groups and choose a leader for each group. Review the outcome of the last fire drill and challenge the groups to improve on it. In a large group, the leaders will report the suggestions for improvement. Complete the fire drill again as a class.</td>
</tr>
</tbody>
</table>

#### Cross-Curricular Links

**Links to Health**

**Unit Four**

<table>
<thead>
<tr>
<th>Outcome 2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Physical Education</strong> demonstrate concern for the safety of self, others and surrounding environment</td>
</tr>
<tr>
<td>• <strong>Physical Education</strong> follow directions for the safety of self, others and surrounding environment</td>
</tr>
<tr>
<td>• <strong>Art</strong> Outcome 7.1.1 recognize safety considerations when handling art making tools and materials</td>
</tr>
</tbody>
</table>

#### Play-Based Learning

Provide writing tools, clipboards, large pieces of bristol board, cardboard, paper, road maps and a fireperson’s hat in an area for students to design fire evacuation routes, posters or signs.
**Skills and Abilities**

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

<table>
<thead>
<tr>
<th>Suggestions for Assessment</th>
<th>Resources/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Response Assessment: Using the gymnasium, the classroom, or the playground, students will perform the action required to participate safely in a physical activity. For example, the teacher will say, “Get ready we are going to ride our bikes!” The students will then perform the safety action of putting on a helmet and then proceed to imitate riding a bike. When the teacher says “Stop”, the physical activity will change to riding in a boat, going skateboarding, etc. The teacher will visually determine the students understanding of the safety practices associated with each activity.</td>
<td><em>Safety Book Pre K-1</em>, pp.36-37</td>
</tr>
<tr>
<td></td>
<td><em>Safety Book Pre K-1</em>, p.16</td>
</tr>
<tr>
<td></td>
<td>Online resources can be found at:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.playsafebesafe.com">www.playsafebesafe.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sparky.org">www.sparky.org</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.firesafety.gov">www.firesafety.gov</a></td>
</tr>
</tbody>
</table>
SPECIFIC CURRICULUM OUTCOMES

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

*Students will be expected to:*

1. Class Discussion: Having reviewed the benefits of recycling and having practised it at school, discuss with the students their role in recycling at home, at school and in the community.

2. Field trip: Visit a Green Depot or local landfill to see the amount of materials recycled or discarded as waste. Discuss how individuals and families can contribute to more materials being recycled and less garbage going to a landfill.

3. Collect an assortment of cleaned garbage and recyclable items and put them in a dark garbage bag. Items must be sanitary and have no sharp edges. Each student will be asked to retrieve one item from the bag and sort it on one of two tables; recyclable or trash. Once all the items have been placed on one of the two tables, go through each item and ask the class if it is in the correct pile. Begin with the recyclable table. Ask students what the item is and if it can be recycled. Move the item if necessary. For the items on the garbage table, ask students to think of alternate uses for the items, thereby reducing the garbage pile. Put the remaining items from the garbage table back into the garbage bag and compare the fullness of the bag now to its original size. Ask students reflect on the decisions that were made to categorize an item as garbage or recyclable and how their decision could help or harm the environment.

Cross-Curricular Links

Links to Health

*Unit Four*

Outcome 3.1

- **Religion**
  
  Outcome 6.1
demonstrate an appreciation for their immediate environment

- **Science**
  
  *Using Things Around Us*
  
  Outcome (102-8)
describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include Reduce, Reuse and Recycle.

- **Science**
  
  *Using Things Around Us*
  
  Outcome (200-5)
identify materials and suggest a plan for how they will be used
**Attitudes and Behaviours**

**GCO 3:** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

**Suggestions for Assessment**

Green Checklist
Read a list of statements that reflect practices that involve recycling or generating waste. Ask students to make a check mark in the appropriate column upon hearing the practice. If the practice is currently being done, a happy face may be checked, if not, a sad face will be checked or if unsure an expressionless face (straight mouth) will be checked.

**Resources/Notes**

If recycling depots are inaccessible, composting may be tried.

