Health

Grade 1

Interim Edition

A Curriculum Guide
September 2010
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Acknowledgements

The Department of Education gratefully acknowledges the contributions of the following groups and individuals:

Curriculum Working Group:
Ellen Coady, Chair, Program Development Specialist - Health, Home Economics and Family Studies, Division of Program Development, Department of Education
Michelle Coady, Primary Program Development Specialist, Division of Program Development, Department of Education
Pauline Pawson, Upper Gullies Elementary, Conception Bay South
Glenda Davis, St. Anne’s Academy, Dunville
Flora Mathioudakis, Whitbourne Elementary, Whitbourne
Norine Bannister, Beachy Cove Elementary, Portugal Cove St. Phillips
Marybeth O’Brien, Hazelwood Elementary School, St. John’s
Sandy McErlan, St. Edward’s Elementary, Kelligrews
Janet LeDrew, Balbo Elementary School, Shoal Harbour
Melanie Gray, Matthew Elementary, Bonavista

Pilot Teachers by District:
Labrador District
Carolyn Barnes, A. P. Low Primary, Labrador City
Gale Paul, Lake Melville School, North West River

Western School District
Denise Payne, Bonne Bay Academy, Woody Point
Nathalie Derrah, Lourdes Elementary, Lourdes
Connie Dredge, Straits Elementary, Flower’s Cove

Nova Central School District
Valerie Chippett, Memorial Academy, Botwood
Tammy Baker, St. Joseph’s Elementary, Harbour Breton

Eastern School District
Stephanie Lawlor, Harbour Grace Primary, Harbour Grace
Flora Mathioudakis, Whitbourne Elementary, Whitbourne
Suzette Chatman, Anthony Paddon Elementary, Musgravetown
Consultants/organizations:
Robert Leaman, Program Development Specialist - Physical Education, Division of Program Development, Department of Education
Dr. Janine Woodrow, Provincial Nutrition Consultant, Department of Health and Community Services
Bernie Squires, Health Promotion Consultant, Department of Health and Community Services
Renee Ryan, Addictions Consultant, Department of Health and Community Services
Linda Carter, Health Promotion Consultant, Department of Health and Community Services
Doug Howse, Environmental Health Consultant, Department of Health and Community Services
Donna Dawe, Health Promotion Consultant, Eastern Health
Linda Andrews, Health Promotion Consultant, Eastern Health
Anne Wareham, Body Image Network Newfoundland Labrador
Anne Clift, Dental Manager, Janeway, Eastern Health
Dr. Antony Card, Director, School of Human Kinetics and Recreation, Memorial University
Introduction

Rationale

Adult influences in the life of a six year old child can have a significant impact on the development of lifelong behaviors that contribute to the health and wellness of a child now and into adulthood.

As teachers deliver the curriculum, it is important to keep in mind the role that the health curriculum may play in the development of health behaviors. In it, there are many opportunities to explore a variety of health behaviors and how to incorporate them into everyday life. As adults, we would like nothing more than to help the next generation be healthier.

While diet is only one influence on health, it provides an excellent example of the impact it can have on overall health and well-being. Health Canada's 2010 release of Sodium Reduction Strategy for Canada, Recommendations of the Sodium Working Group highlights the need for a greater understanding of the link between food choices and their impact on health, and that behavioral change is necessary in order to improve the current health status of Canadians as a result of high sodium intake.

The Public Health Agency of Canada, 2008, reported that everyone can help make a difference by contributing to healthy, supportive learning environments. Research consistently demonstrates that health and education are inextricably linked – and the most effective way to address issues such as maintaining a healthy weight, is through a comprehensive school health approach. This means not looking at any one issue affecting youth in isolation, but recognizing that many factors are interconnected with healthy living. For example, research has shown correlations between students' weight and academic achievement (Health Behaviors of School Aged Children 2006), while other research shows correlations between weight and television viewing habits. When you look across the spectrum of factors affecting youth, it is clear that families, teachers, administrators, school staff, professionals and other community members all have a role to play. Schools that take a comprehensive approach recognize this, and engage parents and community members as partners in supporting healthy development. They also incorporate policies and practices that support healthy lifestyles – including all aspects of students' health and general well-being – into every aspect of the school environment.
Curriculum Overview

The four units comprising the Grade One Health program can be divided into two main parts; All About Me and All Around Me. The focus of the former is on the healthy development of all aspects of an individual while the latter focuses on the people in the lives of the students, their environment locally and globally and the impact on health.

It is the goal of this curriculum to provide students with the knowledge and skills to make decisions that promote optimum health. Through a variety of teaching and learning strategies, students will examine aspects of their own growth and development and the importance of each aspect to overall health. The development of skills that promote health are key to this. Equally important to bodily health is mental health. Family and friends play a significant role in the healthy development of this aspect of our being. Students will reflect on the impact they have on others and develop strategies to deal with others in a positive way. Finally, the health of the environment is examined as a mechanism that sustains life. From the microcosm of our own homes to the community at large, individuals have a role to play in protecting the environment in which we live.

Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. These graduation learnings describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

The Essential Graduation Learnings are:

Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving, Technological Competence, Spiritual and Moral Development

General Curriculum Outcomes

Three General Curriculum Outcomes (GCOs) form the basis for Health curriculum guides. These GCOs are organized under the following headings:

Knowledge and Understandings

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

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.

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.
The Key-Stage Curriculum Outcomes (KSCOs), identify what students should be able to demonstrate at the end of intermediate and senior high.

Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in the health curriculum. The SCOs for each of the components link to General Curriculum Outcomes and Key-Stage Curriculum Outcomes for the dimensions already identified on pages 2 and 3. The Specific Curriculum Outcomes are listed and addressed in each of the components for the curriculum guide:

Unit 1: All About Me: Healthy Body/Body Awareness
Unit 2: All About Me: Healthy Mind and Feelings
Unit 3: All Around Me: My Family, Friends and Community
Unit 4: All Around Me: My Environment

Curriculum Design

- Essential Graduation Learnings
- General Curriculum Outcomes
- Key-Stage Curriculum Outcomes
- Specific Curriculum Outcomes for Grade 1 Health
  - Suggestions for Learning & Teaching
  - Notes/Resources/Background Information
  - Suggestions for Assessment
Curriculum Components for Grade One Health

Unit One
All About Me: Healthy Body/Body Awareness (12 weeks)

The aspects of the individual dealt with in this unit revolve around the topics development and hygiene, healthy eating, oral health and active living. As this is the first unit, a basic understanding of what is meant by the term health is necessary for further development of other health related concepts. The outcomes related to each area are listed below:

Development and Hygiene: outcome 1.1 can be followed by 2.1 and 3.3
Healthy Eating: outcome 1.3, 1.4 and 1.5 can be followed by 2.3, 2.4 and 3.2
Oral Health: outcome 1.6 and 1.7 can be followed by 1.8
Active Living: outcome 1.2 and 2.2 can be followed by 3.1

Unit Two
All About Me: Healthy Mind and Feelings (9 weeks)

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, interacts with people and is impacted by these interactions. The outcomes may be grouped in the following manner:

Being Special: outcome 1.1 and 1.2 can be followed by 2.1
Feelings: outcome 1.3 and 1.4 can be followed by 2.2
Interactions: outcome 3.1
Curriculum Components for Grade One Health

Unit Three
All Around Me: My Family, Friends and Community
(8 weeks)

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. Developing strategies to deal effectively with feelings and in a socially responsible manner is also introduced in this unit. 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 3.1
Interactions: outcomes 1.2 and 1.3 can be followed by 2.1, 2.2 and 3.1

Unit Four
All Around Me: My Environment
(9 weeks)

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, at school, in play environments and as passengers and pedestrians.

The outcomes can be grouped as follows:

Recycling: outcome 1.7 can be followed by 2.3 and 3.1
Safety at Home: outcome 1.3 can be followed by 2.1 and 3.1
Safety at Play: outcome 1.1 and 1.4 and can be followed by 2.1 and 3.1
Safety at School: outcome 1.2 and 2.2 can be followed by 2.1 and 3.1
Pedestrian and Passenger: outcome 1.5 and 1.6 can be followed by 3.2
Curriculum Organization
(Introductory Page)

All components comprise an introductory page followed by a two-page layout of four columns. The introductory page is a listing of all the Specific Curriculum Outcomes (SCOs) for the component with notes to the teacher at the bottom. SCOs for the component are listed under three headings: General Curriculum Outcome (GCO) 1: Knowledge and Understandings, General Curriculum Outcome (GCO) 2: Skills and Abilities, and General Curriculum Outcome (GCO) 3: Attitudes and Behaviours.

Two-page spread

The top of each page of the two-page spread begins with one of the three headings listed above and a related General Curriculum Outcome.

Column One:
Specific Curriculum Outcomes

The first column in the two-page layout lists one or more Specific Curriculum Outcomes related to the GCO at the top of the page. These outcomes (SCOs) form the basis for designing, implementing and assessing learning activities for the curriculum.

Column Two:
Suggestions for Learning and Teaching

The second column provides suggestions for the learning environment and experiences that support student’s achievement of the outcomes listed in column one. The suggestions in this column are intended to provide approaches to instruction and learning. These suggestions, while linked to one outcome, may also address outcomes under the same or other headings in the guide.

Column Three:
Suggestions for Assessment Information

The third column provides suggestions on how student achievement of the outcomes may be assessed. These suggestions reflect a variety of assessment techniques that include, but are not limited to, informal/formal observation, performance, journals, interviews, presentations and portfolios. Some assessment tasks may be used to assess student learning in relation to a single outcome while others assess student learning in relation to more than one outcome.

Column Four:
Notes/Resources/Background

The fourth column identifies sources of information, provides links to student and teacher resources, and gives direction that may assist in the learning and teaching related to the outcomes. These do not address the entire scope of the curriculum. As a resource-based learning approach is espoused, teachers are encouraged to use other resources that will contribute to the achievement of the intended outcomes.
The learning environment must respond to and respect a variety of learners' needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Such an environment

- accommodates diversity in students' backgrounds, learning styles, personal assets and abilities
- fosters the involvement of students in meaningful learning activities
- supports the effective use of a wide range of resources, including technology and the media
- allows for active, interactive and collaborative learning
- is respectful of and fosters respect for divergent views, values and beliefs
- supports research and inquiry, evidence-based decision making, and planning and evaluation
- encourages and fosters learner responsibility and accountability for demonstrating stated learning outcomes

The classroom environment is critical to personal and social skill building. An atmosphere that recognizes and supports individual differences, that enhances self-esteem and that encourages differing opinions will encourage students to share and participate in learning activities. An open, supportive environment fosters a sense of security, belonging, respect, caring, worth and efficacy. Teachers should concentrate on establishing an atmosphere which invites student interaction, is respectful of the feelings, ideas and opinions of others and can be described as caring, collaborative and supportive. A way to facilitate this is to use activities which allow students to get to know each other, are non-threatening and enjoyable.
Role of the Teacher

Consideration needs to be given to the setup and organization of the physical space to foster individual and small group work, engage in some activities anonymously, display ongoing projects and finished work, accommodate learning centres and encourage creativity.

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate outcomes. In contributing to the learning process, the teacher can

- assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about their health
- provide direction and encouragement to students as they engage in individual and collaborative learning activities
- act as a mentor and as a resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process
- recognize and plan for diversity in students’ backgrounds, learning styles, personal assets and abilities
- gage students’ awareness of issues related to health and assist them to build on this awareness
- help students establish and negotiate codes of conduct regarding individual and group behaviours that promote learning
- help students set limits and establish parameters for individual, class and lab behaviour
- provide opportunities to integrate knowledge, skills, attitudes and behaviours related to nutrition and health and to life-long learning
- record and report on student progress
Role of the Student

The student plays a critical role in contributing to an effective and efficient learning environment and to the achievement of learning outcomes. Students can

- strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions
- build on knowledge and awareness of issues related to personal and family health
- engage in learning activities that support personal learning styles and incorporate personal assets and abilities
- respect and contribute to a learning environment that supports diverse values, beliefs and opinions
- engage in individual and collaborative learning activities aimed at achieving course outcomes
- work with others to establish and employ codes of conduct regarding individual and group behaviours that promote learning
- respect the set limits and established parameters for individual and class behaviour
- engage in opportunities to integrate knowledge, skills, attitudes and behaviours related to personal and family health
- take responsibility for directing their own learning, completing tasks and monitoring progress
- evaluate their progress and develop new strategies and plans for continuous learning and improvement
Characteristics of the Primary Learner

This curriculum guide has been developed around a set of key concepts, skills and abilities. It focuses on concepts that are central to easing and facilitating the transition from kindergarten to grade one and thereby becoming increasingly autonomous with regard to personal health and wellness. The curriculum is intended to assist young people to assess their current skills and abilities, and build on those that contribute to and support personal health.

Intellectual Characteristics:

- Attention span is usually short.
- Short and long term memory is improving but may lapse periodically.
- Ability to concentrate varies.
- Work is becoming more directed with meaning and purpose.
- Certain amount of repetition is enjoyed and provides sense of security.
- They want to be always involved.
- They may be discouraged when tasks are difficult to master.
- They are easily motivated and enjoy discovery and exploration.
- They enjoy music and rhythmic activities.
- They are imaginative and love dramatics.
- There is a general lack of fear for safety and poor appreciation of potential danger.
- Their ability to reason is improving.
- They often ask, “Why?”
- They like to talk.

Implications for Teaching

There is a need:

- to change activities and tasks often.
- for continuity and building on previous experiences.
- for flexibility in duration and type of activity.
- to provide opportunity for mastery of new skills
- to provide opportunities for routine with favourite activities being repeated.
- for a variety of student-centred activities.
- for step-by-step teaching and to allow for approximations of the task.
- for a variety of learning experiences.
- to provide activities that incorporate music and rhythm.
- to provide for experiences in self-expression.
to introduce the concept of self responsibility for health and safety through experiences with predicting danger in situations.

to encourage participation in group activities.

to make learning meaningful.

to allow for small group discussions and for conversation during certain activities.

Social Characteristics

Social awareness is developing and they are beginning to understand and enjoy taking turns in games and conversation.

They enjoy approval of peers and adults.

They enjoy fun and participation in games with definite rules.

Implications for Teaching

It is necessary to:

• use partner and small group activities to teach cooperation, responsibility, consideration and empathy.

• provide learning experiences that allow for personal expression and positive reinforcement.

• provide learning centres and encourage active participation in games and other activities.

Emotional Characteristics

Children are easily confused and enjoy repetition.

Children demonstrate varying degrees of control over emotions.

They are becoming less egocentric, ready for working in groups but not necessarily for common goals.

They are gradually becoming more independent and enjoy success. They are very creative, curious, and imaginative.

They enjoy risk and may not recognize danger.

They experience difficulty with waiting.

Implications for Teaching

There is a need:

• for activities of short duration, simple directions and repetition of enjoyable activities.

• to foster an awareness of the significance of emotions and the development of socially acceptable ways of expressing emotions without unreasonable conformity.

• to encourage consideration of others.

• for learning experiences that are appropriately challenging for individual ability levels.
• for opportunities to apply and extend their creativity.
• for challenging experiences with appropriate safety awareness.
• for advance preparation of activities appropriate for independent involvement.

