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The curriculum development process has been informed by pilot teachers representing the four anglophone districts and by health professionals. The Department of Education gratefully acknowledges the contributions of all. The following individuals were instrumental in writing the curriculum guide:

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Introduction

Rationale

Healthy living means making positive choices that enhance your personal physical, mental and spiritual health. You make these choices when you:

• Eat nutritiously, choosing a variety of foods from all of the food groups as suggested by Canada’s Food Guide.

• Build a circle of social contacts to create a supportive environment of people who care for you and respect you.

• Stay physically active to keep your body strong, reduce stress, and improve your energy.

• Choose not to smoke.


Because seven year olds are dependent upon adults to guide them in the direction of healthy lifestyle choices, teachers and parents have a significant role to play in the health of a child and the development of lifelong behaviors that contribute to health and wellness.

As teachers deliver the health curriculum, it is important to keep in mind the role the curriculum may play in the development of health behaviors. As adults, we would like nothing more than to help the next generation be healthier.

At the national level, there are many pieces of work underway that will collectively create a healthier environment in which to live. Health Canada’s 2010 release of Sodium Reduction Strategy for Canada, Recommendations of the Sodium Working Group highlighted the need for a greater understanding of the link between food choices and their impact on health; that behavioral change is necessary in order to improve the current health status of Canadians as a result of high sodium intake. A more recent 2011 publication, Obesity in Canada, is a joint report from the Public Health Agency of Canada (PHAC) and the Canadian Institute for Health Information (CIHI). It examines the prevalence of obesity among adults, children, youth and Aboriginal Peoples and the impact of obesity in Canada.
INTRODUCTION

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

Curriculum Overview

Research consistently demonstrates that health and education are inextricably linked – and the most effective way to create, maintain and support healthy environments, 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. 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.

The four units comprising the Grade Two 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 an individual while the latter focuses on the environment locally and globally, and the impact environment has 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 in relation to overall health. Equally important to bodily health is mental health. Family and friends play a significant role in the healthy development 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 their health and the challenges which impact health and well-being.

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

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

Key-Stage Curriculum Outcomes

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

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 of this 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

The chart below outlines the curriculum design process and the flow of specific curriculum outcomes for each unit from the essential graduation learnings.
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, if applicable. 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.

<table>
<thead>
<tr>
<th>Two-page spread</th>
<th>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.</th>
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<tr>
<td>Column One:</td>
<td>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.</td>
</tr>
<tr>
<td>Specific Curriculum Outcomes</td>
<td>The second column provides suggestions for the learning environment and experiences that support student's achievement of the outcomes listed in column one.</td>
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<tr>
<td>Column Two:</td>
<td>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.</td>
</tr>
<tr>
<td>Suggestions for Learning and Teaching</td>
<td>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 to assess student learning in relation to more than one outcome.</td>
</tr>
<tr>
<td>Column Three:</td>
<td>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.</td>
</tr>
<tr>
<td>Suggestions for Assessment Information</td>
<td></td>
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<tr>
<td>Column Four:</td>
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<td>Notes/Resources/Background</td>
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Curriculum Components for Grade Two 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 of physical development and maintenance of health, healthy eating and oral health. 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 maintenance of health: outcomes 1.1 and 1.2 can be followed by 2.1, 2.2 and 3.1

Healthy Eating: outcome 1.3 can be followed by 2.3, 2.4

Oral Health: outcomes 1.4 and 1.5 can be followed by 1.6

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 healthy strategies to deal with feelings. This unit focuses on individual growth, strategies to deal with feelings and the impact of interactions with others. The outcomes may be grouped in the following manner:

Interaction with and acceptance of self and others: outcomes 1.1, 1.2 and 3.1 can be followed by 2.2 and 2.1

Fair play: outcome 1.3 can be followed by 2.3
Curriculum Components for Grade Two Health

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

This unit examines the responsibility we share in being members of a family unit, friendship circles and the community. Healthy relations are integral to both. This unit also helps students develop strategies to deal effectively with body based harassment. These concepts are intended to provide the learner with the knowledge and skills, to recognize and promote components of healthy relations with friends, family and the community at large.

The outcomes can be delivered as follows:

Responsibility: outcome 1.1

Healthy Relations: outcomes 1.2, 2.1 and 1.4 can be followed by 3.1 and 3.2

Body Based Harassment: outcome 1.3 can be followed by 2.2

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

The topics in this unit deal with environmental awareness, the protection of our environment and the impact of the environment in which we live on our health. The safety topics deal with being safe from fire at home and the generic skill of knowing how to enlist help should the need arise.

The outcomes can be grouped as follows:

Personal Health and the Environment: outcome 1.1 and 1.4 can be followed by 2.1

Play: outcome 1.3 can be followed by 2.1

Safety Awareness: outcome 1.2 can be followed by 2.2
Teaching, Learning, Assessment And Evaluation

The Learning Environment

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, enhances self-esteem, and 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. One way to facilitate this is to use activities (non-threatening and enjoyable) which allow students to get to know each other.
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 should:

• 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 and class behaviour.

• provide opportunities to integrate knowledge, skills, attitudes and behaviours related to 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 should:

• 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 grade one to grade two 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 concern 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.
• to provide opportunity for mastery of new skills.
• to provide opportunities for routine with favourite activities being repeated.
• 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.
• for continuity and building on previous experiences.
• for flexibility in duration and type of activity.
• for a variety of learning experiences.
• for a variety of student-centred activities.
• for step-by-step teaching and to allow for approximations of the task.
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.
- 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.
- 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.
Physical Characteristics

- Children mature at different rates and in proportion to body size in terms of body fat, muscle size, strength, posture, heart and lung development.
- 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.
- to provide activities that allow for movement.
- for opportunities to interact physically with a variety of learning resources.
- for attention to selection and arrangement of the physical environment.
- for the same activities for boys and girls.

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.
- 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 grade one to grade two 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 the impact their lifestyle has on them 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 GCO3 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; manage time and other resources to achieve goals; be accountable to self, school, family and community for actions taken.

Adaptability

This skill is evident in: a positive attitude towards change, recognition of and 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)

Skills pertaining to learning, personal management, resource management, leadership and teamwork form the basis for career development. While career exploration may not be a strong focus for a grade two student, 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.

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.

The Teaching and Learning Process and Suggested Strategies
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. assess personal strengths and limitations and make plans to avail of opportunities and meet challenges based on information, attitudes, skills, needs, wants, goals and values.

A variety of strategies may be employed to accommodate the learning needs and styles of students. The following is a list of strategies that may be incorporated into curriculum delivery:

**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 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

_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 in 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 are working towards a common goal

• success at achieving the goal depends on the individual learning of all group members
• the teacher is in a facilitator role guiding 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 from 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

• 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), 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

• 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:**

• applies 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

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
- 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 language arts and mathematics time allotments achieved while teaching other subject areas.

Time Allocations

The percentage and hourly breakdown is:

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 constant expectations will inform students of the teacher’s expectations within the classroom and their interactions with one another.

Handling Sensitive Issues

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

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 2 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.

In the *Components* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities, assessment activities or both.
Identifying the Activity

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 to allow students to demonstrate their learning. Students 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 availability of resources including time, the type of learners and their strengths.

Setting the Criteria

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

Students will be expected to:

1. recognize physical growth changes of the body and influencing factors.
2. understand that some conditions require medication to maintain health.
3. know the health benefits of drinking plain water to satisfy thirst.
4. understand that healthy eating promotes healthy teeth and gums.
5. understand the purpose of fluoride and sealants in oral health.
6. know the process of tooth decay.