Online resources can be found at www.mmsb.nl.ca
Summary of Resources

These resources are being supplied on the basis of one per TWO Kindergarten classes:

Big Books:
- I Keep Myself Healthy
- I Keep Myself Safe
- Let’s Eat!
- I Learn with My Senses

Little Books, sets of 6
- I Keep Myself Healthy
- I Keep Myself Safe
- Let’s Eat!
- I Learn with My Senses

CD’s:
- Circle Time Activities
- Catch a Brain Wave Fitness Fun

Teacher Guides/Resources
- Health, Hygiene and Nutrition
- Catch a Brain Wave Fitness Fun Teacher Guide (accompanies CD)
- Safety: Pre K-1
- Beautiful stuff! Learning with found materials
- Sounds of listening lotto (boxed set)

Photographic Learning Cards
- People In My Neighborhood
- Emotions

Play Food Classroom Set (80 piece set)

Children’s Literature Kit (20 assorted titles)
Resources (continued)

Children’s Literature Kit:

A Rainbow of Friends by P.K. Hallinan

Each Living Thing by Joanne Ryder

Fred Stays with Me! by Nancy Coffelt

Going to the Dentist by Anne Civardi

Harriet, You’ll Drive Me Wild! by Mem Fox

Have you ever seen a Moose brushing his teeth? By Jamie McClaine

I’m Sorry by Sam McBratney

I Will Never NOT EVER Eat a Tomato by Lauren Child

My Dog is as Smelly as Dirty Socks by Hanoch Piven

The Family Book by Todd Parr

The Recess Queen by Alexis O’Neill

The Tale of Sir Dragon: Dealing with Bullies for Kids by Jean E. Pendziwol

The Worst Best Friend by Alexis O’Neill

Wash Your Hands! by Tony Ross

Watch out! Near Water by Claire Llewellyn

Watch out! On the Road by Claire Llewellyn

When I Was Little: A Four-Year-Old’s Memoir of Her Youth by Jamie Lee Curtis

Whoever You Are by Mem Fox

Who’s in a Family? by Robert Skutch

Why Should I Recycle? By Jen Green
Appendix:
Unit 1
How To Wash Your Hands

1. Wet Hands
2. Apply Soap
3. Rub All Surfaces
4. Rinse
5. Dry
6. Turn Off Tap With Paper Towel

Newfoundland & Labrador
HealthLine 1-888-709-2929

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www.gov.nl.ca/health
Name: ____________________

Healthy food gives me energy to ____________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

KINDERGARTEN HEALTH CURRICULUM GUIDE INTERIM EDITION
One Week Tooth Brushing Chart

Remember to brush your teeth at least twice a day, especially after breakfast and before bedtime. Use this seven day tooth brushing chart to check off each time you brush, morning and night!

Bring your chart back to school when it is finished.

Start date: _____________________

Completion date: _____________________

Check off each time you brush, morning and night.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>
Directions: Draw a picture to show what you do to keep your teeth healthy.

I Keep My Teeth Healthy By…
Sugar Monster Tag Game

Copyright on cardstock or construction paper. Cut out and laminate if possible. (One per child.) The children who are not “IT” hangs this “Healthy Tooth” tag around their necks.

If tagged by the “Sugar Monster”, a dark sticker is placed on the “Healthy Tooth”.
Sugar Monster Tag Game

Copy on cardstock or construction paper. Cut out and laminate if possible. The child who is “IT” hangs the “Sugar Monster” tag around his/her neck.
Egg Experiment Observation Sheet

Directions: Draw a happy face 😊 or sad face 😞 on each egg to show which drink keeps our teeth healthy.

Name: ________________
Healthy and Non-healthy Activity Choices

Directions: Explain that although some activities are good for quiet times, it is important to do active, health promoting activities every day. Read the following activities one at a time. After each activity is read, students need to decide if it is an activity that promotes healthy, active living.

If they hear a health promoting activity, they jump in one place 5 times; if they hear a non-health promoting activity, they will do 5 squats from a standing position.

- Lie on the couch and watch TV
- Walk to the store with my family
- Play soccer with my friends
- Clean up my room as fast as I can
- Run around in the backyard
- Play on the playground for an hour
- Play with my legos
- Sit and play a video game
- Play outside in the snow
- Go swimming
- Play a game of Hide and Seek
- Eat healthy food
- Toss and catch a ball with a partner
- Play hockey with my friends
- Watch your friends playing hockey
- Stay up late and watch a movie
- Run around the outside of your house 10 times without stopping
- Draw and colour a picture for your friend
"I tried it!"

Congratulations to

___________

who tasted _______ today.