**Physical Characteristics**

• Children mature at different rates in terms of body fat, muscle size and strength, posture, heart and lungs in proportion to body size
• Gross motor skills are more developed than fine motor skills.
• They are usually far-sighted; quick or accurate focusing may be difficult; spatial judgement may be difficult but improves with age.
• Physical capabilities are unaffected by gender differences.
• The human body has an inherent need to move.
• Children enjoy new experiences and learn by doing.

**Implications for Teaching**

There is a need:

• to promote understanding of the concept of physical growth and development.
• to provide many large muscle activities combined with a variety of activities designed to enhance fine motor development.
• for attention to selection and arrangement of the physical environment.
• for the same activities for boys and girls.
• to provide activities that allow for movement.
• for opportunities to interact physically with a variety of learning resources.

**Spiritual and Moral Characteristics**

• They tend to conform in order to avoid disapproval.
• They have developed a concept of right-wrong which may or may not be justified.
• They tend to enjoy discussing moral issues that emerge from their own experience.
• They tend to have an uninhibited sense of curiosity, excitement and wonder.

**Implications for Teaching**

There is a need to:

• promote understanding of the reasons for appropriate behaviours and actions.
• to recognize basic emotions: love, anger, fear, guilt; how to deal appropriately with the feelings and understand situations which may evoke the feelings.
• differentiate between appropriate and inappropriate reactions.
• nurture a child's spiritual development by providing opportunities to see, touch, taste, hear, and feel the presence of God in their relationships with nature and with other people.

• provide quiet time for reflection.

Key Concepts, Skills, and Abilities

This curriculum guide has been developed around a set of key concepts, skills and abilities. It focuses on concepts that are central to easing and facilitating the transition from kindergarten to grade one and thereby becoming increasingly autonomous with regard to personal health and wellness. The curriculum is intended to assist young people to assess their current skills and abilities, and build on those that contribute to and support personal health.

Generic learning skills such as the communication skills of listening, speaking, reading and writing are critical. Thinking skills such as accessing and applying knowledge, problem solving and evaluating are key to addressing the decisions that are made every day.

Students will be engaged in the assessment, promotion and enhancement of their personal development. Students will be encouraged to reflect on their health practices and how they will impact their lifestyle today and in the near future. This learning process will include problem-solving strategies to use in challenging and everyday situations. The result should be evidence-based decision making and its application to personal growth and development.

Personal Management Skills

This course is intended to help students acquire skills and abilities that, when applied throughout their lifetime, contribute to their ability to effectively engage in lifelong learning. Regular personal reflection and creation of plans, periodically reviewed, promote continuous personal development and learning. The outcomes under GCO 3 are intended to promote and lead to lifelong learning.

Specific personal-management skills highlighted in this course include:

Positive Attitudes and Behaviours

These are exemplified by self-esteem and confidence; honesty, integrity and personal ethics; positive attitude towards learning, growth and personal development; and initiative, energy and persistence to complete tasks.
Responsibility

This is demonstrated by the ability to set goals and priorities; plan and manage time and other resources to achieve goals and be accountable to self, school, family and community for actions taken.

Adaptability

This skill is evident in a positive attitude towards change, the recognition of and the respect for diversity and individual differences, and the ability to identify and suggest new ideas to address challenges creatively and effectively.

The skill of working with others is evident in the ability to understand and contribute to group goals, understand and work with the culture of the group, plan and make decisions with others and support the outcomes of those decisions, respect the thoughts and opinions of others in the group, exercise “give and take” to achieve group results, seek a team approach where appropriate, lead when appropriate and mobilize the group for high performance.

(Source: Conference Board of Canada)

Learning skills, personal management and resource management skills, and leadership and teamwork skills form the basis for career development. Career exploration and career development learning activities are infused into the components of the curriculum guide. Students are provided with opportunities to assess personal knowledge, skills and attitudes; gain new understandings and abilities and consider these in relation to specific careers.

The Teaching and Learning Process and Suggested Strategies

Instruction and learning approaches should focus on empowerment, not the transfer of information; on the development of skills, not on learning about skills. Learning activities should fully engage the learner and place responsibility on the learner to demonstrate personal progress. Students should

- acquire and demonstrate capability and efficacy
- practise and acquire skill sets
- take responsibility for personal improvement

In this curriculum, students will start from where they are and, through activities, develop and demonstrate a range of understandings, capabilities, attitudes and behaviours.
A. **Knowledge and Understanding**

It is expected that students will

1. assess what they know and how they feel about the issue or topic being examined
2. discuss the issue or topic and get the facts

B. **Skills and Abilities**

It is expected that students will

3. engage in learning activities that take them beyond the facts and that allow them to experience and analyze an issue for personal relevancy
4. determine their skills and abilities
5. determine what resources and skills they need to acquire

C. **Attitudes and Behaviours**

Students will be encouraged to

6. based on information, attitudes, skills, needs, wants, goals and values, assess personal strengths and limitations and make plans to avail of opportunities and meet challenges

**Brainstorming Session**

- a process of rapidly generating ideas or responses
- encourages participation because all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes “you mean to say.....,” or “this is the same as....”)
- draws on group’s knowledge and experience
- one idea can spark and generate other ideas
- a means of extending boundaries and encouraging creative ideas
- a means of quickly getting a wide range of ideas on a topic
- can be used as a precursor to refining or categorizing ideas/responses
- is intended to capitalize on the varied experiences, knowledge and ideas of the group
- can be playful with impromptu ideas encouraged and accepted

**Key Points About Some Strategies**
Cautions:

- participants may have difficulty getting away from known reality
- if not facilitated well, criticism and evaluation of ideas may occur
- should be limited to 5-10 minutes

Case Studies

- are short descriptions of events or circumstances in the lives of hypothetical people
- can be spontaneously created from actual experiences
- provide a context for real-life situations in which individuals and families may find themselves
- allow students to discuss difficult situations which they, or others they know personally, encounter without facing the risk of disclosure
- provide a means of presenting positions and values and is a means of hearing and listening to the positions and values of others
- are a means of presenting alternatives, making decisions and evaluating choices

Cooperative Small Group Learning

- an approach to organizing classroom activity so that students can work with each other and build on one another’s strengths and ideas
- group members share clearly defined roles and are interdependent in achieving the main goal
- students learn the importance of respecting individual views and maintaining group harmony
- students must be working towards a common goal
- success at achieving the goal depends on the individual learning of all group members
- the teacher’s role is primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practising skills
- successful use of this method is assisted with professional development and practise
Interviews and Surveys

- involve individuals, pairs or small groups in collecting information from peers, younger students, older students and adults
- involve focused thought and active thinking to develop questions and explore ideas
- require interpersonal and listening skills as the student must listen respectfully, react to and interpret the views and experiences of others
- use language to articulate and clarify one’s thoughts, feelings and ideas
- allow exchanges of ideas, increased understanding and new awareness of previous knowledge
- promote the development of organizational skills related to the collection and representation of data
- involve follow-up such as reporting and interpretation of data

Projects

- include assigned tasks that provide an opportunity for learners to consolidate/synthesize learning from a number of disciplines or experiences
- usually involve learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation
- may be used to relate knowledge to their own experiences and/or to the broader community
- may involve research
- usually involve extending/enriching/reinforcing learning
- should be focused (e.g., subject matter concept, interdisciplinary theme, action projects)
• should include clearly defined task descriptions such as interview, compare opinions, make a model, find contrasting views on, create a dramatic presentation

• should include criteria for planning and evaluation

• students should clearly understand the requirements of the project

• should include clear time lines and ongoing progress reports

**Problem Solving**

• application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem

• may follow the scientific method

• can be a practical skill

• may include strategies such as “trial and error”, brainstorming, “what if? I suppose”, attribute listing, forced relationships, idea check list and imaging

**Inquiry**

• elements of inquiry include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations

• allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources

• allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment

• allows students to act upon their curiosity and interests

• encourages students to formulate questions and analyze situations/problems/information

• calls upon prior learning

• encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)

• allows students to make inferences and propose solutions

• leads students to realize that there is often more than one answer to a question and more than one approach to a challenge
Learning Centres

- allow students to work independently as individuals or in small groups
- encourage independent as well as collaborative work
- allow for effective use of single or limited copies of resources
- require detailed planning with clear directions
- can accommodate a variety of learning styles
- can be used where students are required to master material as background information or skills

(See Appendix A for “Guidelines for Designing and Managing Learning Centres”.)

Thought Webs

- demonstrate multiple connections of topics and issues to one another
- provide opportunities for students to think about health and make connections
- are a means of categorizing and grouping concepts and ideas

Class Discussion

- allows for full and open sharing of ideas and opinions
- has the potential to engage all learners at the same time
- encourages critical thinking
- provides an opportunity to practise listening skills and oral communication

Personal or Self-reflection/Journaling

- allows individuals to think about their level of knowledge, their beliefs and values
- facilitates personal goal setting and planning
- supports privacy
- respects the personal quality and uniqueness of the individual
Establishing Routines

- allows students to reflect on what they have learned or are about to learn
- allows students to pose questions and react to learning experiences

Implementation

There are many factors that need to be considered regarding the planning and delivery of a course at the school and classroom level. The recommended time allotment for Health at the Primary level is 40% shared among social studies, religious education, health, art, music and physical education with 5% of both English and mathematics time allotments achieved while teaching other subject areas. The percentage and hourly breakdown is:

Time Allocations

Unit 1: All About Me: Healthy Body/Body Awareness, 12 weeks, 31%
Unit 2: All About Me: Healthy Mind and Feelings, 9 weeks, 24%
Unit 3: All Around Me: My Family, Friends and Community, 8 weeks, 21%
Unit 4: All Around Me: My Environment, 9 weeks, 24%

The division of time allotments for each component is to be used as a guideline for planning and should be adjusted based on factors such as learner needs and abilities, interests of students, availability of resources, and school and community context and culture. Primary attention should be given to the achievement and demonstration of attitudes, skills and abilities as stated in the outcomes for the course.

When choosing activities and strategies to further student learning, it is important to recognize diversity in student learning styles and abilities; cultural, religious and family background and economic status; belief system and values and to consider sensitivities related to these.

Establishing Routines

Establishing and maintaining routines will allow sharing, exploring and learning in an accepting, safe environment. It is important that class members consider and establish routines before any discussion of sensitive issues or participation in activities. Routines need to be reinforced consistently throughout the year and assimilated into all learning activities. Establishing a routine at the beginning of the year with consistent expectations will inform students of the teacher’s expectations for their interactions with one another in the classroom.
Handling Sensitive Issues

Assessment and Evaluation

Teachers should talk to the class about the behaviour that is expected in class as well as how to respond to emotions and feelings that some discussions might invoke.

In the context of this curriculum guide, assessment is defined as the act of determining progress and measuring achievement while evaluation refers to making interpretations and judgements about student progress and achievement.

Assessment and evaluation are intended to determine performance in relation to the stated outcomes for the course. The stated outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement. The stated outcomes for Grade 1 Health are the basis, the starting point, for creating assessments strategies. Outcomes should be clearly communicated to students. Student self-evaluation and peer evaluation can be better accomplished when intended outcomes, the GCOs, are known and understood.

Assessment and evaluation processes and techniques should:

- be designed to determine whether the outcomes have been achieved.
- reflect the stated outcomes for the course.
- be an integral part of the teaching and learning process and of each component of the course.
- give all students the opportunity to demonstrate the achievement of outcomes.
- provide positive, instructive and supportive feedback to students.
- invite and encourage student self-assessment and active participation.
- allow for a range of options to accommodate students’ abilities to demonstrate the achievement of outcomes.
Activities should include opportunities for students to practise and illustrate skills through such activities as role plays, individual or small group work and demonstrations.

In planning for assessment the key question is “What is the student expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate their learning. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied and it may include oral presentations, puppet shows, role-play, designing or art displays. The choice of means will depend on available resources including time and the type of learners and their strengths.

At the outset of each unit, students need to know what is expected. Informing parents of these expectations will reinforce the skills learned at home, in the community and at school.
Unit One
Healthy Body/Body Awareness
Specific Curriculum Outcomes
12 Weeks
Unit One
All About Me: Healthy Body/Body Awareness

Knowledge and Understanding

It is expected that students will be able to:

1. identify daily activities which promote personal health and well-being.
2. understand the benefits of participating in outdoor activities.
3. understand that eating a variety of foods from all food groups as defined by *Eating Well with Canada’s Food Guide* helps bodies grow healthy and stay strong.
4. recognize that *Eating Well with Canada’s Food Guide* identifies healthy food choices for each of the food groups.
5. understand the benefits of eating a healthy breakfast.
6. identify the components of oral health care.
7. know what a cavity is and understand that regular dental examinations are necessary for early detection of cavities.
8. understand why it is important to care for permanent teeth.

Skills and Abilities

It is expected that students will be able to:

1. demonstrate personal hygiene practices that contribute to a healthy body.
2. experience a variety of daily physical activities that promote participation in life long physical activity.
3. demonstrate the ability to select healthy foods and beverages.
4. categorize foods as “healthy” or “foods to limit”.

Attitudes and Behaviours

It is expected that students will be able to:

1. assess participation in daily physical activities that are enjoyable.
2. develop an awareness of the importance of trying new foods.
3. assess personal rest patterns and cold/flu prevention 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.

Outcomes

Students will be expected to:

1.1 identify daily activities which promote personal health and well-being.

   Include:
   • being physically active: indoors and out
   • getting adequate rest
   • eating well
   • practising hygiene habits and cold/flu prevention: hand washing, not sharing personal items such as combs, food, drink, etc.

1.2 understand the benefits of participating in outdoor activities.

   Benefits include:
   • fresh air
   • sunshine and the absorption of Vitamin D
   • restful sleep
   • feeling well

Suggested Strategies for Learning and Teaching

1. To generate a list of daily health promoting activities, use Health Clipboard Activity 1, “Good Health Around the Clock”. Student ideas can be recorded on chart paper and discussed as a class. As a follow up, the song “Let’s Figure Out Health” can be played to reinforce the concept of health.

2. Using Big Ideas Book, pp.20-21, 36-37, draw students’ attention to the visuals of activities that promote health. For guided discussion suggestions, go to p.176 of Health & Wellness Teacher’s Edition. Ask students to suggest possible captions for each visual. They may be recorded on self adhesive notes and attached to the visuals.

3. Use the “Before Reading” activity in Health & Wellness Teacher’s Edition, pp.180-181 as an introduction to how germs are spread. Read “How Germs Spread” pp.4-5 in the reader, Stay Well. After reading the selection, identify practices that help prevent the spread of germs. Students should identify hand washing, use of tissues for colds, coughs and sneezes, not drinking/eating from the same container as others and the importance of not sharing clothing items such as hats.

1. Weather permitting, take the class outside where you can discuss the various ways of being active outdoors. Plan an outdoor activity that the class can do in this area and upon completion of the activity, discuss:

   • how it feels to play outdoors
   • immediate physical changes in themselves or their classmates such as having rosy cheeks, feeling energetic, experiencing a change in heart rate, etc.
   • their predictions on how they may feel at bedtime
   • the benefits of sunshine to the body such as the absorption of Vitamin D which aids in healthy bone growth

   This activity can also be done after students have had scheduled outdoor play during recess or lunch.
## 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

Foldable: Select a foldable style from the Health & Wellness Teacher’s Edition. On all but the last section of the foldable, students will illustrate ways in which they are active. On the last section, students will complete the sentence, “To become more active, I will…” and illustrate the sentence.