Skills and Abilities

Students will be expected to:

1. experience daily physical activity to promote personal health and well being.
2. demonstrate hygiene practices that contribute to a growing healthy body.
3. use Eating Well with Canada’s Food Guide to develop an awareness of the variety of foods available within a food group.
4. demonstrate a variety of healthy ways to experience the same food.

Attitudes and Behaviours

Students will be expected to:

1. examine personal practices that contribute to a healthy body.

Note: See pp. 6-7 in this curriculum guide for a suggested order of delivery for the outcomes in this unit.
Knowledge and Understanding

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

Outcomes

Students will be expected to:

1. recognize physical growth changes of the body and influencing factors.

Influencing factors include:
- genetics,
- gender,
- age

Suggested Strategies for Learning and Teaching

Note: Unit 1 discusses growth changes and lays the foundation for Unit 2 which delves into feelings about one's body. Unit 2 is an appropriate time to focus on positive self image. When discussing growth changes, it is important not to draw attention to feelings associated with physical appearances. Health & Wellness Teacher’s Edition, pp.44-51 provides additional information to approach this topic.

- Show pp.10-11 of Health & Wellness Big Ideas Book for the visuals of individuals at various stages of the life cycle. Encourage students to bring in a recent picture of themselves and pictures of themselves at a younger age. Students will compare the pictures and identify the similarities and the differences between the photos. Through discussion, students should recognize the significant changes that have occurred in themselves and others. “No Tolerance for Body Related Teasing” should be discussed. To incorporate the influence of genetics, students may be asked whom they resemble in their family. Sensitivity to family situations is important to keep in mind. (children in care, adoptions, step families, etc.) Follow up by reading pp.2-7 in the Health & Wellness reader, Your Body.

Similarities- same body parts, same senses, same color hair/ eyes, freckles, moles, etc.

Differences- refinement of gross motor skills, height, speech, hair style and length, scars, missing teeth, shoe size, etc.

- At the beginning of the school year, measure the height of each student in the class in cm and note the date. In June or at various points throughout the school year, re-visit this activity and discuss the changes with the class and how they vary. This data can be used to construct a bar graph, scrap book or memory book. Students may also predict the growth changes and compare them to the actual change at a later point in the school year. The data may also be recorded on a tree leaf similar to the sample provided in the appendix.

- Use a song such as “Changes Big and Small” or “Everything Grows” These songs focus on growth changes. Encourage students to reflect on the changes discussed in the lyrics of the songs. Create additional verses substituting the changes that they have experienced in their bodies. Actions may be added to correspond to the lyrics.

- Lost Tooth Club

Each student can record the incidences of lost teeth using a personal tracking sheet or a class chart. At various point throughout the year, discuss the incidences of tooth loss of the students in the class.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Using a T-chart, students will record the similarities and differences of the physical growth changes between their two pictures.

Use “I Have Changed” and “Order It!” from the Health & Wellness Health Masters to determine student understanding of the physical growth changes of the body.

In a journal, students could interpret and record their observations of the data created. Students may discuss their changing bodies. This may include sentence starters such as:

I remember when…(lost tooth, needed a new shoe size, etc.)

I noticed that…(my jeans were too short, etc.)

Students may present the lyrics of the verse they have created and share with the class.

Resources/Notes

Authorized Children’s Literature:
•  Me and My Amazing Body by Joan Sweeney

Recommended Children’s Literature:
•  All the Colors of the Earth by Sheila Hamanaka
•  Stand Tall Molly Lou Melon by Patty Lovell and David Catrow Usborne
•  I’m Growing by Aliki

Health & Wellness:
•  reader: Your Body, pp.2-7
•  reader: Keeping Clean and Fit, pp.2-7
•  Health Masters, pp.21-22
•  Big Ideas Book, pp.10-11
•  Teacher’s Edition, pp.44-51

Appendix:
•  tree leaf template

Roots of Empathy program, if available at the community level, could be a resource to show developmental changes in children.

Music Connections:
•  “Changes Big and Small” Health & Wellness CD, Track #3 (Grade 1 Health authorized resource)
•  “Everything Grows” by Raffi (available online)
### Knowledge and Understanding

**GCO 1: Students will demonstrate an understanding of their health and the 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>• Begin with the visual on pp. 32-33 of Health &amp; Wellness Big Ideas Book and discuss student understanding of the use of medications. The Teacher's Edition, pp.148-155 also has additional information in the wrap around to support the outcome. Brainstorm various medical conditions which require individuals to take medicines to maintain their health. For example, people with diabetes may require insulin and students with allergies may carry an epi-pen. While safety is not reflected in the outcome students need to be aware of the safe practices around medicines such as reading directions, checking with an adult, safe storage, administered by an adult. These points may be reinforced using various children's literature selections and by using pp. 68-70 in Health &amp; Wellness Health Masters.</td>
</tr>
<tr>
<td>2. understand that some conditions require medication to maintain health.</td>
<td>• Invite a health professional to the class to highlight the use of some medicines necessary for maintaining health.</td>
</tr>
<tr>
<td>Include two of the following:</td>
<td>• In addition to medication, there are health promotion practices that positively impact and assist in maintaining health. Discuss with the students health promoting practices such as exercising, drinking plain water, practising proper hygiene, getting proper rest and nutrition and the benefit of these practices.</td>
</tr>
<tr>
<td>• diabetes</td>
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<tr>
<td>• asthma</td>
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<tr>
<td>• allergies</td>
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<tr>
<td>• cystic fibrosis</td>
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<tr>
<td>• cancer</td>
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</tbody>
</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Design an informational poster about a medical condition and the medicine necessary to maintain health. For example,

- asthma and a puffer, mask, etc.
- allergies and an epipen, etc.

Children may role play a scenario that highlights the use of some medicines necessary for maintaining health. Students may pretend to be showing the routine associated with a medical condition by reading directions, having an adult present, knowing the proper procedure to take medications… Epi-pen, puffers, etc.

Design a poster and/or foldable showing health promotion practices used in addition to medication, that positively impact and assist in maintaining health. A section may be devoted to such practices as exercise, drinking plain water, practising proper hygiene, getting proper rest and nutrition.

Resources/Notes

Health & Wellness:
- Big Ideas Book, pp.32-33
- Health Masters, pp.69-71
- Teacher’s Edition, pp.148-155

Authorized Children’s Literature:
- Taking Diabetes to School by Kim Gosselin

Recommended Children’s Literature:
- No Nuts for Me by Aaron Zevy
- The Great Katie Kat by M. Maitand Deland, MD
- I Think I am Going to Sneeze: A First Look at Allergies by Pat Thomas
- Why Is it so Hard to Breathe?” A First Look at ... Allergies by Pat Thomas
- Taking Food Allergies to School by Ellen Weiner
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Outcomes

Students will be expected to:

3. know the health benefits of drinking plain water to satisfy thirst.

Health benefits may include:
- maintain hydration and reduce tiredness
- quench thirst
- help nutrients travel through the body
- aids in the prevention of headaches
- regulates body temperature
- maintains dental health
- aids in digestion and removal of waste

Suggested Strategies for Learning and Teaching

Note: Drinking plain water to satisfy thirst is one of Health Canada’s recommendations within Eating Well with Canada’s Food Guide. Consuming other beverages may add unnecessary calories, caffeine, sodium or other additives to one’s diet. More information on beverages can be found in Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators found on the Health Canada website. Water should always be the first choice of beverage due to its health benefits.