Date: ______________
Witnessed by: ______________
Home/School Connection

TRY IT - YOU MAY LIKE IT!

Send in every time your child tries something new, and your child will get an “I Tried It!” award.

I Tried It!
Name: ____________________________________
Food Tried: __________________________________
Reaction (preferably direct comments): __________

___________________________________________________________________________

I Tried It!
Name: ____________________________________
Food Tried: __________________________________
Reaction (preferably direct comments): __________

___________________________________________________________________________

I Tried It!
Name: ____________________________________
Food Tried: __________________________________
Reaction (preferably direct comments): __________

___________________________________________________________________________
Home/School Connection

TRY IT – YOU MAY LIKE IT!
Perhaps you might like...

- Apple
- Blueberries
- Apricots
- Avocado
- Banana
- Grapefruit
- Kiwi
- Squash
- Limes
- Cherries
- Fruit cocktail
- Mango
- Watermelon
- Rhubarb
- Pomegranate
- Nectarine
- Peach
- Raspberries
- Dates
- Plum
- Pear
- Strawberries
- Pineapple
- Star fruit
- Cantaloupe
- Papaya
# Daily Activity Checklist

*My Name is ____________________________*

Directions: Record your daily individual, family or group/team physical activity in the chart below. Draw a happy face or sad face to show how you felt while doing this activity. Please bring this sheet back on ____________.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of physical activity</th>
<th>Did I like this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Congratulations!

has completed the
"I Am Active"
Challenge

Date: __________ Parent signature: ______________

Activity: ____________________________________
Healthy Food and Activities Collage

Directions: Glue pictures of healthy food and activities under the happy face. Glue pictures of food and activities that do not promote good health under the sad face.

<table>
<thead>
<tr>
<th>What foods make me healthy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Happy Face" /></td>
</tr>
</tbody>
</table>
### What activities make me healthy?

<table>
<thead>
<tr>
<th>Smiley Face</th>
<th>Sad Face</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Checklist for Daily Hygiene Practices

- I brush my teeth after each meal.
- I stay at home if I have the flu.
- I wash my face and hands in the morning and before I go to bed.
- I wash my hands before eating.
- I wash my hands after I sneeze or cough.
- I wash my hands with soap and water after I use the washroom.
- I sneeze in my sleeve and I use tissues.
- I do not share cutlery, dishes, straws, or glasses.
Appendix:
Unit 2
____________________thinks__________________

is______________________________
My name is _______________.
Look at me!

I have __________________________.
I love to ____________________.
I am unique!

There is no one else like me.
Appendix:
Unit 3
Dear Family,

Next month in our Social Studies and Health programs we will be learning about different family structures, family histories, the roles of family members and how these roles change over time. As well, we will explore traditions and celebrations that are unique to each family. In order to help your child connect these concepts with their own experiences we are asking that you help them create a Family Album. These albums will be presented in class so that your child can share them with their classmates.

This will be an “at home” project. Children may use an exercise book, a photo album or a scrapbook. Please make sure that the photos and information contained in the album are relevant to your child. He/she should be able to independently discuss the photos and journaling. We suggest that your child do the journaling themselves (printing the blurbs/captions). The length of the album should be kept to a maximum of five pages. Please do not forget to include dates, names of people and places.

The album should be submitted on ____________________. Children may bring their album into school if has been completed before this date.

Thank you for your support,
Scenarios about Community Helpers

• I bought a new lawnmower and I need a place to store it in the winter. I’ll get a shed built so that I can store it in there. Who can help me?
• There is a fire in my neighbor’s house. Who can help me?
• I would like to find a book about bears. Who can help me?
• My aunt is getting married to Dave. They are inviting one hundred people to the celebration. They will have to plan the meal for the wedding supper. Who can help them?
• I don’t feel well. Who can help me?
• It’s my birthday and I’m hoping to receive a card from my grandparents. Who can help me?
• Our family is having a big family barbecue. We can chose chicken, beef or pork to barbecue. Who can help us?
• I need to get a parcel shipped to another province quickly. Who can help me?
• I can’t find my bicycle at the park. Who can help me?
• I have a toothache. Who can help me?
• Our school must be cleaned daily. Who can help us?
• My dog is sick. Who can help him?
• I want to change the colour on my bedroom walls. Who can help me?
• I fell down and skinned out my leg. Who can help me?
• It’s my Dad’s birthday tomorrow and I want to get a birthday cake for him. Who can help me?
• My pants are too long and I keep walking on them. Who can help me?
• My mom has a birthday tomorrow and I want to send her flowers. Who can help me?
• I want to learn how to read and write and do new things each day. Who can help me?
• I want to fly in the cockpit of a plane. Who can help me?
Appendix:
Unit 4
Safety Self Assessment