Students will complete “Practise Good Health”, p.86 in Health Masters.

After reading “How Germs Spread” pp.4-5 in the Stay Well reader, observe students making responses to the following questions:
- What do we do to keep our bodies clean?
- Why is it important to keep our bodies clean?
- Which practices also help prevent the spread of germs?
Follow up, by asking students to illustrate the best way to prevent the spread of germs. It is expected that the picture and caption will depict handwashing.

Use “Watch Out for Germs!” p.82 in Health Masters. Children will select the actions that show how germs might spread.

Students will draw and color a picture or bring in a photograph of themselves being active/playing outdoors. The picture may include a caption or the student may give a verbal explanation of the outdoor activity and how it makes them feel. For example, “Playing tag outside makes my cheeks rosy.” A similar activity can be found in Health Masters, p.49.

Use the visual on p.15 of Staying Clean and Fit reader. Ask students “How are the children in the visual feeling and why are they feeling this way?”

### Resources/Notes

Health & Wellness:
- Health Clipboard Activity1
- Health Songs CD, Track 1

Health & Wellness:
- Health Masters, p.86
- Big Ideas Book, pp.20-21, 36-37
- Teacher’s Edition, p.176

Note: healthy eating, oral health care and sleep will be covered in detail later in this unit. They may be discussed briefly in this outcome.

Health & Wellness:
- Stay Well reader, pp.4-5
- Teacher’s Edition, pp.180-181

Health & Wellness Health Masters, p.82

Health & Wellness:
- Staying Clean and Fit reader, p.15
- Health Masters, p.49

Parent Connect: the role of Vitamin D found at Dietitians of Canada website:
http://www.dietitians.ca/resources/resourcerequest.asp?fn=view&contentid=12289
# 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. **understand that eating a variety of foods from all food groups as defined by *Eating Well with Canada’s Food Guide* helps bodies grow healthy and stay strong.**

1. **recognize that *Eating Well with Canada’s Food Guide* identifies healthy food choices for each of the food groups.**

## Suggested Strategies for Learning and Teaching

The focus of this outcome should be on the concept of eating a variety of healthy foods. The word “diet” references our food intake. However, some students may have negative connotations of this word and be referencing a restriction of food. (*Healthful Foods* reader, pp. 2-3)

1. Provide pictures of food categorized into groups as per the food guide as found in the appendix. Provide one set of pictures to each child and a body outline. Each student can create their own body outline or the teacher may create one and provide it to each student. Ask them to select the foods they like on each sheet. Cut and glue them onto their body outline. This will be a pictorial representation of the healthy foods they eat from each food group and the variety from each group. Each child should present his/her outline to the class. As each child presents, the teacher can lead a discussion about eating different foods from each food group by using *Eating Well With Canada’s Food Guide*.

   Teachers can encourage eating a variety of foods from each food group throughout the year. The activity can be repeated at the end of the year. The Health and Wellness resources listed in column four provide additional text for discussion.

2. **Discuss experiences with trying new foods. Discuss the role that each of the five senses plays in making food appealing to eat. Recognize our reluctance to try new foods may be because we are not sure if we will like it. Share experiences of foods tried and liked by the students.**

   1. Provide a variety of food models or pictures of both healthy foods and “foods to limit”. Ask the students to identify each food and whether or not it belongs in the food guide. The connection should be made that the foods that belong to one of the food groups are healthy foods. The foods that do not belong are “foods to limit” as they are high in fat, sugar or salt.

   2. Use *Big Ideas Book*, pp.18-19 or the front cover of *Eating Well With Canada’s Food Guide* to help students discover that there are four food groups by asking the following questions:
      
      - What four colors do you see in the arches?
      - Name the foods that are in the green, the yellow, the blue and the red sections.
      - What do the foods in the green section have in common? The foods in the yellow, the blue and the red sections?
      - What is the same about the foods in all of the colored sections?

   **Note:**

   Memorization of the food groups and sorting of foods into these categories are not required. An awareness of the food guide and healthy foods are important.
**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

**Food Art/Food Face Collage**
Cut up a variety of vegetables and fruits and allow students to create a face or a body using the healthy food. Pictures of food from flyers may be used in place of real food. Where available, this may provide an opportunity to introduce students to non-traditional fruits. Using the Food Art template provided in the appendix, students can paste in their pictures and complete the statement. Take a picture of each student’s food art and use them to make a class big book or display.

Students will be encouraged to try new foods at home over a two week period and record the food items on “Try It- You May Like It”. Students will share their experiences with the new foods at the end of the two week period.

**Matching game**
Using food models or pictures of food, ask students to select a food item from a grocery bag and place the picture/model in one of two other bags labelled as: Foods on the food guide and foods not on the food guide. A piece of chart paper can be divided into half and labelled with headings which name each group. Include foods that are “foods to limit”. This category can be on a separate sheet. The emphasis is not on correct placement but on the discussion that may ensue from the student placement or questions the students may have about foods.

### Resources/Notes

**Appendix:**
- food templates
- Food Art template

Health Canada online resources found at www.hc-sc.gc.ca:
- *Eating Well With Canada’s Food Guide*
- *Create My Food Guide*

Health & Wellness:
- *Big Ideas Book*, pp.16-19
- *Teacher’s Edition*, p.68
- *readers: Healthful Foods*, pp.2-3
- *Stay Well*, pp.12-13

“Try It- You May Like It!”

School Milk Foundation Healthy Lifestyles Presentations

Appendix: “Foods To Limit” template

Health & Wellness:
- *Big Ideas Book*, pp.18-19
- *Health Songs CD: Track 4, “Groovin’ in the Kitchen”*

This activity also addresses outcome 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:

1.5 understand the benefits of eating a healthy breakfast.
   Benefits include:
   • provides fiber which helps to promote satiety (i.e. fullness)
   • helps to focus on learning
   • avoids the likelihood of overeating at another meal or snacking on unhealthy foods
   • promotes a sense of health and well-being

1.6 identify the components of oral health care.
   Include:
   • twice a day brushing
   • care and replacement of toothbrushes
   • drinking water and avoiding sticky foods
   • making healthy food choices
   • regular visits to the dentist
   • sealants on six yr. molars
   • flossing

Suggested Strategies for Learning and Teaching

1. Provide pictures of common breakfast foods sorted by food group. Students will circle the ones they like. Ask students if they can identify at least one food from each food group that they would enjoy eating for breakfast. Discuss the recommendation of having food from three of the four food groups for a breakfast meal.


3. Refer to Health Clipboard Activity 29, “Make a Meal”. Adapt this activity for breakfast choices only.

4. Fiber Finder and Sugar Spotter: Using a variety of cereal boxes, the teacher will highlight the words “sugar” and “fiber” on the nutrition label of each box. The students will be given a cereal box and a magnifying glass and asked to view the fiber and sugar content. The teacher will ask who has a big number next to the word sugar. A discussion should ensue about which cereals have the highest amounts of sugar. For fiber, the numbers would not be as high but a similar process could identify which cereal has the most fiber and why that would be a healthy breakfast choice.

1. Brainstorm the meaning of the term oral health care and discuss ways students practise taking good care of their teeth and gums.

2. After reading Staying Clean and Fit reader pp. 8-11, make a list of the things that help protect our teeth. The teacher may choose to use either transparency 21, “The Correct Way to Brush Your Teeth”, in Transparency Book and/or “Practice Healthful Habits” on pp.12-13 in Life Skills Book for oral health care visuals.

3. Identify the oral health care practices which have to be done everyday to promote oral health care.

4. Invite a dentist, dental hygienist or public health nurse to visit the class and to discuss what happens in a dental visit and the importance of oral health care. The students should be exposed to the proper use of a toothbrush, paste and floss.
# 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

Complete either a journal entry “A Healthy Breakfast Choice is …” or Health Masters, “Mealtime”, on p.32 which can be adapted for breakfast. This activity could also be done with a paper plate whereby students will glue their pictures of healthy breakfast food choices to the plate.

Complete the Take Home Activity – “Healthy Practices to Care for My Teeth” as provided in the Appendix.

Health Masters “Tooth Talk” p.46 and “Healthful Habits” p. 47

## Resources/Notes

<table>
<thead>
<tr>
<th>Health &amp; Wellness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transparency Book, transparency15</td>
</tr>
<tr>
<td>• Healthful Foods reader, pp.4-5</td>
</tr>
<tr>
<td>• Health Clipboard Activity 29</td>
</tr>
<tr>
<td>• Health Masters, p.32</td>
</tr>
<tr>
<td>• Life Skills Book, pp.10-11</td>
</tr>
<tr>
<td>• Teacher's Edition, pp.86-87</td>
</tr>
</tbody>
</table>

### Appendix: “Healthy Practices to Care for My Teeth”

Health & Wellness:
- Staying Clean and Fit reader, pp.8-11
- Transparency Book, transparency 21
- Health Masters, pp.46-47
- Life Skills Book, pp.12-13

Note: NL Dental Association advises that children up to age 12 have free dental coverage and free sealants for their six year molars. Parents should request that the sealants be done, since the six year molars often develop cavities. Brochure: NL Dept. of Health and Community Services
### 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>
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<tr>
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<tbody>
<tr>
<td><strong>1.7</strong> know what a cavity is and understand that regular dental examinations are necessary for early detection of cavities.</td>
<td>1. View the online story from Colgate: Bright Smiles, Bright Futures entitled “Dr. Rabbit and The Legend of Tooth Kingdom”. It consists of ten chapters and can be viewed online at <a href="http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Teachers/LegendVideoChapters/Chapter_01/HomePage.cvsp">http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Teachers/LegendVideoChapters/Chapter_01/HomePage.cvsp</a> Create a username and password for the site listed above. Search or go to “About the Legend” and click on “video chapters”.</td>
</tr>
<tr>
<td><strong>1.8</strong> understand why it is important to care for permanent teeth. Include:</td>
<td>2. Refer to p.23 of <a href="#">Big Ideas Book</a> to discuss the routine associated with a visit to a dentist’s office. Read <a href="#">Staying Clean and Fit</a> reader, pp. 8-11 to discuss cavity prevention.</td>
</tr>
</tbody>
</table>
| - lifelong effect on speech  
| - nutrition  
| - overall health                                                                                                                                | 1. Provide a hand held mirror for the children to look at their own teeth. Ask them to look at their teeth to see if they have any teeth missing or if any permanent teeth have grown in to replace the missing ones. Emphasize that the permanent teeth cannot be replaced if they become unhealthy or lost due to an accident or injury. Explain that it is important to look after our permanent teeth, not only when they are new, but throughout our lives. **Participation in this activity may be sensitive for some children.**  |
| 2. Make a web of reasons why we need our teeth. Include such things as their effect on our speech, nutrition and overall health. Encourage students to share their personal anecdotes about how it felt /feels to speak, eat and smile with loose or missing teeth. Emphasize the difference between the long term effects of losing permanent teeth as opposed to losing primary teeth. | 2. Make a web of reasons why we need our teeth. Include such things as their effect on our speech, nutrition and overall health. Encourage students to share their personal anecdotes about how it felt /feels to speak, eat and smile with loose or missing teeth. Emphasize the difference between the long term effects of losing permanent teeth as opposed to losing primary teeth. |
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

Make a tooth puppet using card stock and craft sticks. Partner students to create both a healthy and an unhealthy tooth puppet. Create a puppet conversation whereby the tooth puppets explain why they are healthy or unhealthy.

Complete “A Healthy Smile” on p.44 in Health Masters.

Complete the writing activity in the Teacher’s Edition, p. 103 “Activity Corner”.

Resources/Notes

“My Bright Smile” storybook found under printable activities on the Colgate website.

Health & Wellness:
• Big Ideas Book, p.23
• Staying Clean and Fit reader, pp. 8-11
• Health Masters, p.44

Health & Wellness Teacher’s Edition, p.103
### 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.**

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<thead>
<tr>
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<tbody>
<tr>
<td>Students will be expected to:</td>
<td>1. Demonstrate the six step handwashing technique with soap and water as outlined in the information poster in the appendix from Health and Community Services. Time the students and have them sing the “Happy Birthday” song while they complete the handwashing procedure. If a sink is not available, a dramatization or a hand sanitizer may be substituted.</td>
</tr>
<tr>
<td>2.1 demonstrate personal hygiene practices that contribute to a healthy body. Include: • hand washing • sneezing in your sleeve • using a tissue • not sharing food/drink and personal items such as hats, toothbrushes, hairbrushes, etc.</td>
<td>2. Read the poems “A Sneeze”, “A Bad Cold” and “Keeping Clean” found in the appendix. View the poster “Clean, Cover and Contain” and discuss the importance of following hygiene practices. Demonstrate proper use and disposal of tissues and the practice of sneezing in your sleeve. As a follow up, students will draw a face on a paper plate and trace their hand on a piece of construction paper. The hand should be attached to the plate with the tissue between them, as if it is covering a sneeze.</td>
</tr>
<tr>
<td>2.2 experience a variety of daily physical activities that promote participation in lifelong physical activity. Activities may include: • walking • stairwalking • dance • aerobic activities • organized games or sport • skipping • bike riding • swimming • tobogganing • skating • snowshoeing • other physical activities</td>
<td>3. Complete <em>Health Clipboard Activity 75, “Germ Man and Superhero”.</em></td>
</tr>
</tbody>
</table>

1. Engage students in the planning of weekly/monthly physical activities to be done during the school day. Expose the students to a variety of activities. Coordination with the physical education teacher may facilitate the delivery of this outcome. |

2. On a daily basis, incorporate movement/physical activity responses into teaching and learning strategies to allow students to demonstrate learning and to expose them to a variety of ways of being active. For example, upon hearing a list of snack foods, students can be directed to do jumping jacks when they hear a healthy snack named and do squats for examples of foods to limit. Songs that incorporate movement such as “The Hokey Pokey” or “Head, Shoulders, Knees and Toes” can also be used here to engage students in physical activity. |

3. As a class, try the stretching exercises on transparency 24, “The ABC’s of Good Stretches” in *Transparency Book* or use track 11, “Warm-up”, on the *Health Songs* CD. From the list at the left, select one activity that the class may try as a group. Use the visuals on pp. 24-25 in *Big Ideas Book*, *Health &Wellness Teacher’s Edition*, T33-36 and the ideas on p.109, to discuss ways students can be active either by themselves or with their families.
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

Use a cube with hygiene practices written on each side. As the cube is tossed from one student to another, the hygiene practice that is face up on the cube should be demonstrated by the student and identified by the group.

Complete “Keeping Fit” from Health Masters, p.50.

Resources/Notes

Clean, Cover and Contain resources are available from Health and Community Services offices.

Appendix:
- “How To Wash Your Hands” poster found at www.health.gov.ca/How_To_WashHands_2009.pdf
- Poems: “A Sneeze”, “A Bad Cold”, “Keeping Clean”

Cube may be a dice, beach ball, etc. The hygiene practices may be written on paper and taped to the ball/cube or written in permanent marker.

Health & Wellness Health Clipboard Activity 75

Canada’s Physical Activity Guide for Children (6-9 years of age) can be found at http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/guide_k_e.pdf

Physical activity videos designed for in class use can be accessed online at www.learning.alianet.net. An account would have to be set up to access materials on this site.

Health & Wellness:
- Big Ideas Book, pp.24-25
- Transparency Book, transparency 24
- Health Masters, p.50
- Health Songs CD: Track 11
### 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.