- Brainstorm a list of beverages consumed throughout the day. Each student records the beverage and time of day the beverage was consumed. Use the results as an opportunity to discuss the importance of drinking plain water to quench thirst and to assist with digestion rather than beverages containing sugar or other additives. The time of day the beverage is being consumed may be an opportunity to discuss how beverages other than plain water displace opportunities to consume plain water. As well, consumption of other beverages may contribute to the caloric intake of the child. Examine the ingredient list of each of the beverages and discuss with students the ingredients, such as sugar, that the body has to process by consuming that beverage rather than plain water. Share with students the health benefits of drinking plain water regularly. Revisit Eating Well with Canada’s Food Guide for the recommendation on drinking plain water.

- Rethink Your Drink: Brainstorm the possible meanings of this slogan. Identify the various drinks (other than water) consumed on a daily basis. Discuss with the students the importance of eating fruits and vegetables rather than drinking them. Note there is more fibre in fruit than juice and the fibre is what makes us feel full. The discussion should highlight that fruit and vegetables contain naturally occurring sugars while some juices may contain added sugars. It is important to limit sugar quantities. For example, one juice box per day is sufficient for a child. The main point to be noted is that drinking plain water is the recommended beverage to satisfy thirst and consuming any other beverage will increase caloric intake, unnecessary sugars, salt, and other additives. Challenge the students to create their own slogans and use them in a campaign promoting water as the preferred beverage to quench thirst. Use the Big Book, Eat All Your Colors, pp. 10-11 and pp. 14-15 in Staying in Shape to support drinking plain water.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Develop a campaign on the benefits of drinking water. It may include posters, brochures, buttons and/or school announcements, most of which can be displayed in high traffic areas within the school or community recreational centers.

In a journal entry, reflect on beverage intake and complete one or all of the following statements:

- Today I learned that…
- Did you know that drinking…
- I think the best way to quench your thirst is…
- From now on I will…

Resources/Notes

- big book: Eat All Your Colors, pp. 10-11
- reader: Staying in Shape, pp. 14-15

Health & Wellness:

- reader: Healthy Foods For You
- Teacher’s Edition, pp. 68-69

Online resources can be found at:

- www.healthcanada.gc.ca/foodguide to obtain a copy of Eating Well with Canada’s Food Guide and A Resource for Educators and Communicators
- www.kidshealth.org for the article: “Why Drinking Water is the Way to Go”
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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<tbody>
<tr>
<td>Students will be expected to:</td>
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<tr>
<td>4. understand that healthy eating promotes healthy teeth and gums.</td>
<td>• Use the visual on pp.14-15 of the Big Ideas Book to discuss healthy foods. The Teacher’s Edition may have some additional material to guide the discussion as it relates to healthy teeth and gums. List foods that promote healthy teeth and foods that do not. Healthy teeth are strong and free of cavities; healthy gums are disease free. Teeth are bones and therefore need calcium for healthy development. Milk is an example of a healthy food that contains calcium while sugar sweetened foods and beverages are not healthy choices and may damage teeth. In Health Masters, “Talk About Teeth” can be adapted to incorporate the contribution of food to healthy teeth and gums.</td>
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<tr>
<td></td>
<td>• Provide an assortment of wrappers, pictures of foods from flyers, etc., of snack items. Select one recess snack item and identify whether or not their choice promotes healthy teeth and gums. Fruity Fridays (fruit is the preferred snack item for the day) may be a way to highlight healthy eating.</td>
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<tr>
<td></td>
<td>• Provide students with a recording sheet to list and identify all the foods that are eaten in one day. Partner the students and have them review their lists and determine which foods promote healthy teeth and gums. Taking Care of Ourselves, pp. 6-7 can be used to get additional ideas about which foods to eat.</td>
</tr>
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Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

<table>
<thead>
<tr>
<th>Resources/Notes</th>
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<tbody>
<tr>
<td><strong>Journal</strong></td>
</tr>
<tr>
<td>• Today I learned…</td>
</tr>
<tr>
<td>• Some healthy foods/beverages I consume that keep my teeth healthy are… I know this is a healthy choice because ....</td>
</tr>
<tr>
<td>• Some foods/beverage I consume that do not keep my teeth healthy are… I know this is an unhealthy choice because ....</td>
</tr>
</tbody>
</table>

Create a checklist similar to the one on p.7 in the reader, *Keeping Clean and Fit*, to highlight foods to eat to promote healthy teeth and gums.

Ask students to identify a recess snack as healthy or unhealthy. If they have identified the selection as unhealthy, ask them to offer a healthy alternative.

<table>
<thead>
<tr>
<th>Online resources can be found at:</th>
</tr>
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<tbody>
<tr>
<td>• <a href="http://www.ada.org">www.ada.org</a> (American Dental Association) for the lesson plan “Plaque Attack”</td>
</tr>
<tr>
<td>• <a href="http://www.healthcanada.gc.ca">www.healthcanada.gc.ca</a> for a copy of <em>Eating Well with Canada's Food Guide</em></td>
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</tbody>
</table>

Public Health Nurse/ Dental Hygienist

<table>
<thead>
<tr>
<th>Authorized Children’s Literature:</th>
</tr>
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<tbody>
<tr>
<td>• <em>The Tooth Book: A Guide to Healthy Teeth and Gums</em> by Edward Miller</td>
</tr>
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</table>
Knowledge and Understanding  
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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<tbody>
<tr>
<td>Students will be expected to:</td>
<td>• Demonstrate how sealants work by using plastic wrap, bread and a liquid. Place a piece of bread on a plate and pour a liquid, such as orange juice, over the bread. On another plate place a piece of bread and cover with plastic wrap. Pour orange juice over the plastic wrap to show how it seals the bread.</td>
</tr>
<tr>
<td>5.  understand the purpose of fluoride and sealants in oral health.</td>
<td>• Using samples of tubes of toothpaste, ask students to locate the ingredients on the toothpaste to determine if it contains fluoride. Discuss the importance of selecting toothpaste which contains fluoride and the role of fluoride in maintaining healthy teeth. Discuss and describe how fluoride can help prevent cavities and make teeth harder and stronger. All children should have one fluoride treatment by age six.</td>
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</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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<th>Suggestions for Assessment</th>
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</thead>
<tbody>
<tr>
<td>Students will record their observations about sealants through the demonstration.</td>
<td>Refer to the Professional Learning site found at <a href="http://www.k12pl.nl.ca">www.k12pl.nl.ca</a> for background information on oral health.</td>
</tr>
</tbody>
</table>

List different types of toothpaste and indicate if they contain fluoride. Discuss the importance of having fluoride in toothpaste. Ask children to complete an experiment called “The Power of Fluoride” at http://healthyteeth.org/experiments/powerFlu.html This experiment involves an egg being placed in a fluoride liquid and then into a vinegar solution. A second egg is placed in the vinegar solution without the fluoride treatment. Record the observations. More indepth instructions can be found on the website.