Directions:
Before: Indicate what you know now about each statement by colouring the happy or sad face.
After: Indicate what you have learned about each statement by colouring the happy or sad face.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊😊</td>
<td>It’s safe to ingest paint.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊😊</td>
<td>It’s safe to smell cleaning products.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊😊</td>
<td>It’s safe to touch hand cream.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊😊</td>
<td>It is safe to ingest shampoo.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊😊</td>
<td>It’s safe to ingest your friend’s medicine.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>
Safety Symbols

To help children become more aware of the importance of staying safe from dangerous products sometimes found in our homes, please help your child to look for things which have the following safety labels. The children can then draw and label pictures of these dangerous products. Some products belong with more than one symbol, so they can be drawn more than once. Please stress that it is very important NOT TO TOUCH these dangerous products.

Name: ____________________
Safety symbols index cards

Poison

Flammable
Safety symbols index cards

Corrosive

Explosive
Card Template for Emergency Contact Information

______________________________’s

Phone Numbers for Emergencies

___________             __________

Other adults who may be able to help me

Call _______________ at: ____________
Call _______________ at: ____________
Directions: After each statement is read aloud, students will draw a happy face for 'yes', or sad face for 'no', in the corresponding box.

### How Safe Am I?
**Safety Practices at Home**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Is medication stored in a safe place, out of children’s reach?</strong></td>
<td>1.</td>
</tr>
<tr>
<td><strong>2. Do I receive medication from an adult when it is required?</strong></td>
<td>2.</td>
</tr>
<tr>
<td><strong>3. Do we buy medications with safety lids?</strong></td>
<td>3.</td>
</tr>
<tr>
<td><strong>4. If an Epi-pen is required, do we have it stored properly in a case?</strong></td>
<td>4.</td>
</tr>
<tr>
<td><strong>5. Do I pick up my toys from the floor to avoid trips and falls?</strong></td>
<td>5.</td>
</tr>
<tr>
<td><strong>7. Do I clean up spills?</strong></td>
<td>7.</td>
</tr>
<tr>
<td><strong>8. Do I tie up my shoelaces?</strong></td>
<td>8.</td>
</tr>
<tr>
<td><strong>10. Do I run only when it is safe to do so?</strong></td>
<td>10.</td>
</tr>
</tbody>
</table>
How Safe Am I?
Safety Practices at School

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do I organize my work space at school?</td>
<td>1.</td>
</tr>
<tr>
<td>2. Do I organize my locker/coat space?</td>
<td>2.</td>
</tr>
<tr>
<td>3. Am I aware of strangers traveling to and from school?</td>
<td>3.</td>
</tr>
<tr>
<td>4. Do I ask for an adult’s help when I need it at school?</td>
<td>4.</td>
</tr>
<tr>
<td>5. Do I know my phone number?</td>
<td>5.</td>
</tr>
<tr>
<td>7. Do I wear my outdoor clothing when I play outside?</td>
<td>7.</td>
</tr>
<tr>
<td>10. Do I walk in the corridors and on the way to the bus or car?</td>
<td>10.</td>
</tr>
</tbody>
</table>
# How Safe Am I?

## Safety Practices in My Community

1. Do I wear sunscreen?  
2. Do I wear a sun hat and sunglasses?  
3. Do I drink water when I am playing?  
4. Do I play safe on playground equipment?  
5. Do I wear protective gear when biking, skateboarding, boating, etc.?  
6. Do I wear a life jacket while riding in a boat?  
7. Do I walk safely in the community?  
8. Do I wear a seatbelt while driving in a vehicle?  
9. Do I use a booster seat?  
10. Do I ride in the backseat of an automobile?  
11. Do I turn off the airbag when riding in a single cab truck?  
12. Do I respect the driver while riding in a vehicle?  
13. Do I remain in my seat while traveling in a bus?  
14. Do I keep aisles clear from personal belongings while traveling on a bus?  
15. Do I follow the rules of the bus?