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<tr>
<td><em>Students will be expected to:</em></td>
<td>Note: Use <em>Eating Well with Canada's Food Guide</em> as a reference for selecting healthy foods. As well, <em>A Resource for Educators and Communicators</em> provides a detailed listing for teacher reference.</td>
</tr>
<tr>
<td>2.3 demonstrate the ability to select healthy foods and beverages.</td>
<td>1. Create a collage “Healthy Foods I Like”. Students will select food pictures from magazines, flyers or food pictures provided in the appendix. The collage can be laminated and used as a placemat.</td>
</tr>
<tr>
<td></td>
<td>2. Dramatic Play: Healthy Restaurant. Create a healthy menu for a restaurant. Students will role play a customer ordering a healthy meal and a server serving a healthy meal.</td>
</tr>
<tr>
<td>2.4 categorize foods as “healthy foods” or “foods to limit”.</td>
<td>3. Students may bring in a healthy recipe from home to include in a class recipe book. Recipes can be simple, such as fruit smoothies, mini banana muffins, healthy sandwiches, etc. Where possible, teachers may wish to make one of the recipes as a class.</td>
</tr>
<tr>
<td></td>
<td>4. Healthy Recess Tracking Chart: Students will be encouraged to bring a healthy snack for recess. They may record their healthy food choice on a class chart and when the chart is completed the class will earn a reward.</td>
</tr>
<tr>
<td></td>
<td>1. Discussion: Students will view the visuals “Think About Your Health Choices” pp. 20-21 in <em>Life Skills Book</em>. Ask students, “What is meant by a “healthy food” and what is meant by a “food to limit”? Explain to students that the foods and beverages we should eat every day are in the <em>Canada's Food Guide</em> groups. “Foods to limit” are foods and beverages that we should eat less often such as chocolate, cookies, candy, sports and energy drinks, etc. as outlined in “Eat Well” on the back of <em>Canada's Food Guide</em>. As a follow up, children can cut and paste pictures of food and beverages onto a chart labelled “healthy foods” and “foods to limit” or two hoola hoops can be placed on the floor and used to sort food and beverages rather than cutting and pasting pictures.</td>
</tr>
</tbody>
</table>
UNIT ONE: ALL ABOUT ME: HEALTHY BODY, BODY AWARENESS

**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**

Complete “Which is the Healthful Food?” on p.31 in *Health Masters.*

Working with a parent/caregiver, students will select a recipe and bring it to school to explain to the class why it is a healthy choice. The student may talk about the ingredients or the way it is made.

**Resources/Notes**

- Health & Wellness *Health Masters,* p.31
- A Resource for Educators and Communicators can be found at www.healthcanada.ca
- Appendix: Food pictures

In Class Activity:
The teacher will have two bags: one labelled “healthy foods” and one labelled “foods to limit” and a selection of food represented by pictures, empty packages, food models, etc.. Ask the children to select and place each food item into the appropriate bag. Students will explain their “healthy” and “foods to limit” food and beverage choices.

**Note to Teacher:** food packaging selections should reflect foods to avoid because of allergies.

Refer to *Eating Well with Canada’s Food Guide,* back panel “Eating Well”

*Health & Wellness Life Skills Book,* pp.20-21

Recommended Children’s Literature:

- *Pinkalicious* by Victoria Kann
### 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.

<table>
<thead>
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<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 assess participation in daily physical activities that are enjoyable.</td>
<td>1. Discuss student participation in physical activities and how it makes them feel. Each student should express what they like about each activity, whether it is individual or group oriented, indoor or outdoor, seasonal etc. The students should choose a favourite activity and draw a picture of themselves participating in it. Students may write a sentence under their drawing to identify the activity, how it makes them feel and some indication of the frequency of their participation.</td>
</tr>
<tr>
<td>3.2 develop an awareness of the importance of trying new foods.</td>
<td>2. Create a class photo collage of family participation in physical activities. For each picture add captions to indicate the activity, the participants and the frequency of the activity. If a photo is not available, a drawing can be used.</td>
</tr>
</tbody>
</table>
| 3.3 assess personal rest patterns and cold/flu prevention practices.      | 1. Discussion:  
   Ask students to think of a food they recently tried. Discuss the following with the class:  
   - Did you like the food?  
   - What is it that you like or dislike about the food? Is it the taste, the look, the smell, or the feel of it in your mouth?  
   - Did you try the food only once?  
   - Would you be willing to try it again?  
   - Is it important to try different foods? Why?  
   2. Take Home Activity:  
   Students will be given pictures of vegetables and fruit and asked to circle the vegetables and fruit that they like. They should identify the vegetables and fruit they would be willing to try. For the second part of the activity, parents will be expected to help children fill out the “Try It – You May Like It” chart found in the appendix, each time their child tries a new vegetable or fruit. The appendix has an information sheet parents may find helpful in getting their child to try new foods. |

1. Read a story from the recommended children’s literature list about the importance of getting proper rest. Then read and discuss pp.4-5 in *Staying Clean and Fit* reader. Discuss the connection of proper rest to how you feel such as having more energy, thinking better, being more pleasant, preventing colds and flues, etc. Complete the “How Much Sleep Do I Get?” activity in the appendix.

2. Read and discuss *Stay Well* reader, pp.8-9. Refer back to pp. 36-37 of *Big Ideas Book* to examine the visuals. Allow students the opportunity to discuss what they do to aid in cold and flu prevention.
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

Journal Entry
Illustrate a physical activity that students and their families enjoy or would like to try as a family. Finish the statement: “My family enjoys ______” or “My family might enjoy ______”

Engage students in a discussion about their willingness to try new foods and their experiences with trying new foods. A willingness to try a new food, may increase the variety of food that you may like. You may have to try new foods many times before you learn to like them. Complete the self assessment “New Food Attitude” found in the appendix.

Note to teacher: The more times children are offered food the more likely they will taste them and accept them. Sometimes it takes at least 12 times before new food is accepted.

Resources/Notes

Canada’s Physical Activity Guide for Children (6-9 years of age) can be found at http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/guide_k_e.pdf

Appendix:
- “Try It- You May Like It” chart
- “Have You Tried These fruits?”
- “New Food Attitude”
- Tips for Parents

Recommended Children’s Literature:
- It’s Time to Sleep, My Love by Nancy Tillman
- Goodnight Moon by Margaret Wise Brown
- The Going To Bed Book by Sandra Boynton
- Rookie Read-About Health: A Good Night’s Sleep by Carol Alexander
- Raccoon Gets A Cold by Susan Canizares

Appendix: “How Much Sleep Do I Get?” activity sheet

Health & Wellness:
- Stay Well reader, pp.8-9
- Staying Clean and Fit reader, pp.4-5
- Big Ideas Book, pp.36-37
Unit Two
All About Me: 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 each person is special and unique.
2. recognize that while the body changes continually in structure and overall appearance, the rate of change may vary from person to person resulting in bodies of different shapes and sizes.
3. understand the need for an individual to feel valued, accepted and loved in a family, school and community.
4. recognize that experiences elicit different feelings and people may react differently to the same experience.

Skills and Abilities

Students will be expected to:

1. demonstrate one’s uniqueness.
2. identify and demonstrate strategies to deal with feelings.

Attitudes and Behaviours

Students will be expected to:

1. assess the impact of words and actions on other’s sense of worth.
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 each person is special and unique.

Include:

- diverse backgrounds
- promotion of positive body image
- physical development and rate of change
- tooth development

**Suggested Strategies for Learning and Teaching**

1. Brainstorm a list of attributes that describe the differences in students’ physical appearance. Encourage positive attributes that make individuals feel good about themselves.

2. Use the Venn diagram on p.45 of *Transparency Book* to show ways people are similar and different in their physical appearance, social interactions, personality traits, and interests.

3. Using a stamp pad invite students to make a fingerprint. Examine the print using a magnifying glass. Challenge the students to find two alike. This will provide an opportunity to discuss the uniqueness of each fingerprint and of each individual. Close by reading “You are Special” pp.4-5 in *Your Growing Body* reader.

4. Read a selection from the recommended children’s literature list pertaining to individual differences. Throughout the reading, discuss how each person's individuality makes one special.

5. Draw a picture and/or write a sentence to the student of the week to show what they like about that person. Include a physical attribute, personality trait, or something that they do well. By the end of the year, each student may receive a booklet from the class.

6. In Health and Wellness *Teacher’s Edition* p. 49, complete *Activity Corner: “A Special Quilt”*. 
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

Develop a poster to show “Friends Have Differences and Similarities.”

Observe student contributions in the large group discussion and in the creation of the Venn diagram.

Observe the students’ understanding of the differences of each fingerprint and of each individual.

Clipboard Activity 19: “Celebrity Interview”
Pairs of students will interview each other to discover the uniqueness of each individual. The oral presentation should highlight the uniqueness of the student.

Examine the booklets to evaluate the students’ ability to represent the uniqueness of a person by the inclusion of a physical attribute, personality trait, or something that they do well.

Resources/Notes

Health & Wellness
- Transparency Book, transparency 45
- Your Growing Body reader, pp. 4-5
- Teacher’s Edition, pp. 48-49
- Clipboard Activity 19

Recommended Children’s Literature:
Chrysanthemum by Kevin Henkes
Everyone is Special and Unique by Regina G. Burch
Stephanie’s Ponytail by Robert Munsch
Mixed-up Chameleon by Eric Carle
I am Special by Kimberly Jordano
What I Like About Me by Allia Zobel Nolan
Andy, That’s My Name by Tomi de Paola
Here’s To You by David Elliot
The Crayon Box That Talked by Shane deRolf
Incredible You by Dr. Wayne Dyer
I’m Special I’m Me by Ann Meek
Crow Boy by Taro Yashima
### 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>
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<tr>
<td>Students will be expected to:</td>
<td>1. Introduce the concept, rate of change, with the Big Ideas Book, pp. 10-11. Examine the pictures and discuss ways the children will change as they grow. Prompt a discussion of how the rate of change may vary from person to person. Introduce the reader, Your Growing Body, pp. 2-3. Use the questions on pp. 44-47 in Health &amp; Wellness Teacher’s Edition to guide the discussion. Close by listening to Track 3, “Changes Big and Small”, on Health Songs CD.</td>
</tr>
</tbody>
</table>
| 1.2 recognize that while the body changes continually in structure and overall appearance, the rate of change may vary from person to person resulting in bodies of different shapes and sizes. | 2. Listen to the lyrics of the song, “Same as Can Be” which can be retrieved at www.kidsknowit.com/educational-songs. Select the topic “Life Skills” and then select the song, “Same as Can Be”. This is a tune that children will easily learn. Once children become familiar with the song, ask them to create additional verses substituting other similarities and differences such as hair colours, number of missing teeth, number of wiggly teeth, shoe size, height etc.. For example,  
I have two missing teeth but we are the same, we are the same, we are the same, ...  
I have a missing tooth but we are the same, we are the same, we are the same, ...  
I have brown hair but we are the same, we are the same, we are the same, ... |
| | 3. Post a “Lost a Tooth” chart in your classroom and record names of students who lose teeth throughout the year. Discuss the fact that some children will lose many teeth in one school year, while other children may not lose any. Connect this activity to the fact that the rate of change will be different for every child. |
| | 4. Students will trace and cut out the outline of their hand or foot. Compare the hands and feet after they are displayed. Acknowledge that all of the hands/feet are different because the rate of growth is different for each child. Just as each person’s handprint or footprint is different, people too, come in different shapes and sizes. |
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

Sequence the pictures in “Age Order” on p.20 in Health Masters. The sequence should reflect the changes in physical growth and development over time.

As children develop a comfort level with this song through repetition, they should be able to take a turn and offer a substitution for the lyrics pertaining to themselves.

Resources/Notes

Health & Wellness:
- Health Songs CD, Track 3
- Big Ideas Book, pp. 10-11
- Health Masters, p.20
- Your Growing Body reader, pp. 2-3
- Teacher’s Edition, pp.44-47

Online resources can be found at www.kidsknowit.com/educational-songs

Recommended Children’s Literature:
The Ugly Duckling by Jerry Pinkney.
How Kids Grow by Jean Marzollo
Leo the Late Bloomer by Arthur Kraus
Growing Like Me by Anne Rockwell
### 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>1. Discuss the role and contribution students can make in a family, school and community. A guest speaker can be invited to discuss the importance of each student’s contribution to their home, school or community. Guest speakers may include a town councillor, mayor, school principal, etc..&lt;br&gt; 2. Read “Helping Hands” on pp.6-7 in <em>Your Family, Your Friends, and You</em> reader. Follow up with a discussion using the “Before and During Reading Questions” found on pp. 30-31 in Health &amp; Wellness Teacher’s Edition. Using the word web on transparency 46 in <em>Transparency Book</em>, write words and phrases related to the word “chores”.&lt;br&gt; 3. Helping Hands Basket&lt;br&gt; Display three helping hands baskets; one for helping at home, one for helping at school and one for helping in the community. These baskets can be made from construction paper or paper bags and decorated with a handprint. Students may trace and cut out the outline of their own hand or the teacher may provide a template. Ask each student to write and/or draw on three hands: one thing they do to help at home, at school and in the community and put them in the correct baskets. This is an adaptation of the <em>Life Skills Activity</em> found on p. 66 in the Health &amp; Wellness Teacher’s Edition. A similar activity can be found on <em>Health Clipboard Activity 12</em>.&lt;br&gt; 4. Make a booklet, “I Am Important” that illustrates the role and contribution that individuals make within their family, school and community. The booklet will have a page for family, school, and community. The template for the booklet is found in the appendix. For example:&lt;br&gt; • In my family, I feed my dog.&lt;br&gt; • In my school, I share with my friends.&lt;br&gt; • In my community I put my litter in the garbage can.&lt;br&gt; • In my family, I clean up my toys.&lt;br&gt; • In my school, I recycle my juice containers.&lt;br&gt; • In my community, I participate in sparks/beavers, karate, dance, etc.</td>
</tr>
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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.

### Suggestions for Assessment

Student writing and representations should reflect how contributing to one's family, school, and community can satisfy an individual's need to feel valued and loved.

Upon completion of the “Helping Hands” Activity remove the hands from the three baskets. Mix up the hands and ask each student to select one hand; there will be hands left over. The students will most likely have a hand that was written by another student. Based on the information written on the hand, determine the placement of it in the appropriate basket. This activity will allow the student to recognize the diversity of ways people meet their need to feel valued, accepted and loved in their family, school and community.

### Resources/Notes

**Health & Wellness:**
- *Your Family, Your Friends, and You* reader, pp. 6-7
- *Teacher's Edition*, pp. 30-31, 66
- *Health Clipboard Activity 12*
- *Transparency Book*, transparency 46

**Recommended Children's Literature:**
- *Julius The Baby of The World* by Kevin Henkes
- *Five Little Monkeys With Nothing To Do* by Eileen Christelow
- *The Important Book* by Margaret Wise Brown
Outcomes

Students will be expected to:

1.4 recognize that experiences elicit different feelings, and people may react differently to the same experience.