Contact your Dental Hygienist or dentist for a brochure “Sealants: Protecting Children’s Teeth From Decay”

Online resources can be found at:
- www.healthyteeth.org to access the experiment “The Power of Fluoride”
- www.fluorideinformation.com/guide_to_fluoride/ for information on dental health
- www.science.education.nih.gov/customers.nsf/ESDental to find “Open Wide, Trek Inside”
- www.ada.org to get the lesson “You Have the Power”
### Knowledge and Understanding

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

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td>Note: The steps in the tooth decay process are:</td>
</tr>
<tr>
<td>6. know the process of tooth decay.</td>
<td>Step 1: plaque + sugar = acid.</td>
</tr>
<tr>
<td></td>
<td>Plaque is always found on your teeth but when sugar is mixed with plaque an acid is created.</td>
</tr>
<tr>
<td></td>
<td>Step 2: Acid + tooth = decay</td>
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<tr>
<td></td>
<td>Acid attacks your teeth and will cause cavities. Acid may be formed by the sugar and plaque or by eating/drinking acidic foods/beverages. For example: flavored waters are acidic.</td>
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<td></td>
<td>• Define decay by making connections to aspects of everyday life. Examples: composting, leaves falling, grass cuttings etc. Discuss that decay is a natural process but teeth need to be protected from decay. Bring in a banana and over a period of several days, note the decaying process or bring in several bananas in varying stages of the decay process and relate this process to tooth decay.</td>
</tr>
<tr>
<td></td>
<td>• Recognize that the absence of brushing and/or regular dental checkups may cause tooth decay. A visual analogy of this can be found at <a href="http://www.ada.org">www.ada.org</a> in the following activity, “How a Cavity Grows”</td>
</tr>
<tr>
<td></td>
<td>In this activity the students will draw a large tooth on a paper towel with a permanent marker. Using a black watersoluble marker, make a heavy dot on the tooth to represent a cavity. Using an eye dropper, add a drop of water to the cavity to represent another acid attack. After a few minutes look at the tooth and see how the ‘cavity’ has spread.</td>
</tr>
</tbody>
</table>
**Knowledge and Understanding**  
**GCO 1:** Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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</table>
| Ask students to fold a sheet in four blocks. In the center of the four blocks write the word decay. Students will illustrate four examples of decay with a brief description of each one. | Authorized Children’s Literature:  
  - Make Way for Tooth Decay by Bobbi Katz                                                |
| Observe student responses as they discuss what happened during the “How a Cavity Grows” activity and how it relates to tooth decay and the importance of oral health care. | Appendix: Tooth Decay template                                                     |
| Students will illustrate the steps involved in tooth decay by creating a cartoon.          | Online resources can be found at:  
  - www.bbc.co.uk/health/physical_health/conditions/toothdecay2.shtml (for background information)  
Outcomes

Students will be expected to:

1. experience daily physical activity to promote personal health and well being.

Suggested Strategies for Learning and Teaching

Note: Daily physical activity is critical in maintaining a healthy growing body. It is important to note that two hours of screen time daily is a recommended maximum for children at this age (i.e. computer, hand held video games, television, etc.).

- Play “Move as if...” to provide students with the opportunity to move. All movement is confined to “a spot”. Examples may include:
  - Move as if a bear is chasing you.
  - Move as if you were walking on a slippery surface.
  - Move as if you are climbing a cliff.
  - Move as if you are balancing books on your head.
  - Move as if you are swimming in a pond.
  - Move as if you are playing hockey.

- Use the visual on pp.36-37 of Health & Wellness Big Ideas Book to discuss the role that physical activity plays in maintaining health. There are additional ideas in the Teacher’s Edition, pp.100-105. Follow up by reading excerpts from Taking Care of Ourselves, Staying in Shape and Keeping Clean and Fit. Brainstorm a list of active living activities and record them on chart paper. From the list generated, students will choose any 9 of these activities to record on their personal tic tac toe template. The teacher will then cut out all of the activities listed on the chart paper and place in a bag. Randomly pick an activity from the bag. This activity will be completed by the class even if it is not recorded on their template. The student who crosses off a line first gets tic tac toe. (This can be carried out on a daily or weekly basis). Example of a possible items to include in a template:
  - Place an X in the center.
  - Complete 10 jumping jacks.
  - Hop 10 times.
  - Touch your toes 10 times.
  - Jog on the spot for 10 seconds.
  - Complete 10 arm circles.
  - Swing your arms 10 times.
  - Complete 10 squats.
  - Balance on one foot for 10 seconds.

- Experience dance as a way of incorporating activity into the daily routine. Connect with the physical education and/or music teacher for possible music selections.
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Suggestions for Assessment

Write a reflection on the experience of playing the game “Move as if....”. Students should identify how to increase or maintain levels of activity. Observe student participation in the activities. Choose either the health master “My Favorite Exercise” or “Safe and Fun Exercise” from pp.46-47 in Health Masters and complete it using a physical activity that is preferred by the student.

Journal writing
Use one or more of the sentence starters to reflect on the activities:
- The activity I like most is....
- The activity I like least is...
- The activities made me feel...(tired, refreshed, more alert)
- The activities that required the most energy are ...
- The activities that required the least energy are...
- The activities that I found the hardest are...
- The activities that I found the easiest are...

Create a bulletin board display highlighting the variety of activities that can be experienced to be physically active everyday. Actual photographs of the students participating in activities can be used. Students will create a speech balloon to accompany their picture. State the feelings associated with the experience of the activity.

Resources/Notes

- big book: Get Up and Go, pp.1-14
- reader: Staying in Shape, pp.3-9, 18-22
- reader: Taking Care of Ourselves, pp.16-17

Health & Wellness:
- reader: Keeping Clean and Fit, pp.10-13
- Health Masters, pp.46-49
- Life Skills Book, p.10-11
- Big Ideas Book, pp. 22, 36
- Teacher’s Edition, pp.100-105

Online resources can be found at:
- www.kellogs.com for background information
- www.healthcanada.ca for the Canadian Physical Activity Guide

Appendix:
- Active Living Tic Tac Toe Template
**Outcomes**

*Students will be expected to:*

1. **demonstrate hygiene practices that contribute to a growing healthy body.**

2. **use Eating Well with Canada’s Food Guide to develop an awareness of the variety of foods available within a food group.**

3. **Skills and Abilities**

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

**Suggested Strategies for Learning and Teaching**

- Display the visuals on pp.20-21, 38-39 in Health & Wellness Big Ideas Book. Discuss appropriate hygiene practices such as handwashing, brushing teeth, combing hair and bathing regularly that contribute to a growing healthy body. Design a class/individual brochure or foldable “As we grow hygiene practices become more important”. It should illustrate hygiene practices that are important at this age level. Children will take them home to be discussed with parents/guardians. Follow up by reading the designated pages in Taking care of Ourselves, Keeping Clean and Fit, and Your Body.

- Choose a familiar song and as a class or small group rewrite the lyrics to reflect hygiene practices that are important at this age. For example, using the tune of “Twinkle, Twinkle, Little Star”, one verse may be:

  Washing, brushing, bathing too
  These are things that we should do
  Helps to keep the germs away
  Keeps you healthy everyday
  Washing, brushing, bathing too
  These are things that we should do.

- Divide the class into four groups. Assign one food group to each student group. Ask students to name the variety of foods with which they are familiar for that food group. Use Eat All Your Colors, Big Ideas Book, pp.14-17, grocery store flyers, food models, pictures, smartboard images, cookbooks, etc., to find examples of unfamiliar and alternate foods within each food group. Teachers may want to discuss the influence of foods from other countries in the variety of foods available i.e. tacos, nachos and salsa, bagels, etc.

  For example, soy milk and kefir are choices within the milk group that may not be widely known.

- Students will use food models or pictures and place them in the proper food group. The arrangements can be displayed. The idea is to find a variety of foods available within each group.
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Suggestions for Assessment

Evaluation of hygiene practices stated in the brochure/foldable. The content and the artwork should reflect the hygiene practices discussed.

Use the health masters on pp.79-80 in Health Masters to demonstrate the correct hygiene behaviour that contributes to a healthy body.

As a class or a small group, perform the song in activity #2. The lyrics should reflect the hygiene practices discussed. Actions may be incorporated into the performance.

Each group presents the variety of foods for the assigned food group using plastic models, real food or pictures. Observe the variety of foods identified for each food group.

Use the interactive tool “My Food Guide” on the website www.healthcanada.gc.ca to create a personal food guide or a menu for a day. Students will select foods they like or would like to try from a list of foods provided on this website.