Suggested Strategies for Learning and Teaching

1. Read and discuss Health and You reader pp. 10-11. The Health & Wellness Teacher’s Edition, pp. 14-15 provides questions to guide the discussion. After reading and discussing, ask students to recall an experience and how it made them feel. Determine if the same experience could make another student feel differently. For example:
   - Participating in a concert
   - Visiting relatives
   - Sleeping over to a friends home
   - Eating a new food
   - Playing in the snow

2. Discuss the connection between feelings and personal experiences and how they vary amongst individuals. Record students’ experiences on chart paper and connect them to a feeling. A general template may read: “_______ feels ______ when ______________.” Once the class list of feelings and experiences are recorded, students will read the chart together. Place an emphasis on how different feelings may be felt for the same experience.

3. Read a selection of children’s literature such as Froggy’s Sleepover by Jonathan London. Discuss the experience in the story or another experience that makes two individuals feel differently. For example:
   - “Going on a plane makes me feel excited but it makes mommy feel scared.”
   - “Swimming makes me feel energetic but it makes Fred feel tired.”

   Other experiences may include:
   - riding a bike, playing soccer, going fishing, camping, or sliding,
   - making a snowperson, visiting the dentist, etc..

4. Discuss possible ways people react to their feelings. For example:
   - When you are angry you may cry, shout, feel hot or shaky, stomp, etc.. Play charades with the students whereby an emotion is whispered to the student and he/she is required to use body language, facial expressions, and gestures to help the group identify the emotion being expressed.

5. Discuss feelings, both good and bad, and how they may last for different periods of time. For example, quarrels with friends may make you feel angry or upset but may not last for a long time. However, the death of a pet or someone you love may take a longer period of time before you feel differently.
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

Pre-assessment
To determine what students know about feelings, use transparency 46, “Word Web” in Transparency Book, to brainstorm different types of feelings.

Observe student responses to determine their ability to recognize different emotional responses to the same experience.

Students will complete Health Master “Feelings” on p.6

Journal Entry
Present the scenario of being asked to sleep over at someone else’s house. Write a journal entry about how you would feel about this event. Ask students to share their journal entries with the class. Discuss the varying responses to the event and evaluate the student’s ability to associate an experience with one or more feelings.

During the large group discussion, note the individual student contributions. Observe the student’s ability to connect a personal experience with an identified feeling.

Resources/Notes

Health & Wellness:
• Health and You reader, pp.10-11
• Teacher’s Edition, pp.14-15
• Transparency Book, transparency 46
• Health Masters, p.6

Recommended Children’s Literature:
Sometimes I Feel Awful by Joan Singleton Prestine
How Are You Peeling? Foods With Moods by Saxton Freymann and Joost Elffers
I Was So Mad by Mercer Mayer
Froggy’s Sleepover by Jonathan London
The Tenth Good Thing About Barney by Judith Viorst
Franklin’s Bad Day by Paulette Bourgeois
### 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:**

1. **Demonstrate one’s uniqueness.**
   - Discussion to include:
     - body image
     - abilities

2. **Identify and demonstrate strategies to deal with feelings.**
   - Include:
     - over-excitement
     - sadness
     - anger
     - anxiety/worry
     - loneliness

#### Suggested Strategies for Learning and Teaching

1. The student identified as “Student of the Week” creates a poster highlighting how he/she is special and unique and gives an oral presentation using the poster as a guide.

2. Each student creates a visual representation of an activity they enjoy doing such as singing, dancing, playing a sport, etc. The choice of medium for the representation may range from sketches, collage, 3D modelling using found objects or plasticine, etc.

3. Read a selection of children’s literature such as *Freckleface Strawberry* by Julianne Moore or *Alex is My Friend* by Marisabina Russo that focuses on being special or unique and accepting of who you are. Engage students in a discussion so that they make a personal connection to the content.

4. Take Home Brown Bag Activity: Students are provided with a brown paper bag to decorate with drawings, stickers, etc. that say something about who they are. At home, students will select 3 items to demonstrate how they are special and unique individuals and place them inside the bag. At school, orally present the bag and the items to the class.

1. Brainstorm strategies to deal with emotions. Role play scenarios whereby puppets demonstrate strategies to deal with feelings in a socially acceptable manner.

2. From a piece of literature that has been read aloud, role-play specific characters from the story and demonstrate an alternate strategy that could have been used to deal with the feeling(s).

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

Resources/Notes

Evaluate the student’s oral presentation of the poster and paper bag activity. The student should include things for each that demonstrates his/her uniqueness.

In Health and Wellness Teacher's Edition, p. 17, complete Activity Corner: “Communicate”.

Students complete “Keep Your Cool” in Health Masters, p.7. Evaluate the drawings for the students’ ability to use a positive strategy to deal with anger.

Recommended Children’s Literature:
- Alex Is My Friend by Marisabina Russo
- I’m Gonna Like Me, Letting Off a Little Self Esteem by Jamie Lee Curtis
- Freckleface Strawberry by Julianne Moore
- Shapesville by Andy Mills
- The Mixed-Up Chameleon by Eric Carle

Health & Wellness:
- Health and You reader, pp. 12-13
- Teacher’s Edition, pp.16-17
- Health Masters, p.7

Recommended Children’s Literature:
- Splat the Cat by Rob Scotton
- Lilly’s Purple Plastic Purse by Kevin Henkes
- Wemberly Worried by Kevin Henkes
- When Sophie Gets Angry, Really, Really Angry by Molly Bang
- Alexander and the Wind-Up Mouse by Leo Lionni
- The Way I Feel by Janan Cain
- The Big Little Book of Happy Sadness by Colin Thompson
### 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:**

| 3.1 | assess the impact of words and actions on others’ sense of worth. |

#### Suggested Strategies for Learning and Teaching

1. Brainstorm a list of positive and negative statements that students may hear regularly. With a partner, one student selects a statement from the brainstormed list. The student repeats the statement to his/her partner and he/she explains how the statement makes them feel. Examples of positive and negative statements:
   - You are very kind because you shared with me.
   - I don't like you. Go away.
   - Get out of the way.
   - Excuse me.
   - Good morning.
   - I don't want to talk to you.
   - Thank You.

2. The children’s literature selection, *Chrysanthemum* by Kevin Henkes, can be used to discuss how an individual’s use of words can have an impact on others’ sense of worth. Ask students to draw a self-portrait representing how they look when they feel good. As an analogy to the hurtfulness of harsh words, the students will crumple their self-portraits into a ball when the teacher asks how it feels when someone says something hurtful to them. Conversely, when an apology is given students will attempt to smooth out the self-portraits. The effect of harsh words is demonstrated by the students’ inability to completely smooth out the wrinkles even though an apology is given. Statements may focus on:
   - name calling
   - exclusion
   - comments about quality of work
   - body image
### 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

Use *Health Clipboard Activity 7* to evaluate students’ recognition of their potential to be both the sender and the receiver of hurtful words and/or actions and the impact they can have on another person.

#### Resources/Notes

- **Health & Wellness: Health Clipboard Activity 7**
- **Recommended Children’s Literature:**
  - *Chrysanthemum* by Kevin Henkes
  - *Words Are Not For Hurting* by Elizabeth Verdick
  - *Hands Are Not For Hurting* by Elizabeth Verdick
Unit Three
All Around Me: My Family, Friends and Community
Specific Curriculum Outcomes
8 weeks
Unit Three
All Around Me: My Family, Friends and Community

Knowledge and Understanding

Students will be expected to:
1. understand that individuals may contribute to the daily functioning of their families, schools and communities, which contributes to a healthy well-being.
2. identify characteristics of being a friend.
3. identify examples of positive social behaviors used in interacting with family, friends, and community members.

Skills and Abilities

Students will be expected to:
1. demonstrate age appropriate ways to resolve conflict.
2. use positive social behaviors when interacting with classmates.

Attitudes and Behaviours

Students will be expected to:
1. recognize that we share the responsibility of helping to create healthy and respectful communities.
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 individuals may contribute to the daily functioning of their families, schools and communities, which contributes to a healthy well-being.

Daily functions in families:
- making meals, cleaning dishes, doing laundry, choosing clothes, getting dressed, transportation to and from activities, etc.

Daily functions in schools:
- keeping desk clean and organized, participating in class and after-school activities, caring for books, participating responsibly in a breakfast program, following routines for bussing, lunch order submission, locker area and playground behavior, etc.

Daily functions of communities:
people (citizens, community helpers and workers), services and facilities contribute to a community that is safe, tidy and healthy

Suggested Strategies for Learning and Teaching

1. Create a three-column chart called “Everybody Helps” with sub-headings: My Family, My School, and My Community. Brainstorm ways in which people contribute in each of these categories, and record these ideas under the appropriate sub-headings. Ask the question, “How does contributing to your home, school, and community make you healthy?” Discussion may include benefits such as being happier/more content, experiencing more positive relationships, having pride in self, and developing a sense of belonging.

2. Students will illustrate ways people help in the home, at school, and in the community. Students will complete one sentence for each of the three sub-headings: At Home, At School, and In The Community which corresponds to their illustration. Use the template “Everybody Helps” provided in the appendix or create a shutter foldable as described on the inside cover of Health & Wellness Teacher’s Edition to record student responses.

3. Students will read and discuss pp.6-7 “Helping Hands” in the reader: Your Family, Your Friends, and You. Questions to guide reading and discussion can be found on pp.30-31 in Health & Wellness Teacher’s Edition. Follow up activities may include Health Clipboard Activity 12, “Helping Out Indoors and Outdoors” and Health Masters p.13 “Chore Chart”.

4. Read an appropriate selection of children’s literature pertaining to following school rules, showing respect, and contributing to the school community. Discuss the role each person plays in contributing to the daily functioning of the school.

## 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 contributions in the brainstorming session.

### Resources/Notes

Upon completion of Activity 2, conference with students to assess their understanding of their role within the daily functioning of the family, school, and community.

Appendix: “Everybody Helps”

**Health & Wellness:**
- **Teacher’s Edition:** “Foldable Basics” insert, pp.30-31, 196-199
- **Your Family, Your Friends, and You** reader, pp.6-7
- **Health Clipboard Activity 12**
- **Health Masters:** pp.13, 90
- **Big Ideas Book,** pp.38-39

**Recommended Children’s Literature:**
- *Know and Follow Rules* by Cheri J. Meiners
- *When An Elephant Comes to School* by Jan Ormerod
- *David Goes to School* by David Shannon
- *How Do Dinosaurs Go To School?* by Jane Yolen & Mark Teague

Students may complete “Health Helper Matchup”, p.90 in **Health Masters** to demonstrate their understanding of the contribution of community helpers.
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 identify characteristics of being a friend.
   Include the ability to:
   • play fair
   • listen
   • share
   • be honest
   • offer help, encouragement
   • give compliments
   • apologize, forgive
   • acknowledge that friends can have other friends, etc.

Suggested Strategies for Learning and Teaching

1. Students will read and discuss pp.10-11 “Make Friends” in Your Family, Your Friends, and You reader. Discussion ideas can be found on pp.34-35 in Health & Wellness Teacher’s Edition. Transparencies 2-8 in Transparency Book, or pp.6-7 in Big Ideas Book may be used to provide visuals for discussion. Encourage each child to contribute to a generic list of characteristics of being a friend. A follow up activity may include Health Clipboard Activity 15: “Good Decisions...Good Friends”.

2. Role-Play: Engage students in role-play/puppetry by providing them with scenarios that demonstrate how to be a good friend. Possible scenarios include a classmate:
   • forgetting their recess money/snack
   • being left out of a game on the playground
   • needing a pencil
   • unable to find their shoe
   • falling down and crying during recess, etc.

3. Read a poem about friendship such as “With A Friend” found in the appendix, or listen to track 2, “Family and Friends” on Health Songs CD. Students will discuss examples of what they may do to be a good friend, and record their ideas on the “Circle of Friends” template, provided in the appendix. Create a classroom display by arranging the students’ work in a circle.
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 contributions to the creation of the list of characteristics of being a friend.

Students may complete “My Good Character Book”, p.3 or “Make A Card”, p.15 in Health Masters to demonstrate their understanding of the characteristics of being a friend.

During the role-play, observe whether or not students can display at least one characteristic of being a good friend.

Assess student understanding of the characteristics of being a friend as evidenced in their work from the “Circle of Friends” activity.

Students may complete p. 66 “Show Kindness” in Health Masters.

Resources/Notes

Health & Wellness :
• Teacher’s Edition, pp. 8-9, 34-35
• Your Family, Your Friends, and You reader, pp. 10-11
• Health and You reader, pp. 4-5
• Health Clipboard Activity 15
• Health Masters, p. 3, 15, 66
• Big Ideas Book, pp. 6-7
• Health Songs CD: Track 2
• Transparency Book, transparencies 2-8

Appendix :
• “With A Friend” poem
• Template for “Circle of Friends”

Recommended Children's Literature:
How To Be A Friend by Laurie Krasny Brown
I’m A Good Friend by David Parker
Franklin Fibs by Paulette Bourgeois
Franklin Is Bossy by Paulette Bourgeois
## 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>1.3 identify examples of positive social behaviors used in interacting</td>
<td>1. Read and discuss a selection of children’s</td>
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<td>with family, friends, and community members.</td>
<td>literature about manners and showing respect.</td>
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<tr>
<td>Include:</td>
<td>Brainstorm and record on a chart for future</td>
</tr>
<tr>
<td>• manners for greeting people on the telephone and in person</td>
<td>reference, a list of positive social behaviours</td>
</tr>
<tr>
<td>• table manners</td>
<td>and discuss the importance of them when</td>
</tr>
<tr>
<td>• being a good sport</td>
<td>interacting with others.</td>
</tr>
<tr>
<td>• showing respect</td>
<td></td>
</tr>
<tr>
<td>• being polite</td>
<td></td>
</tr>
<tr>
<td>• inside and outside voice</td>
<td></td>
</tr>
<tr>
<td>• including others</td>
<td></td>
</tr>
<tr>
<td>5. Partner students and encourage them to practise using appropriate</td>
<td>2. Using a telephone, the teacher will model</td>
</tr>
<tr>
<td>greetings when they meet and leave each other.</td>
<td>examples of appropriate and inappropriate</td>
</tr>
<tr>
<td>Afterwards, play an adaptation of the game, “Duck, Duck, Goose.”</td>
<td>ways of answering or speaking on a telephone.</td>
</tr>
<tr>
<td>Students sit in a circle facing the center. The teacher selects one</td>
<td>Students will determine which models are</td>
</tr>
<tr>
<td>student to walk on the outside of the circle tapping each student saying</td>
<td>appropriate.</td>
</tr>
<tr>
<td>“duck, duck, duck,...etc.” and eventually one of the students will be</td>
<td></td>
</tr>
<tr>
<td>tapped as a goose. Only one student can be a goose in any given round.</td>
<td></td>
</tr>
<tr>
<td>The person tapped as a goose will stand up, shake hands and</td>
<td></td>
</tr>
<tr>
<td>appropriately greet and thank the student who chose them. One will</td>
<td></td>
</tr>
<tr>
<td>say good-bye and the selected student will proceed to repeat the</td>
<td></td>
</tr>
<tr>
<td>process around the outside of the circle.</td>
<td></td>
</tr>
</tbody>
</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.

Suggestions for Assessment

Students may complete p. 14 “Respectful or Not” in Health Masters.

Observe student abilities to identify appropriate telephone manners.

Students may complete Health Clipboard Activity 13, “Act It Out - Respectfully!”. Observe student participation in the activity and the appropriateness of their interactions.