Resources/Notes

- reader: Taking Care of Ourselves, p.4-5, 14-15

Health & Wellness:
- reader: Keeping Clean and Fit, pp.8-9
- reader: Your Body, pp.6-7
- Health Masters, pp.79-80
- Big Ideas Book, pp.20-21, 38-39,
- Teacher’s Edition, pp.50-51, 176-177

Online resources can be found at:
- www.kidshealth.org for the article “When Can I Start Wearing Deodorant”

Authorized Children’s Literature:
- Hygiene and Health by Claire Llewellyn

Recommended Children’s Literature:
- Pull Ahead Series:
  - Staying Clean by Robin Nelson,
  - Killing Germs by Melanie Mitchell

- big book: Eat All Your Colors
- reader: Staying in Shape, pp.10-15

Health & Wellness:
- Health Masters, pp.31-33, 37
- Big Ideas Book, pp.14-17
- reader: Healthful Foods For You
- Teachers Edition, pp.65-75

Online resources can be found at:
- www.healthcanada.gc.ca for “My Food Guide” interactive tool and food images
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

4. demonstrate a variety of healthy ways to experience the same food.

Suggested Strategies for Learning and Teaching

Note: Be mindful of allergies within your school

- Brainstorm different ways to prepare foods. For example potatoes may be prepared as riced potatoes, baked, mashed, scalloped, boiled and oven-baked french fries. Other foods that may be used are carrots, eggs, blueberries or strawberries. Using the big book Eat All Your Colors, choose a food and brainstorm all the different ways you could prepare the same food.

- Select one food and prepare the food in a variety of ways. The teacher may prepare this at home and bring it in or parents may be asked to volunteer to do it. The students will be encouraged to sample the foods.

OR

Using a bag of carrots, students will guide the teacher in the variety of ways to prepare carrots, i.e. carrot coins and/or sticks with dip, shredded carrots served on a salad or in carrot muffins, carrot cake, carrot soup, etc.

To engage students in the taste testing, compare it to a game with levels. For example:

Level 1: tried one variety of prepared carrot
Level 2: tried 2 varieties of prepared carrots
Level 3: tried 3 varieties of prepared carrots

Award a certificate to acknowledge that the student tried the food in a variety of ways. This could be an opportunity to celebrate wellness. Other fruits or vegetables may be used depending on availability.

- Develop a survey that will be administered to other students. Select one food and determine the variety of ways the named food is prepared in their home. Example: The class chooses the food of interest and develops a list of the variety of ways to serve this food. This can be completed as an in-class survey or from class to class.

- Work with the breakfast program, where available, to introduce food prepared in a variety of ways.
### Skills and Abilities
**GCO 2:** Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

<table>
<thead>
<tr>
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</table>
| Observe student responses to the brainstorming activity. | - big book: *Eat All Your Colors*
| Encourage the students to sample food prepared in a variety of ways at home and record what was tried. Students will share their experiences with the class. | Online resources can be found at: |
| In a journal entry, complete 1-2 sentences for each of the following sentence starters: | • www.earthlypursuits.com/Food/PotatoRecipes.htm |
| • In the past, I have eaten potatoes prepared… | • www.easysoutherncooking.com/orange-glazed-carrots.html |
| • I would like to try potatoes prepared… | • www.recipetips.com/kitchen-tips/t--1088/all-about-strawberries.asp |
| • My favorite way to eat potatoes is … | Various cookbooks |
| Present findings of the survey to the class identifying the variety of choices familiar to other students and identifying those that are least/most common. | Appendix:
| | • Taste Testing Certificate
| | Authorized Children’s Literature: |
| | • *Beef Stew* by Barbara Brenner |
| | Recommended Children’s Literature: |
| | • *Blue Potatoes, Orange Tomatoes* by Rosalind Creasy |
| | • *How To Grow A Rainbow Garden* by Rosalind Creasy |
| | • *Bread And Jam for Frances* by Russell Hoban |
| | • *I Will Never Not Ever Eat A Tomato* by Lauren Childs |
Outcomes

Students will be expected to:

1. examine personal practices that contribute to a healthy body.
   Practices may include:
   • drinking water
   • being physically active
   • practising hygiene
   • eating healthy foods
   • getting proper rest

Suggested Strategies for Learning and Teaching

- Morning Circle Time: Ask students to share a healthy practice that may be new, revisited or increased. For example,
  Did you try a new food?
  Did you drink lots of water?
  Did you walk somewhere instead of getting a ride?
  Did you get adequate rest?

- Ask students to represent one health practice that will contribute to one's overall health. As an example, modelling clay can be used on a paper or tinfoil plate to represent a personal health practice such as drinking water, playing hockey, brushing teeth, etc.

- Use the master “What Would You Do?” in Health Masters to provide students with an opportunity to assess oral health care practices that contribute to a healthy body.
Attitudes and Behaviours
GCO 3: Students will be encouraged to evaluate knowledge and attitudes; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Presentation: Students will present their art work from the second Teaching and Learning Strategy and identify their healthy practice. Students should make reference to the contribution of this practice to their health by explaining how that practice makes them feel. Students will categorize their artwork according the the practices listed in column one. The students may then be asked to group all of the pieces and discover on their own the common themes or the teacher may provide the practices to the class.

Resources/Notes

Health & Wellness:
• Health Masters, p.24

Authorized Children’s Literature:
• The Monster Health Book: A Guide to Eating healthy, Being Active and Feeling Great for Monsters and Kids by Edward Miller
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. understand that bodies come in many shapes and sizes.
2. identify a positive character trait or competency in self and others.
3. understand the importance of fair play.

Skills and Abilities
Students will be expected to:
1. demonstrate behaviors which contribute to an overall positive school environment.
2. demonstrate age-appropriate strategies to express and deal effectively with a range of emotions.
3. practise fair play strategies.

Attitudes and Behaviours
Students will be expected to:
1. assess the role that relationships have on self-esteem and the overall effect on one’s well-being.

Note: See pp. 6-7 in this curriculum guide for a suggested order of delivery for the outcomes in this unit.
### Knowledge and Understanding

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

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td>• Using a class picture or a poster from the <em>Healthy Body Image</em> Toolkit, discuss how the students in the picture/poster look different. Examine the children in the picture and how they appear to be feeling about themselves and the others. The intent of using this type of visual is to generate a discussion about body image. Body image is the mental picture you have of yourself; how you see and feel about yourself, along with your thoughts and judgements about yourself. Body image has a significant impact on self esteem; the confidence and satisfaction a person has in him/herself. Complete an art activity such as a lifesize silhouette, class mural, etc., in which the students represent themselves while illustrating the following captions:</td>
</tr>
<tr>
<td>1. understand that bodies come in many shapes and sizes</td>
<td>• We are healthy and active and like who we are!</td>
</tr>
<tr>
<td>• having a positive body image</td>
<td>• Every Body is Different: Be friends with everybody!</td>
</tr>
<tr>
<td>• diversity is desirable</td>
<td>Student work can be displayed using the same captions.</td>
</tr>
<tr>
<td></td>
<td>Read aloud the literature selection <em>Percy Pinhorn</em>. You may choose to use the page-by-page discussion prompts provided on pp.7 - 9 of <em>Healthy Body Image: Healthy Bodies Come in Many Shapes and Sizes for Grade Two</em>. The key messages outlined on the last page of <em>Percy Pinhorn</em> will help students reflect on the story and discuss the importance of accepting ourselves and diversity of others.</td>
</tr>
</tbody>
</table>
## Knowledge and Understanding

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

### Suggestions for Assessment

Student illustrations should depict diversity in body shape and size.

Use “I Have Changed” from *Health Masters* to show one’s own growth changes over time. Create a class mural with this student work and ask each student to record their thoughts on the diversity of the class members in terms of body shape and size. The key message here should be that everyone is different but that is what makes us individuals.