Resources/Notes

Health & Wellness:
• Teacher’s Edition pp. 32-33, 219
• Your Family, Your Friends, and Your Reader, pp. 8-9
• Life Skills Book, pp. 22-23
• Health Clipboard Activity 13
• Health Masters, p. 14

Recommended Children’s Literature:
Do Unto Otters by Laurie Keller
The Berenstain Bears Forget Their Manners by Stan and Jan Berenstain
Manners by Aliki
Please Say Please, Grumpy Bunny by Justine K. Fontes
Clifford’s Manners by Norman Bridwell
Please Say Please! A Penguin’s Guide to Manners by Margery Cuyler
## 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.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. View and discuss pp.6-7 “Resolve Conflicts” in <em>Life Skills Book</em>. <em>Health &amp; Wellness Teacher’s Edition</em> pp.40-41 provides additional questions to guide the discussion. Use puppets to demonstrate appropriate and inappropriate ways to resolve conflict/avoid arguments and fights. Scenarios for puppet play may include: someone makes fun of you, breaks your toy, calls you a name, takes your place in line, tells a lie about you, etc..</td>
</tr>
<tr>
<td></td>
<td>3. Students will design mini-posters for display in the hallways with messages promoting conflict resolution such as: stay calm, use words to solve problems, use “I” statements, ask questions, don’t blame, ask for help, walk away.</td>
</tr>
<tr>
<td>2.2 use positive social behaviors when interacting with classmates.</td>
<td>1. Prior to beginning the Mix, Pair, Share Activity, review the list of positive social behaviours charted for outcome 1.3. and add any new behaviours listed in column 1, outcome 2.2. Mix, Pair, Share Activity: Students will mix (walk) around the classroom while music is playing. When the music stops each student should pair with the person closest to them. Then, it’s time to role-play examples of good manners. This may include a greeting, a compliment, and a good-bye. When the music starts the activity repeats until each student has interacted with several different partners.</td>
</tr>
<tr>
<td>Include:</td>
<td>2. Class Challenge Positive Behaviour Tracking: Acknowledge positive social behaviour by rewarding an identified behaviour from the chart created in outcomes 1.3 and 2.2. Behaviours may be displayed on a chart or tracked through the use of a jar of tokens such as pompoms, hearts or buttons. When the class reaches a set amount of tokens, the teacher may reward the class. A sample behaviour tracking activity “Marble Moments” can be found in the appendix.</td>
</tr>
<tr>
<td>• respect personal space</td>
<td></td>
</tr>
<tr>
<td>• ask for help instead of tattling</td>
<td></td>
</tr>
<tr>
<td>• take turns</td>
<td></td>
</tr>
<tr>
<td>• use appropriate words</td>
<td></td>
</tr>
<tr>
<td>• use appropriate tone of voice</td>
<td></td>
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</tbody>
</table>
**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 may complete p. 17 “Work Out Conflicts” and/or p.18 “Resolve a Conflict” in Health Masters.

Present students with scenarios and observe their ability to resolve conflict using puppetry.

Evaluate the messages created by each student and their ability to demonstrate these skills in their interactions with others.

Observe student participation in the Mix, Pair, Share activity and the appropriateness of their interactions with classmates.

**Resources/Notes**

Health & Wellness:
- Teacher’s Edition, pp.38-41
- Your Family, Your Friends, and You reader, pp.14-15
- Life Skills Book, pp.6-7
- Health Masters, pp.17-18

Recommended Children’s Literature:
- No Bullies Allowed: Ben's Bad Day by Teddy Slater
- The Quarrelling Book by Charlotte Zolotow
- Adventures in Sportsland Bully Series by Charles Hellman and Robert Tirtilli

School Guidance Office may have the following resource available:
- The Peace Table Rap by Elyse Brunt, from I-Care Program

Appendix: “Marble Moments”
### 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.**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to:</td>
<td>1. Students will engage in a class discussion about ways they can contribute to a healthy and respectful community. For example, help to keep the classroom clean, observe the school rules of conduct, show compassion for others and follow safety precautions that keep everyone safe.</td>
</tr>
<tr>
<td>3.1 recognize that we share the responsibility of helping to create healthy and respectful communities.</td>
<td></td>
</tr>
<tr>
<td>Include:</td>
<td></td>
</tr>
<tr>
<td>• respecting individual differences</td>
<td></td>
</tr>
<tr>
<td>• sharing the responsibility for the safety of others, especially using precautions re: allergies</td>
<td></td>
</tr>
<tr>
<td>• using positive social behaviours</td>
<td></td>
</tr>
<tr>
<td>• making respectful choices and responses</td>
<td></td>
</tr>
<tr>
<td>• resolving conflict</td>
<td></td>
</tr>
</tbody>
</table>
**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

**Reflection Activity**
While listening to calming background music, students will be asked to reflect on these questions:

- How did my behaviour at lunchtime affect others?
- How did my behaviour on the playground affect others?
- Did I say something nice to someone today?
- Did I do something nice for someone today?

### Resources/Notes

For suitable listening music to accompany student activities refer the K-6 music curriculum.

Recommended Children’s Literature:
- *Allie The Allergic Elephant* by Nicole S. Smith
- *A Very Special Critter* by Mercer Meyer
- *Alex is My Friend* by Marisabina Russo
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. identify safety practices employed when approaching or being approached by strangers.
2. identify safety practices employed at school.
3. identify safety practices employed in the home related to hazards.
4. identify safety practices used at play.
5. identify pedestrian safety practices.
6. identify passenger safety practices.
7. identify earth friendly practices.

Skills and Abilities
Students will be expected to:
1. demonstrate practices that promote safety of self and others.
2. demonstrate safe and effective arrival and departure routines.
3. demonstrate earth friendly practices.

Attitudes and Behaviours
Students will be expected to:
1. assess personal reduce/reuse/recycling practices.
2. examine personal safety 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.

Outcomes

Students will be expected to:

1.1 identify safety practices employed when approaching or being approached by strangers.

   Include:
   - being lost or hurt and needing help
   - using the internet
   - answering the telephone and door
   - while unaccompanied by an adult

1.2 identify safety practices employed at school.

Suggested Strategies for Learning and Teaching

1. To help students understand the concept of a stranger, read and discuss “Be Safe from Strangers” on pp.22-23 in the Stay Safe reader. Health & Wellness Teacher’s Edition, pp.142-143 provides additional questions to guide the discussion.

2. Internet Safety: Students will read and discuss pp.4-5 “Use a Computer Safely” in Stay Safe reader. Questions to guide reading and discussion can be found on pp. 118-119 in Health & Wellness Teacher’s Edition. Follow up activities may include Health Clipboard Activity 48: “5-4-3-2-1” and transparency 28, “Safe Surfing”, in Transparency Book.

3. Getting Lost or Hurt: Draw students attention to the visual on p.21 of Stay Safe reader and ask them to describe what they think is happening. Based on student responses, guide the discussion to include the safety practices as outlined on pp. 20-21 of Stay Safe reader and pp.140-141 of Health & Wellness Teacher’s Edition. Health Clipboard Activity 59, “Talk Show”, may be used to reinforce the safety practices.

4. Ask students to recall a time when someone was hurt and tell the class what they did to get help. A discussion may be started using the visuals on pp.16-17 in Life Skills Book. On a chart, list the common safety practices originating from the students’ anecdotes. As a class, read pp.28-29 in Stay Safe reader as referred to in Health & Wellness Teacher’s Edition, pp.148-149. Pay particular attention to emergency contact telephone numbers for your community.

1. Hazard Hunt
   Starting in the classroom, small groups of students will search for potential safety hazards. If possible, students can extend the search to other areas of the school. Students can record and report back to the large group, the identified hazard and the corrective action required to make it safe.

2. Read “Be Safe at School” on pp. 2-3 in Stay Safe reader. Health & Wellness Teacher’s Edition, pp.116-117 also has some ideas to guide the discussion.

3. The teacher may review school arrival and departure routines. Discuss the importance of adhering to these routines as they are integral to student safety.
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

Complete “Safe Around Strangers” on p.65 in Health Masters. This could be used as a pre or post assessment tool.

Students will complete “Staying Safe Online” and “Computer Safety” in Health Masters on pp.53-54.

From a list of situations involving contact with strangers, ask students to verbalize what they would do to ensure their personal safety. Possible situations involving strangers are:
- You are at the mall and you get lost.
- You are outside and a car stops. A stranger wants to talk to you.
- You are at home and there is a knock at the door.
- You are using the internet and you are being asked to provide personal information. (name, address, phone number, photos, etc.)

An alternative to this may be found in Health Clipboard Activity 60, “Now Playing: Safety with Strangers”.

Pre-Assessment Checklist:
“How Safe Am I? Safety Practices At School” checklist, found in the appendix, can be used to help students identify safety practices they currently use at school. At the end of the unit, in a post assessment, responses can be compared to determine knowledge of safety practices at school.

In Health Clipboard Activity 47, “Better Safe Than Sorry!”, students will identify possible consequences of not following safety practices at school.

Complete “Safety at School” in Health Masters on p.52.

Resources/Notes

Health &Wellness:
- Teacher’s Edition, pp. 116-117
- Stay Safe reader, pp. 2-3
- Health Masters, p. 52
- Health Clipboard Activity 47
- Transparency Book, transparency 25

## 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>Students will be expected to:</td>
<td></td>
</tr>
<tr>
<td>1.3 identify safety practices employed in the home related to hazards.</td>
<td>1. Use pp.28-29 in <em>Big Ideas Book</em>, to generate a discussion of potential hazards in the home. Health &amp; Wellness <em>Teacher's Edition</em>, pp.120-121, contains extension activities that broaden the concept of hazards in the home.</td>
</tr>
<tr>
<td>Include safety practices associated with:</td>
<td></td>
</tr>
<tr>
<td>• medicine</td>
<td></td>
</tr>
<tr>
<td>• fire, electricity</td>
<td></td>
</tr>
<tr>
<td>• tripping/falling</td>
<td></td>
</tr>
<tr>
<td>• household products</td>
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</tbody>
</table>

2. Bring in a sampling of empty medication containers to model how some are packaged with safety in mind and others are not (safety lids, needle tips, Epi-pen containers). Identify safety features of prescription and non-prescription medication. Do not demonstrate how to open child-proof caps and other safety features. The key message should be that medicines are a hazard and safety practices around their use and storage are required to keep children safe. Some safety practices may include:

- safe storage of medication in locked cabinets, out of reach of small children
- medication given under adult supervision
- taking accurate amounts
- recognizing that some medications may resemble candies, and caution should be used
- recognizing that medications should only be used by people who need them

Additional teaching and learning strategies are found in Health & Wellness *Teacher's Edition* on pp.156-161.
**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

Pre-Assessment Checklist:
“How Safe Am I? Safety Practices At Home” checklist can be used to help students identify safety practices they currently use at home. These responses can be compared to the responses they may give at the end of the unit using the same checklist.

Students will determine practices which contribute to safety in the home. Use *Health Clipboard Activity 62, “Safety Pledge”*, to record the practices that will help achieve this goal.

In *Health Masters*, use “Find Safe Ways with Medicine” on p. 73 to identify safe practices when dealing with medicine.

### Resources/Notes


Health & Wellness:
- **Teacher’s Edition**, pp. 120-121
- **Big Ideas Book**, pp.28-29
- *Health Clipboard Activity 62*

Health & Wellness:
- **Teacher’s Edition**, pp. 155-161
- **Big Ideas Book**, pp. 34-35
- **Health Masters**, pp. 72-73
- *Health Clipboard Activity 66, 67, 70 and 71*
### Knowledge and Understanding

**GCO 1: Students will demonstrate an understanding of the aspects of their health**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
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</thead>
<tbody>
<tr>
<td>Students will be expected to:</td>
<td>3. Read a selection of children's literature such as <em>No Dragons for Tea: Fire Safety for Kids</em> (and <em>Dragons</em>) by Jean Pendziwol. Discuss the fire safety rules that were used in the story and what the characters did in the story to stay safe. Connect the safety rules applied in the story to the fire safety practices that may be used in each student’s home. The list of fire safety rules can be found in the reader <em>Stay Safe</em>, pp. 10-11 and the Health &amp; Wellness Teacher’s Edition, pp.126-131. A pictoral representation of fire hazards can be found in <em>Big Ideas Book</em>, pp.32-33.</td>
</tr>
<tr>
<td>1.3 identify safety practices employed in the home related to hazards.</td>
<td>4. Invite a representative from the local fire department to do a presentation on fire safety practices in the home.</td>
</tr>
<tr>
<td>Include safety practices associated with:</td>
<td>5. Create a fridge magnet with a fire safety message. The message can be a reminder to be safe or a number to call in case of fire. Found materials such as old magnets can be recovered with a new message.</td>
</tr>
<tr>
<td>• medicine</td>
<td>6. Discuss how electricity is used in the home and the practices necessary to ensure safety when around it or using it. Areas to include are overloading of outlets, cords around water, etc..</td>
</tr>
<tr>
<td>• fire, electricity</td>
<td>7. Discuss ways that you can avoid tripping and falling. For example:</td>
</tr>
<tr>
<td>• tripping/falling</td>
<td>• picking up items from the floor, walkways and stairs</td>
</tr>
<tr>
<td>• household products</td>
<td>• cleaning up spills</td>
</tr>
<tr>
<td>(continued)</td>
<td>• being careful while walking or running</td>
</tr>
<tr>
<td></td>
<td>• tying shoelaces</td>
</tr>
<tr>
<td></td>
<td>• wearing proper footwear</td>
</tr>
<tr>
<td></td>
<td>8. Brainstorm the types of products that are known as household products. For example, those that are used for cleaning, grooming, household repairs, etc.. If possible, have some containers on hand to classify as hazardous or non-hazardous. Discuss with the students the potential of each product to be hazardous if ingested, touched or spilled on your person and the safety practices that should be used around such products.</td>
</tr>
</tbody>
</table>
and the issues and challenges which impact health and well-being.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health

<table>
<thead>
<tr>
<th>Suggestions for Assessment</th>
<th>Resources/Notes</th>
</tr>
</thead>
</table>
| Complete a journal entry depicting a fire safety practice which may be used in the home. The illustration should represent the written text. or Complete “Fire Danger” and “More Fire Safety” in Health Masters, pp. 58-59. | Health &Wellness:
• Teacher’s Edition, pp. 126-131
• Big Ideas Book, pp. 32-33
• Health Masters, pp. 58-59
• Stay Safe reader, pp. 8-11
• Transparency Book, transparency 33
• Health Clipboard Activity 53 and 54
• Health Songs CD: Track 6

Recommended Children’s Literature:
No Dragons for Tea: Fire Safety for Kids (and Dragons) by Jean Pendziwol
Stop, Drop and Roll by Margery Cuyler
Clifford the Firehouse Dog by Norman Bridwell

Make an If/Then Booklet, foldable or chart about safety practices that help avoid trips and falls. For example:
• If I leave my toys on the stairs, then my poppy may trip and fall.
• If I run with my shoelaces untied, then I may fall and hurt my knees.

A shutter fold style foldable, as described on the inside cover of Health & Wellness Teacher’s Edition, may be used for students to provide examples of safety practices.

Online resources can be found at:
www.safeathome.ca/drills
www.stayingalive.ca

Health &Wellness:
• Health Masters, p. 57
• Stay Safe reader, p. 8
• Health Clipboard Activity 52
Outcomes

**Students will be expected to:**

1.4. identify safety practices used at play.

   Include:
   - sun protection
   - equipment/structures
   - protective gear
   - following the rules/guidelines of a sport/activity

**Suggested Strategies for Learning and Teaching**

1. Brainstorm sun safety practices for all seasons. For example:
   - Sunscreen
   - Sun hats
   - Sunglasses
   - Hydration
   Discuss the rationale for each practice.

2. Visit a local playground, if possible, to discuss safety practices that should be used while playing on equipment and structures. Either complete “Safety First” in *Health Masters*, p. 56 or write and draw in a journal entry, about being safe at play.

3. View transparencies 30 “Sports Gear” and 31 “Helmet Safety” to generate a discussion about protective gear. Invite students to bring in any protective gear that they use while biking, skateboarding, using a scooter, rollerblading, boating, swimming, etc. Discuss how the equipment is intended to be worn and its importance in keeping us safe.

4. Create a class book about general safety practices at play throughout the year. Students will choose an activity, and write and draw about a safety practice to go along with that activity. The sheets will be compiled to make a class book. This book may be referenced throughout the year. Refer to the resources column for Health & Wellness resources to support this activity.

5. Invite a police officer or a representative from the Newfoundland and Labrador Safety Council to the class to discuss bicycle/pedestrian safety. As an extension of this activity, a bicycle rodeo may be organized at the same time.
and the issues and challenges which impact health and well-being.

**Knowledge and Understanding**

**GCO 1:** Students will demonstrate an understanding of the aspects of their health

### Suggestions for Assessment

**Pre-assessment Checklist:**
The checklist, “How Safe Am I? Safety Practices At Play”, can be used to help students identify safety practices they currently use at play. These responses can be compared to the responses they may give at the end of the unit using the same checklist.

Design a poster to encourage sun safety practices.

Observe and acknowledge safe play practices as students play on the equipment and structures.

Use “A Wise Decision” in *Health Masters*, p.29 to allow students the opportunity to verbalize or write why protective head gear is necessary.

Use *Health Clipboard Activity 51* “Stop the Music”. Adjust the directions so that all students remain in the game. If a student cannot verbalize a safety practice, the ball should be passed to their neighbour for a response.

### Resources/Notes

**Appendix:** “How Safe Am I? Safety Practices At Play” checklist

**Health & Wellness:**
- *Big Ideas Book*, pp.30-31
- *Life Skills Book*, pp.8-9, 14-15
- *Health Masters*, pp.28-29, 56, 61, 70, 87
- readers:
  - *Stay Safe*, pp.6-7, 14-15
  - *Stay Well*, p.14
  - *Your Growing Body*, pp.14-15

*Health Clipboard Activity 51*

*Transparency Book*, transparencies 30-32, 34

**Recommended Children’s Literature:**
- *Block the Sun and Not the Fun* by Ellen Seinman-Moss
- *Safety First* series by Scholastic

RNC or RCMP police officer or a representative from the Newfoundland and Labrador Safety Council
Specific Curriculum Outcomes

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>
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</thead>
</table>
| 1.5 identify pedestrian safety practices. | 1. Discuss the following pedestrian safety practices prior to taking a walk in the community:  
   - walk on the side of the road facing traffic  
   - use sidewalks when available  
   - use crosswalks when available  
   - adhere to road signs and traffic lights (if applicable)  
   - look both ways and listen for oncoming traffic before crossing the street and proceed when it is safe to do so  
   - if using a head set while walking, ensure that the volume will not impede your safety  

| 1.6 identify passenger safety practices. | 1. Discuss the following car passenger safety practices:  
   - wear a seatbelt  
   - use a booster seat  
   - only accept rides in vehicles with parent or guardian permission  
   - ride in the back seat of an automobile or turn off the airbag when riding in a single cab truck  
   - respect the driver by riding quietly and not distracting the driver  
   - the importance of a smoke free environment  

Refer to Stay Safe reader, pp. 18-19 and Health & Wellness Teacher’s Edition, pp. 138-139. |
|  | 2. Discuss the following bus passenger safety practices:  
   - sit facing forward  
   - remain in your seat while the bus is moving  
   - avoid placing any objects or body parts out an open window  
   - respect the bus driver by keeping noise levels down and not distracting the driver  
   - keep aisles clear from belongings  
   - use safety practices entering and exiting a bus  
   - follow the rules of the bus  
   - respect the driver by riding quietly and not distracting the driver  

It may be possible to use an actual school bus as a teaching tool. Bring the students to the bus on the parking lot and demonstrate the safety practices associated with getting on, off and riding the bus.  

Refer to Stay Safe reader, pp. 16-17 and Health & Wellness Teacher’s Edition, pp. 136-137. |
**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**

Invite a police officer to give a presentation on pedestrian safety. As a follow up to the presentation, have students draw a picture of a safe practice or give an oral report of what was learned.

**Resources/Notes**

Health & Wellness:
- *Health Masters*, p.60
- *Teacher’s Edition*, pp.132-133
- *Stay Safe* reader, p.12-13
- *Health Clipboard Activity 55*

**Role Play**

In groups, have students pretend they are riding in a car, bus or boat. Students will be expected to demonstrate appropriate safety practices from the perspective of the driver or the passenger.

Booster seat regulations can be found at www.gov.nl.ca/

“Boating Safety with Pukta” booklet available from Fisheries and Oceans, 1-800-230-3693

Canadian Coast Guard resources can be found at www.ccg-gcc.gc.ca or by calling 1-800-267-6687

Recommended Children’s Literature:
- *A Treasure at Sea for Dragon and Me* by Jean E. Pendziwol
## 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>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Students will be expected to:</td>
<td>1. Begin with the visual in the Big Ideas Book, pp.42-43, to extend the ideas of reduce, reuse and recycle. Further discussion points can be added from the Health &amp; Wellness Teacher's Edition pp. 210-213. Conclude with playing the song “Water, Land and Air” from Health Songs CD.</td>
</tr>
<tr>
<td>1.6 identify passenger safety practices.</td>
<td>2. Read a selection of children’s literature such as The Earth Book by Todd Parr. Discuss and make a chart of the ways children can keep the earth clean by reducing, reusing and recycling. Display transparency 39, “Trash to Treasure”, to prompt discussion.</td>
</tr>
<tr>
<td>• in a car</td>
<td>3. Discuss the following passenger safety practices on the water:</td>
</tr>
<tr>
<td>• on a bus</td>
<td>• wear a personal floatation device (PFD)</td>
</tr>
<tr>
<td>• on the water</td>
<td>• avoid overloading the boat</td>
</tr>
<tr>
<td>(continued)</td>
<td>• no horseplay</td>
</tr>
<tr>
<td>1.7 identify earth friendly practices.</td>
<td>• stay seated</td>
</tr>
<tr>
<td>• reduce</td>
<td>• never boat alone</td>
</tr>
<tr>
<td>• reuse</td>
<td>Refer to Transparency Book, transparency 32, “Water Safety” for additional water safety practices.</td>
</tr>
<tr>
<td>• recycle</td>
<td></td>
</tr>
</tbody>
</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.

### Suggestions for Assessment

Create a three shutter foldable for car, bus and water safety. Write or draw a safety practice for each.

### Resources/Notes

- **Health & Wellness:**
  - Teacher's Edition, pp. 210-213
  - Big Ideas Book, pp. 42-43
  - Transparency Book, transparency 39
  - Health Songs CD: Track 10
  - Health Masters, pp. 96, 98, 100
  - Health Clipboard Activity 87

- **Suggested Children's Literature:**
  - The Earth Book by Todd Parr
  - Big Earth, Little Me by Tom Wiley
  - The Three R's: Reduce, Reuse, Recycle by Nuria Roca
  - Something From Nothing by Phoebe Gilman

Observe student responses in the discussion and charting activity.
### 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.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to:</td>
<td>1. At Play: safety practices should include wearing the gear, sun protection, following safety rules for the play activity, being mindful of the season and the weather and choosing smokefree play spaces.</td>
</tr>
<tr>
<td>2.1 demonstrate practices that promote safety of self and others.</td>
<td>• Shared Writing Activity: As a class, plan a pretend class trip. As part of this activity, share write a letter to parents explaining the activity and the safety considerations for the day.</td>
</tr>
<tr>
<td>Include:</td>
<td>• Prop Box Activity: From a prop box filled with a variety of safety related items used in children's play, students will choose items to demonstrate safety practices associated with the item(s). For each of the items chosen, the students will explain its proper use and how it keeps them safe at play. For example, a student may select a helmet, sunscreen and mittens from the prop box and explain the safety features of the items when skating outdoors.</td>
</tr>
<tr>
<td>• at play</td>
<td>2. At School: safety practices should include independently organizing locker and desk space, preventing trips and falls, moving about in an orderly manner, knowing how to respond to a bullying situation, following school rules that promote safety.</td>
</tr>
<tr>
<td>• at school</td>
<td>• Establish and maintain regular clean-up and organizational routines for the classroom and locker area. Students should participate in identifying and following the routines.</td>
</tr>
<tr>
<td>• at home</td>
<td>• Tie Those Shoelaces! Bring an old shoe/sneaker from home and nail it to a board. Make it a “magic” shoe/sneaker by decorating it with paint and glitter. Invite students to take turns practising tying the laces.</td>
</tr>
<tr>
<td></td>
<td>• Bully Detective: Ask students to pretend they have witnessed another student being bullied. Roleplay what they would do and how they would intervene so that the situation is safe for the bystander, the victim and the bully. A follow up discussion may include the reader Stay Safe, pp.26-27 and the Health &amp; Wellness Teacher’s Edition, pp.146-147.</td>
</tr>
<tr>
<td></td>
<td>• Use children's literature such as The Tale Sir Dragon: Dealing with Bullies for Kids and Dragons or The Golden Rule by Ilene Cooper to generate a list of strategies to promote safety of self and others when resolving conflicts.</td>
</tr>
</tbody>
</table>
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 student participation in clean-up and organizational routines.

Describe a potential conflict situation and have students role play their resolution. For example, someone takes your toy, calls you a name, cuts in line ahead of you, etc..

Resources/Notes

Suggested Children’s Literature: 
The Golden Rule by Ilene Cooper
Howard B. Wigglebottom by Howard Binkow
The Tale Sir Dragon: Dealing with Bullies for Kids and Dragons by Jean Pendziwol

Prop box ideas can be found online at www.alphabet-soup.net and search “prop boxes”

Health & Wellness:
• Teacher’s Edition, pp.146-147
• Stay Safe reader, pp.26-27
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>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> demonstrate practices that promote safety of self and others. (continued)</td>
<td>3. At Home: safety practices should include those associated with medicine, household products, fire, electricity, and tripping/falling, second hand smoke.</td>
</tr>
<tr>
<td>Include:</td>
<td>• Make a Mural as described on p.127 in the Health &amp; Wellness Teacher’s Edition, Activity Corner.</td>
</tr>
<tr>
<td>• at play</td>
<td>• Make puppets of family members and act out a scene whereby family members are engaged in household activities such as cleaning up, caring for someone who is sick, decorating for Christmas using lights and extension cords, etc. The puppet conversation should include dialogue that identifies safe and unsafe practices. The audience can participate by holding red and green cards to indicate whether the dialogue reflects a safe or unsafe action.</td>
</tr>
<tr>
<td>• at school</td>
<td>1. Brainstorm and practise safe and effective arrival and departure routines.</td>
</tr>
<tr>
<td>• at home</td>
<td>2. Discuss what students do to keep safe on the way to and from school. Role play the safety practices with teacher guidance. For example, students can simulate safety practices used in getting to school or leaving school. The safety practice may simulate walking home, getting into a vehicle or on the bus.</td>
</tr>
</tbody>
</table>

| **2.2** demonstrate safe and effective school arrival and departure routines. | |
| Include: | |
| • undress and dress oneself in a timely manner | |
| • safe arrival and dismissal routines for bussed and non-bussed students (going directly and promptly to school or home) | |
| • pedestrian rules, look first | |
**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**

<table>
<thead>
<tr>
<th>Resources/Notes</th>
</tr>
</thead>
</table>
| Health & Wellness:  
Teacher’s Edition, p.127 |

In groups of 4-5, roleplay a parent driving the children to school. The conversation and the actions should reflect the safety practices associated with riding in a vehicle to school.
### 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:*

2.3 engage in recycling and other earth friendly practices.

Include:
- energy conservation
- water conservation
- composting
- environmental beautification (planting, outdoor clean-up)

#### Suggested Strategies for Learning and Teaching

1. **Classroom recycling**
   - Establish a paper and beverage container recycling routine.
   - Encourage students to conserve, reuse and recycle paper and participate in school wide recycling initiatives.

2. **Conservation**
   - In the classroom, practise conservation by asking students to:
     - turn off electrical equipment and lights when not needed
     - conserve water when washing hands, brushing teeth, washing dishes, watering plants, getting a drink, etc.

3. **Create a family conservation plan:** With a parent or caregiver create a plan that engages the family in recycling and or energy conservation practices. See the appendix for the Home Activity Sheet, “My Family is Earth Friendly”.

4. **Celebrate “Earth Day”** on April 22 or on another designated day in your school. Visit the website www.earthday.ca for information and activities.

5. **Garbage Monster:** Cut a garbage bag into the shape of a monster. After lunch, collect the paper garbage and paste it on the bag. This creates a visual of the amount of garbage used in making lunches. The next day, students should be encouraged to bring a litterless lunch from home and repeat the garbage monster activity to compare the amount of waste.
**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

- **Recycling or Conservation Poster**  
  Choose an earth friendly practice and create a poster or fridge magnet to promote participation in conservation or recycling acts.

- **Oral presentation of the earth friendly practices used at home.**

- **Complete the “Vocabulary Strategies” activity in Health & Wellness, Teacher’s Edition, on p.213.**

### Resources/Notes

Online resources can be found at:  
- www.mmsb.ca  
- www.earthday.ca  
- www.treesforcanada.ca

Appendix: Home Activity worksheet “My Family Is Earth Friendly”

Recommended Children’s Literature:  
- *Earth Smart* by Leslie Garrett  
- *The World That Jack Built* by Ruth Brown  
- *Green Kids* Series from Scholastic:  
  - Saving Water  
  - Saving Energy  
  - Conservation
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
</table>
| Students will be expected to: | 1. Oral Presentation:  
Each student will present an earth friendly activity they currently practise. Ask each student to suggest how they could increase their efforts to be more earth friendly. |
| 3.1 assess personal reduce/reuse/recycling practices. | 2. Clean Earth Pledge:  
After assessing their personal reduce/reuse/recycling practices, students will complete the “Clean Earth Pledge” in the Appendix. |
| 3.2 examine personal safety practices. | How Safe Am I? Checklist  
Using the three page checklist, “How Safe Am I?”, found in the appendix, each student will indicate personal safety practices used at home, at school and in the community. |
**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**

Journal Entry:
To be more earth friendly I will...

Complete “Thanks, from Earth!” found in the *Activity Corner* on p.217 in Health & Wellness Teacher’s Edition.

**Resources/Notes**

Appendix: “Clean Earth Pledge”

Health & Wellness Teacher’s Edition, p.217

Recommended Children’s Literature:
- *Earth Smart* by Leslie Garrett
- *The World That Jack Built* by Ruth Brown
- *Green Kids Series* from Scholastic:
  - Saving Water
  - Saving Energy
  - Conservation

Use transparency 42, “Retell/What Do You Know Now?” to record new knowledge on the topic of safety. For each fact, indicate if it is a practice they already engage in and if not, if they plan to do so. For example, a student may say that wearing a helmet protects their brain and that they always wear a helmet when on a bike.