Students will choose a character in *Percy Pinhorn* and discuss how the character was different from the others and how he/she felt in the story. Identify how that character demonstrated acceptance of self and others.

### Resources/Notes

Posters from *Healthy Body Image, Healthy Bodies Come in Many Shapes and Sizes: For Grade Two and Grade Four*. This resource was supplied to schools by The Body Image Network in 2010.

**Health & Wellness:**
- reader: *Your Body*, pp.2-3
- *Health Masters*, p.21

Online resources can be found at:
- [www.bodyimagenetwork.ca](http://www.bodyimagenetwork.ca)
- [http://research.aboutkidshealth.ca/thestudentbody](http://research/aboutkidshealth.ca/thestudentbody)
- [www.nlpl.ca](http://www.nlpl.ca) to access to children’s literature in the Tumblebook Library from the Newfoundland & Labrador Public Libraries site.

**Authorized Children’s Literature:**
- *If Only I Had a Green Nose* by Max Lucado

**Recommended Children’s Literature:**
- *Percy Pinhorn* by Anne Wareham
- *Leon the Chameleon* by Melanie Watt
- *You are Special* by Max Lucado
- *Just the Way You Are* by Max Lucado
- *What is Beautiful?* By Etan Boritzer
- *Oh Good Gracious Me, Gulliver Mulligan* by Susan Chalker Browne
**Knowledge and Understanding**

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

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<thead>
<tr>
<th>Outcomes</th>
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<tr>
<td>Students will be expected to:</td>
<td>• Read the selection <em>Teamwork</em> by Dawn McMillan which focuses on positive interactions among students. After discussing the message of the story, students will engage in an activity to acknowledge positive skills and competencies among classmates. Students will write positive comments about their classmates or acknowledge examples of positive behaviours they experience in school. These comments will be celebrated as they occur and may be collected in a bucket or displayed on a bulletin board. The wraparound in the Health &amp; Wellness Teacher’s Edition, pp.16-17, proposes additional ideas that work well with this outcome.</td>
</tr>
<tr>
<td>2. identify a positive character trait or competency in self and others.</td>
<td>• Read the big book <em>Take A Stand</em> and discuss how the various situations can elicit positive character traits or competencies. Students may refer to this resource and the positive comments from the previous activity, to make a list of their personal strengths and positive character traits. Include some of these to create a foldable book, featuring themselves. They may choose photos, illustrations, craft supplies, etc., to represent their ideas.</td>
</tr>
</tbody>
</table>
|                                                                          | • Students will compose a poem to highlight their personal skills and competencies. A text box may be used for an illustration/photo or for a collage of positive words generated by classmates. This activity may work nicely with the language arts outcomes. For example:  
  ____________ (Name)  
  ____________ , ____________ (two adjectives)  
  ____________ , ____________ , ____________ (things you do)  
  ____________ , ____________ (two more adjectives)  
  ____________ (another noun to describe themselves, ex. friend, daughter, team captain, etc.)  
  Students can learn the tune of the song “Song of a Mother Singing to a Child”. (Words provided in the appendix). If this song is unfamiliar, it may be found online. As a class, students can create their own lyrics using this song as a model. The student generated lyrics should reflect character traits or competencies that correspond to the letters in the song. |
|                                                                          | • Provide opportunities for each student to experience being “Student of The Week” to highlight positive character traits or competencies. A star shaped template is provided in the appendix. |
### Knowledge and Understanding

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

<table>
<thead>
<tr>
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<tr>
<td><strong>Journal Entry</strong></td>
<td>• <strong>Teamwork</strong> by Dawn McMillan</td>
</tr>
<tr>
<td>Students will write a reflection on the literature selection,</td>
<td>• big book: <strong>Take A Stand</strong></td>
</tr>
<tr>
<td>Teamwork, and relate it to their personal experiences.</td>
<td>• Health &amp; Wellness:</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>• Teacher's Edition, pp.16-17</td>
</tr>
<tr>
<td>Use the health master, “Be Proud of Yourself”, p.8 or the</td>
<td>• Health Masters, p.8</td>
</tr>
<tr>
<td>following starters to write a journal entry:</td>
<td></td>
</tr>
<tr>
<td>• My friends think that I am good at…</td>
<td></td>
</tr>
<tr>
<td>• I am good at…</td>
<td></td>
</tr>
<tr>
<td>Students present their foldables to share their personal</td>
<td></td>
</tr>
<tr>
<td>strengths.</td>
<td></td>
</tr>
<tr>
<td>Evaluation the students’ poems to determine their understanding</td>
<td></td>
</tr>
<tr>
<td>of their personal traits and competencies.</td>
<td></td>
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</tbody>
</table>

**Appendix:**

- “Song of a Mother Singing to a Child”
- star shaped template

**Resources/Notes**

- **Teamwork** by Dawn McMillan
- big book: **Take A Stand**
- Health & Wellness:
  - Teacher's Edition, pp.16-17
  - Health Masters, p.8
- **Have You Filled a Bucket Today?** by Carol McCloud
- **How Full Is Your Bucket?** by Tom Rath and Mary Reckmeyer
- **Crow Boy** by Taro Yashima
- Online resources may be found at:
  - www.bucketfillers101.com
## Knowledge and Understanding

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

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<tr>
<td>Students will be expected to:</td>
<td></td>
</tr>
<tr>
<td>3  understand the importance of fair play.</td>
<td>• Ask students to discuss their understanding of the term “fair play” and “being a good sport”. The discussion should lead students to the common threads of respecting rules and others, accepting others and their decisions, while maintaining self-control. With fair play, everybody wins. The goal is to perform well and have fun. The steps involved in resolving conflict can be explored in Health &amp; Wellness Life Skills Book, pp.6-7. Ask a student to read aloud, the reader, Keeping Clean and Fit, pp.14-16. Teacher support is found on pp.108-109 in the Teacher’s Edition.</td>
</tr>
<tr>
<td>Discuss fair play in relation to:</td>
<td>• Using the examples provided below of how to be a good sport, students will design and create a poster, banner, foldable book or multimedia presentation such as photostory that focuses on one or more ways to be a good sport. Student work may be displayed in the school. The examples of how to be a good sport that can be applied to any situation are:</td>
</tr>
<tr>
<td>• free time at recess and lunch</td>
<td>Be Polite; Don’t Show Off; Tell Your Opponents “Good game”; Learn the Rules; Listen to Your Coaches; Don’t Argue with an Official; Don’t Make Up Excuses or Blame a Teammate; Be Willing to Take Turns; Play Fair; Cheer for Your Teammates.</td>
</tr>
<tr>
<td>• organized sport</td>
<td></td>
</tr>
<tr>
<td>• group activities</td>
<td></td>
</tr>
<tr>
<td>Read a selection of children’s literature focusing on fair play.</td>
<td>• Read a selection of children’s literature focusing on fair play. After discussing the message of the selected literature, students will share personal experiences of times that they were using fair play strategies i.e. showing respect when winning and losing, cooperating, being polite and listening. Students should talk about their feelings when they were in situations involving fair and unfair play, and how they dealt with these situations. Use the interactive big book, Take A Stand, to highlight behaviours that contribute to fair play.</td>
</tr>
</tbody>
</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Students may role play various scenarios involving fair play. For example, when using playground equipment or playing inside during recess or lunch break. Observe students’ fair play strategies. Complete the health master, “A Good Sport”, in Health Masters.

Assess the product to determine students’ understanding of fair play.

Observation of ongoing display of positive behaviours by students.

Journal Entry: Students will write a reflection on the selected literature and relate it to their personal experiences. Students may use the following sentence starters to complete the journal entry.

- It is important to play fair because...
- I have learned that...
- I remember a time when...
- The best play experience I ever had was when ...

Resources/Notes

- Health & Wellness:
  - Life Skills Book, pp.6-7
  - Health Masters, p.50
  - reader: Keeping Clean and Fit, pp.14-16
- big book: Take A Stand

Online resources can be found at:
- www.kidshhealth.org and search “10 Ways to Be a Good Sport”

Authorized Children’s Literature:
- How to Behave and Why by Munro Leaf

Recommended Children’s Literature:
- Respect: Dare to Care, Share and Be Fair! by Ted O’Neal
- Rose’s Garden by Peter Reynolds
- The Worst Best Friend by Alexis O’Neill*
- The Recess Queen by Alexis O’Neill*

* previously supplied with the Kindergarten Health authorized resources.
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

1. demonstrate behaviors which contribute to an overall positive school environment.

   Include:
   • respect
   • responsibility

Suggested Strategies for Learning and Teaching

• Ask students what makes a positive, fun environment. Discuss the variety of appropriate behaviors displayed by students in a positive school environment. The school environment includes the school, the bus, and the playground. Stress the importance of being respectful and responsible. Students will practice these behaviors on a daily basis to contribute to a positive school environment. The student reader, Safety and You, pp. 2-7, supports safety at home, at play and on the bus. These behaviors may be acknowledged and recognized through a behavior tracking form which may be displayed in the classroom. Schools may have a positive behavior support initiative which can be incorporated into the teaching and learning strategies that support this outcome. Display pp.6-7 in the Health & Wellness Big Ideas Book and discuss each aspect of good character. The Teacher’s Edition, pp.6-9, provides additional material for classroom use.

• As a class, brainstorm a list of positive school behaviors that promote respect and responsibility. Using this list, create a big book. Students can work in groups or pairs to create a page. Each page will highlight one positive school behaviour. The pages can be assembled to create a big book which can then be presented to other classes and displayed in the library. As a contrast to the student generated ideas, read Two Simple Rules to close the activity.

• As a class, participate in an organized class or school wide event. Discuss the behaviors that would help make the event successful and contribute to a positive school environment. Discuss the role that each person plays in helping to make the event a success. Examples of events may be 100 days of school, a pep rally, spirit day activities, Thanksgiving Day celebrations, Remembrance Day ceremonies, etc.
**Skills and Abilities**

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

<table>
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| As a class, generate examples of situations in which the school environment is not positive or fun. The students may give examples such as cutting in line, running in the hallways, speaking out of turn, being loud on the bus, etc. Arrange the class into groups and assign one situation to each group. The students may roleplay and include ways to improve the situation so that it is positive and more enjoyable. | • Health & Wellness:  
• Big Ideas Book, pp.6-7  
• Teacher’s Edition, pp.6-9  
• Health Masters, pp.3-4, 15  
• reader: Safety and You, pp. 2-7  
• Two Simple Rules  |
| The page from the student generated big book should include text and illustrations to support the positive school behavior. |  |
| Complete the activity pages “Picture Good Character”, “Showing Good Character” and /or “Show Respect” in Health & Wellness Health Masters. |  |

Authorized Children’s Literature:

• A Fine, Fine School by Sharon Creech

Recommended Children’s Literature:

• Are you Quite Polite? : Silly Dilly Manners Songs by Alan Katz
• Let’s be Polite by P.K. Hallinan
• My Manners Matter: A First Look at Being Polite by Pat Thomas
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2. demonstrate age-appropriate strategies to express and deal effectively with a range of emotions.

   Include a minimum of three emotions. Choices determined by classroom dynamics.

   Emotions include:
   - anger
   - frustration
   - sadness
   - fear and anxiety
   - grief
   - rejection
   - acceptance
   - jealous
   - excited
   - proud
   - happy
   - stress

Suggested Strategies for Learning and Teaching

- Read a selection of children’s literature focusing on emotions. After discussing the message in the selected literature, students will share personal experiences of times when they have experienced some of these emotions and how they were expressed. This activity will help associate an emotion with a behavior. Further discuss if the behavior is a healthy strategy for both the individual and the people around him/her.

- As a class, choose one emotion from the list in column one. Create a student generated list of strategies to deal effectively with the emotion. Students may volunteer to share what they do when they experience the emotion. From the generated list, a poster may be created to say “Feeling angry? Try this...”. Health & Wellness Life Skills, pp.18-19, provides a four step process to deal effectively with stress. The Teacher’s Edition, pp.12-13 provides questions for a discussion about feelings.

- As an art activity, make a mask or a puppet to represent an emotion. Card stock or paper plates will provide the stability for the mask while socks or paper bags can be used for the puppet. Once it is complete, students may wear it or display it. Ask the students to identify the emotions represented by the masks or puppets and suggest strategies to deal effectively with the emotion.

- Emotions Game
  Write a variety of emotion words on card stock. Place the cards in a bag and ask students to randomly choose one card. Each student will act out the emotion and the other students in the class will guess the emotion. Once the emotion has been correctly identified, students will discuss ways to deal effectively with the emotion.
**Skills and Abilities**  
**GCO 2:** Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

### Suggestions for Assessment

**Journal Entry**

Use the sentence starter: I remember a time when I felt ______ (emotion). I learned today that the next time I feel this way, I can _____ (strategy).

The poster, “Feeling angry? Try this....”, should provide strategies for the student audience to deal effectively with the emotion. Complete “Resolve Conflicts” in Health & Wellness *Health Masters*.

### Resources/Notes

- **Beautiful Stuff: Learning with Found Materials** by Cathy Weisman Topal and Lella Gandini (Teacher Resource previously supplied with the Kindergarten Health authorized resources)
- **Health & Wellness:**
  - *Life Skills*, pp.18-19
  - *Health Masters*, p. 19
- **Authorized Children’s Literature:**
  - *Howard B. Wigglebottom Learns It’s OK to Back Away* by Howard Binkow and Susan F. Cornelison
- **Recommended Children’s Literature:**
  - *The Way I Feel* by Janan Cain
  - *About Face* by Ellen Schecter
  - *Double Dip Feelings: Stories to Help Children Understand Emotions* by Barbara S.Cain
  - *Mad Isn’t Bad: A Child’s Book about Anger* by Michaelene Mundy and R.W.Alley
  - *A Weekend with Wendel* by Kevin Hinkes
  - *How Are You Peeling?* by Saxton Freymann and Joost Elffers
  - *The Quarrelling Book* by Charlotte Zolotow
  - *Giraffes Can’t Dance* by Giles Andreae
  - *Legend of Ninja Cowboy Bear* by David Bruins

### Emotions Booklet

Use the emotions listed in column one to create a page for each emotion. The pages will be compiled into an emotions booklet. On each page students will write the following:

When I am _____ (emotion), I know I can _____ (strategy).