Appendix: “How Safe Am I?” Checklist

Health & Wellness:
- Transparency Book, transparency 42
- *Stay Safe* reader, p.22-23
Summary of Authorized Resources

Health & Wellness:

- Teacher’s Edition
- Big Ideas Book
- Life Skills Book
- Health Masters
- Health Clipboard Activities
- CD’s:
  - Transparency Book
  - Health Songs
- Readers:
  - Health and You
  - Healthful Foods
  - Staying Clean and Fit
  - Stay Safe
  - Stay Well
  - Your Family, Your Friends, and You
  - Your Growing Body

Note: At the time of publication, the referenced internet sites were recommended.
Bibliography


Healthy Living and Healthy Weight Among Canadian Youth Fact Sheet retrieved from http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/pdf/weight-poids-eng.pdf

Appendix
### Food Templates - Grain Products Food Group

<table>
<thead>
<tr>
<th>Pita Bread</th>
<th>Spaghetti</th>
<th>Croissant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Pasta</td>
<td>Cereal</td>
</tr>
<tr>
<td>Rice</td>
<td>Bread</td>
<td>Couscous</td>
</tr>
</tbody>
</table>
Food Templates - Meat and Alternatives Food Group

<table>
<thead>
<tr>
<th>Salmon</th>
<th>Tuna</th>
<th>Steak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legumes</td>
<td>Shish kabobs</td>
<td>Legumes</td>
</tr>
<tr>
<td>Peanuts</td>
<td>Turkey</td>
<td>Tofu</td>
</tr>
<tr>
<td>Eggs</td>
<td>Chicken Leg</td>
<td>Cod</td>
</tr>
<tr>
<td>Fruit</td>
<td>Fruit</td>
<td>Fruit</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Banana</td>
<td>Grapefruit</td>
<td>Pineapple</td>
</tr>
<tr>
<td>Grapes</td>
<td>Pears</td>
<td>Blueberries</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Apple</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Oranges</td>
<td>Kiwi</td>
<td>Raspberries</td>
</tr>
</tbody>
</table>
### Food Templates - Vegetables and Fruit Food Group

<table>
<thead>
<tr>
<th>Corn</th>
<th>Onion</th>
<th>Strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peppers</td>
<td>Carrots</td>
<td>Peas</td>
</tr>
<tr>
<td>Beans</td>
<td>Potatoes</td>
<td>Lettuce</td>
</tr>
<tr>
<td>Celery</td>
<td>Cauliflower</td>
<td>Broccoli</td>
</tr>
</tbody>
</table>
Food Templates - Milk and Alternatives Food Group

<table>
<thead>
<tr>
<th>Soy Beverage</th>
<th>Yogurt</th>
<th>Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Milk</td>
<td>Cheese Strings</td>
<td>Cottage Cheese</td>
</tr>
<tr>
<td>Chocolate Milk</td>
<td>Pudding/Custard made with milk</td>
<td>Kefir</td>
</tr>
<tr>
<td>Yogurt Drink</td>
<td>Yogurt Drink</td>
<td></td>
</tr>
</tbody>
</table>
’s Food Art

Directions: Use pictures from flyers, plastic food models, or real fruit and vegetables to create a face. Complete the sentence and paste a photo of your food art face below.

To be healthy and strong, I need to eat ...

___________________________________
HOME/ SCHOOL CONNECTION

TRY IT - YOU MAY LIKE IT!

Record and submit one slip each time your child tries a new food.

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):
______________________________________
Try it – You May Like it!  

Name: __________________

Trying new foods will increase the variety of food that I will like to eat. Sometimes, I will have to be willing to try new foods many times before I learn to like them. For the next two weeks, I am making an effort to try new foods at home. I will record the food items that I try and I will return my chart to school to share with my class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Food</th>
<th>I liked it!</th>
<th>I need to keep trying this food!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>😊</td>
<td>😊</td>
</tr>
<tr>
<td></td>
<td></td>
<td>😊</td>
<td>😊</td>
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<td>😊</td>
</tr>
<tr>
<td></td>
<td></td>
<td>😊</td>
<td>😊</td>
</tr>
<tr>
<td>Sports Drink</td>
<td>Chocolate chip cookies</td>
<td>French fries</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Soda Pop</td>
<td>Sweet Dessert</td>
<td>Candy</td>
<td></td>
</tr>
<tr>
<td>Chocolate bar</td>
<td>Granola bar</td>
<td>Doughnuts</td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td>Potato chips</td>
<td>Sweet fruit flavoured drink</td>
<td></td>
</tr>
<tr>
<td>Cake</td>
<td>Muffin</td>
<td>Hot Chocolate</td>
<td></td>
</tr>
</tbody>
</table>
Name: ________________

Healthy Practices to Care for my Teeth

Taking care of your teeth and gums is very important to your health. Use this checklist to show which things you already do, and which ones you need to improve.

<table>
<thead>
<tr>
<th>Healthy Practice</th>
<th>√</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>I brush my teeth twice a day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I take care of my toothbrush and replace it every six months.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid sticky foods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make healthy food choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I visit my dentist twice a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My dentist gives me free sealants for my six-year molars.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Newfoundland Labrador

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www.gov.nl.ca/health
A Bad Cold

Do you have a cold??
Is your nose all red??
Don't you really think
You should be home in bed??
Cover your mouth
When you say, “Ah-choo!”
Or we will catch
Your bad cold too!

By Maxine Kumin

I've got a cold

I've got a cold
And I don't like it
No I don't like it
Not one bit
When you catch a cold
And it's in your head.
Your nose gets plugged
And your eyes turn red
You can't taste your food
'Cause it hurts your throat
Your ears get plugged
And you can't sing a note
You cough and sneeze
And gasp and wheeze
You have a fever
That weakens your knees
There isn't much
That you can do
But keep yourself warm
And drink a hot brew
And sleep a lot
When you get into bed -
Just pull those covers
Right over your head

- Author unknown

Sneeze

There's a sort of a tickle
the size of a nickel,
A bit like the pickle
of sweet-sour pickle;
It's a quivery shiver
the shape of a sliver;
Like eels in a river;
A kind of a wiggle
that starts as a jiggle
And joggles its way to a tease,
Which I cannot suppress
any longer, I guess,
So pardon me, please,
while I sneeze.

By Maxine Kumin

I've got a cold

I've got a cold
And I don't like it
No I don't like it
Not one bit
When you catch a cold
And it's in your head.
Your nose gets plugged
And your eyes turn red
You can't taste your food
'Cause it hurts your throat
Your ears get plugged
And you can't sing a note
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There isn't much
That you can do
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And drink a hot brew
And sleep a lot
When you get into bed -
Just pull those covers
Right over your head

- Author unknown
Song: Keeping Clean
Tune: Row, row, row your boat
Wash, wash, wash your hands
Wash before you eat
Over, under and between
To keep them nice and neat

Take, take, take a bath
Wash from head to toe
Wash until you’re nice and clean
And off to bed you go!

Brush, brush, brush your teeth
Morning, noon and night
Brush, brush, brush your teeth
to keep them clean and bright

Sneeze, sneeze in your sleeve
When you go “A-choo!”
Sneeze, sneeze in your sleeve
Keep the germs on you

Use, use, use a tissue
When you wipe your nose
Find the nearest garbage bin
And right in there it goes

Do not share your drink
Do not share your food
This is how we spread our germs
And that is not so good

Comb, comb, comb your hair
With your brush or comb
Hats and combs we do not share
Keep them for your own.

Words by Pauline Pawson
Have you tried these fruits?

- Apple
- Blueberries
- Apricots
- Avocado
- Banana
- Grapefruit
- Kiwi
- Squash
- Limes

Other suggestions: Cherries, fruit cocktail, mango, watermelon, rhubarb, pomegranate, nectarine, peach, raspberries, dates, plum, pear, strawberries, pineapple, star fruit, cantaloupe, papaya, or any other new food.
New Food Attitude

Name ______________________________

1. I like to try new foods.
   
   ☺ ☻ ☹

2. I need to try new foods.
   
   ☺ ☻ ☹

3. I need to eat a variety of foods to be healthy.
   
   ☺ ☻ ☹

4. I will try a new food again later if I don’t like it the first time.
   
   ☺ ☻ ☹

5. I should eat different foods not the same food every day.
   
   ☺ ☻ ☹
Tips to Help Children Try New Foods….

• Be a role model by eating healthy and being active
• Plan and discuss with your child the healthy lunches and snacks he or she takes to school
• Involve your child in food shopping, cooking and preparation
• Offer a variety of healthy foods at home and continue to offer the new food
• Learn about the new healthy food and beverages available at school
• Talk to your child about making healthy choices
• Keep healthy snacks on hand for grab and go
• Make mealtime an enjoyable experience
• When asked to send along food items to school, choose items that fit with your school’s nutrition policy

Use Canada’s Food Guide to build school lunches...

• A snack should contain 2 food groups
• A lunch should contain 4 food groups

Start with a grain product - bread, pasta, pita, English muffin, crackers, rolls, tortillas, rice
Add a meat or an alternative - turkey, chicken, beef, ham, eggs, beans, peas, tofu
Include a vegetable - tomato, lettuce, carrot, turnip, broccoli
Finish off with milk and a piece of fruit - apple, banana, kiwi, orange, grapes

Healthy lunches are easy to put together

A thermos of chili, whole wheat dinner roll, slice of cheddar cheese, washed grapes and water
Turkey on whole grain bread with lettuce and tomato, yogurt, blueberries and water
Mini pizza (English muffin, sauce, vegetables, meat or alternative), canned peaches and milk
Leftover meat and vegetables on a whole wheat tortilla with cheddar cheese, fruit cup and water
Chicken and vegetable soup, bread sticks, vanilla pudding and 100% fruit juice

Important Tip

Encourage children to satisfy thirst with plain water

www.livinghealthyschools.com
### How Much Sleep do I Get?

<table>
<thead>
<tr>
<th>What time do I usually go to bed?</th>
<th>What time do I usually get up in the morning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image: 124x526 to 266x606]</td>
<td>[Image: 346x504 to 488x584]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw a picture of how you feel when you get enough sleep.</th>
<th>Draw a picture of how you feel when you do not get enough sleep.</th>
</tr>
</thead>
</table>
Everybody Helps!

By: _________________________

Helpers At Home

________________________________ helps by
________________________________
________________________________
Helpers In School

________________________________________ helps by
________________________________________
________________________________________

Helpers In the Community

________________________________________ helps by
________________________________________
________________________________________

________________________________________

________________________________________
I Am A Helper At Home

I can help at home by ____________________________

_______________________________

_______________________________

I Am A Helper In School

I can help in my school by ____________________________

_______________________________

_______________________________
I Am A Helper In The Community

I can help in my community by ___________________
______________________________
______________________________

Helping makes me feel valued
because
______________________________
______________________________
______________________________
______________________________
I am a good friend when I


With A Friend

I can talk with a friend
and walk with a friend
and share my umbrella in the rain
I can play with a friend
and stay with a friend
and learn with a friend
and explain
I can eat with a friend
and compete with a friend
and even sometimes disagree
I can ride with a friend
and take pride with a friend
A friend can mean so much to me!

Vivian Gouled
Marble Moments

A strategy for encouraging students to use positive behaviours when interacting with classmates

Materials Needed:

100 marbles

brightly decorated jar (bottle, container, etc)

Explain that every time students are 'caught' using 'positive behaviors' the teacher will add a marble to the 'Marble Moments' jar. When 100 marbles, (or whatever number you decide on) is reached, the class will have a celebration, such as a free gym class, pizza party/lunch, movie etc. Praise students and draw a lot of attention to good behaviour when putting marbles into the jar. Count the marbles weekly and keep the marble jar on display so it is always a reminder of positive behaviour expectations.
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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is medication stored in a safe place?</td>
</tr>
<tr>
<td>2.</td>
<td>Do I receive medication from an adult when it is required?</td>
</tr>
<tr>
<td>3.</td>
<td>Are hazardous cleaning products stored properly?</td>
</tr>
<tr>
<td>4.</td>
<td>If there is an Epi-pen, do we have it stored properly in a case?</td>
</tr>
<tr>
<td>5.</td>
<td>Do I pick my toys up off the floor to avoid trips and falls?</td>
</tr>
<tr>
<td>6.</td>
<td>Am I safe around electricity?</td>
</tr>
<tr>
<td>7.</td>
<td>Do I clean up spills?</td>
</tr>
<tr>
<td>8.</td>
<td>Do I tie up my shoelaces?</td>
</tr>
<tr>
<td>9.</td>
<td>Do I know a fire evacuation route from my bedroom?</td>
</tr>
<tr>
<td>10.</td>
<td>Do I run only when it is safe to do so?</td>
</tr>
</tbody>
</table>

**How Safe Am I? Safety Practices at School**
1. Do I organize my work space at school?  

2. Do I organize my locker/coat space?  

3. Am I aware of strangers traveling to and from school?  

4. Do I ask for an adult’s help when I need it at school?  

5. Do I know my phone number?  

6. Do I enter and leave the school safely?  

7. Do I wear my outdoor clothing when I play outside?  

8. Do I get dressed and undressed quickly?  

9. Do I place my footwear in a safe place?  

10. Do I walk, not run, in the corridors and on the way to the bus or car? 

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How Safe Am I? Safety Practices at Play
1. Do I wear sunscreen?

2. Do I wear a sun hat and sunglasses?

3. Do I drink plain water when I am playing?

4. Do I play safely on playground equipment?

5. Do I wear protective gear when biking, skateboarding, boating, etc...?

6. Do I follow the safety rules of the playground?

7. Do I let an adult know where I am?

8. Do I know what to do if a stranger approaches me?

9. Do I play fairly?

10. Do I include others in play?

11. Do I run around when it is not safe to do so?

12. Do I listen to the teacher/coach/supervisor?

Name: ___________

My Family is Earth Friendly
### Energy Conservation

<table>
<thead>
<tr>
<th>Earth - Friendly practice</th>
<th>Are we an earth-friendly family?</th>
<th>Family member responsible for promoting this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do we turn off lights when we leave a room?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we turn off the TV when we are not watching it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we unplug small appliances when they are not in use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we unplug electronic games after playing them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we unplug batteries once they are charged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we turn down the heat at night and when we leave the house for the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth - Friendly practice</td>
<td>Are we an earth-friendly family?</td>
<td>Family member responsible for promoting this practice</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Do we turn off the faucet when we are brushing our teeth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we leave the water running when we rinse dishes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we leave the water sprinkler running for long periods of time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we keep the shower running for a long time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we collect rain water to use in the garden?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we wash clothes in cold water where possible?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reducing, Reusing and Recycling

<table>
<thead>
<tr>
<th>Earth - Friendly practice</th>
<th>Are we an earth-friendly family?</th>
<th>Family member responsible for promoting this practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do we recycle our drink containers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do recycle paper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we reuse our lunch containers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we reuse household items to make new things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we limit the amount of paper we receive and use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we buy grocery and other items with minimal or no packaging?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we shop with reusable bags?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My family's earth-friendly goal is to ___________**

_________________________________________________________________________________
MY Clean Earth Pledge

I, ____________, pledge to keep the earth clean by

__________________________

MY Clean Earth Pledge

I, ____________, pledge to keep the earth clean by

__________________________