Each page can have a picture of a facial expression depicting the emotion. Images can be found online by searching images of facial emotions.
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

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<tbody>
<tr>
<td>Students will be expected to: 3. practise fair play strategies.</td>
<td>• Using the skills, “Communicate” and “Resolve Conflicts” in the Health &amp; Wellness Life Skills Book, ask students to assess the importance of these two skills in fair play. There are coordinating notes for the teacher on these skills in the Teacher’s Edition on pp. 14-15, 40-41. Complete “Let’s Communicate” and “Resolve Conflicts” in Health &amp; Wellness Health Masters.</td>
</tr>
<tr>
<td></td>
<td>• Read pp.10-16 in the student reader, Getting Along. Discuss the strategies that are referenced in this selection. Following this, set up various game centers in the classroom. Model and discuss fair play behaviors such as turn-taking, listening, following the game rules, using inside voices, etc.. Before moving to a new center, students should THINK, PAIR and SHARE what fair play behaviors they demonstrated.</td>
</tr>
<tr>
<td></td>
<td>• In an outdoor setting (i.e.playground), select students to model fair play practices for their classmates that are appropriate to the setting. Encourage all students to practise the fair play strategies that were modelled.</td>
</tr>
<tr>
<td></td>
<td>• Large Team Games: Divide the class into teams to play games with an active component. For example, Human Bingo and Human Scrabble can be used to demonstrate fair play practices.</td>
</tr>
</tbody>
</table>
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Suggestions for Assessment

Create a two circle Venn diagram to show the similarities and differences of fair play practises used indoors and outdoors. A Venn diagram template can be found online at www.eduplace.com/graphicorganizer.

Once the games are complete, debrief to allow students to reflect on the games and determine if any conflicts occurred. If so, discuss the strategy used to solve them. Conversely, if the games went well, ask them to analyze why it went well.

Resources/Notes

- Health & Wellness:
  - reader: Getting Along, pp.10-16
  - Life Skills Book, pp. 4-7
  - Health Masters, pp.7, 19

Centers may include various board games and puzzles, math centers, etc.

Online resources may be found at: www.esdni.ca/programs/activehealthyliving/activeschools.jsp
Attitudes and Behaviours  
GCO 3: Students will be encouraged to evaluate knowledge and attitudes; 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>• Discuss the term relationship. For the purpose of this outcome, relationships with people is the focus. Students may have a limited understanding of the extent of relationships and not think of relations with parents/caregivers, siblings, classmates, acquaintances, etc. Discuss that not all relationships are the same. Some are more personal, more healthy, less healthy, etc. The reader, Getting Along, will provide material for thoughtful reflection about relationships with family and friends.</td>
</tr>
<tr>
<td>1. assess the role that relationships have on self-esteem and the overall effect on one’s well-being.</td>
<td>• Ask students to reflect on a relationship with a friend and to summarize the relationship; whether it is healthy or unhealthy. How does this relationship make you feel? Does it make you feel good about yourself? Use pp. 8-9 in Health &amp; Wellness Big Ideas Book to further the discussion of the impact of friends on self-esteem and well-being.</td>
</tr>
<tr>
<td></td>
<td>• Divide a page in half with headings “Relationships that make me feel good” and “Relationships that make me feel bad”. On one side, create a self portrait with a thought balloon that depicts how they feel when they are in a relationship that makes them feel good. On the other side, create a second self portrait that depicts how they feel when they are in a relationship that makes them feel bad. In the thought balloon, encourage the students to reveal how the relationship makes them feel.</td>
</tr>
<tr>
<td></td>
<td>• Create an acrostic poem using the word “friend”. Each letter will give a characteristic of a real friend. Use characteristics other than those named on p.9 in Health &amp; Wellness Big Ideas Book.</td>
</tr>
</tbody>
</table>
### Attitudes and Behaviours

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

#### Suggestions for Assessment

Complete the chart “My Relationships with...” as found in the appendix. Students will list various relationships they currently have in column one. Column two will ask them to state how that relationship makes them feel most of the time using an emotion word. The third column will state why they feel this way.

#### Resources/Notes

- **Health & Wellness:**
  - reader: *Getting Along*
  - *Big Ideas Book*, pp. 8-9

**Recommended Children’s Literature:**

- *Thank You, Mr. Falker* by Patricia Polacco

**Appendix**

- “My Relationships with ...”
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. identify ways to assume responsibility within the family.
2. recognize the characteristics of a healthy friendship.
3. recognize forms of body based harassment.
4. differentiate between appropriate and inappropriate touch.

Skills and Abilities
Students will be expected to:
1. demonstrate the use of verbal and nonverbal communication in healthy interactions.
2. demonstrate strategies to deal effectively with body based harassment and inappropriate touch.

Attitudes and Behaviours
Students will be expected to:
1. develop an awareness of the diverse nature of individuals.
2. examine acceptance of diversity of self and others.

Note: See pp. 6-7 in this curriculum guide for a suggested order of delivery for the outcomes in this unit.
### Knowledge and Understanding

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

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<thead>
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</thead>
<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td>• Revisit the discussion about responsibilities and behaviors from Unit 2 and extend it to include home responsibilities. Brainstorm the responsibilities that help create and maintain a healthy home environment. The visual on pp. 26-27 in Health &amp; Wellness Big ideas Book can be used as a reminder of all the areas in a home and how many jobs are entailed in managing a home. On a T-chart list examples of responsibilities students currently have and what new responsibilities they could assume. Based on the responsibilities named in the T-chart, create a contract to help students focus on the commitment to complete their assumed responsibility. A sample contract is provided in the appendix. Use p.5 in the reader, Getting Along, to support this outcome. The wraparound in the Teacher’s Edition, pp.28-29 provides additional points for discussion and activities.</td>
</tr>
<tr>
<td>1. identify ways to assume responsibility within the family.</td>
<td>• Give each student a template of a circle. Each student should record in the circle the responsibilities he/she has at home. With a partner, compare the responsibilities listed on each circle. Identify the commonalities and differences. Represent the findings in a Venn diagram.</td>
</tr>
</tbody>
</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Complete a “Weekly Responsibility Chart” whereby students identify the responsibilities they completed and how it helped at home. A similar activity sheet, “Responsibilities at Home”, found in Health Masters can be also used.

Each student will choose a responsibility from their partner’s list that they currently do not have at home. On another circle record this new responsibility. Students will discuss the possibility of assuming this new responsibility with their parent/guardian.

Resources/Notes

Appendix
• “Weekly Responsibility Chart”
• sample responsibility contract

Health & Wellness:
• reader: Getting Along, p.5
• Big ideas Book, pp.26-27
• Teacher’s Edition, pp.28-29
• Health Masters, p.13

Authorized Children’s Literature:
• Pumpkin Soup by Helen Cooper

Recommended Children’s Literature:
• Jonathan Cleaned Up And Then He Heard A Sound by Robert Munsch

Other children’s literature resources may be found in the Tumblebook Library accessed from the Newfoundland & Labrador Public Libraries site: www.nlpl.ca
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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<tbody>
<tr>
<td>Students will be expected to:</td>
<td></td>
</tr>
<tr>
<td>2. recognize the characteristics of a healthy friendship.</td>
<td></td>
</tr>
<tr>
<td>Characteristics to include:</td>
<td></td>
</tr>
<tr>
<td>• age similarity</td>
<td></td>
</tr>
<tr>
<td>• similar interests</td>
<td></td>
</tr>
<tr>
<td>• a feeling of safety and respect</td>
<td></td>
</tr>
<tr>
<td>• equality of partners</td>
<td></td>
</tr>
<tr>
<td>• fun and enjoyable</td>
<td></td>
</tr>
<tr>
<td>Brainstorm student understanding of a healthy friendship. Ask students to think of a friendship they have and what they like about it. The discussion may lead to identifying being kind, and respectful of others and their feelings, valuing others’ opinions and being supportive, knowing it is ok to disagree.</td>
<td></td>
</tr>
<tr>
<td>Create a collage using various forms of media such as magazines and flyers to depict healthy friendships. The pictures may depict such things as people laughing together, showing empathy towards someone, sharing and playing games together. The big book <em>Take A Stand</em>, provides some positive statements that reflect healthy friendships. Students may use these to find additional images to add to the collage.</td>
<td></td>
</tr>
<tr>
<td>Use a cooperative game to help students recognize the characteristics of healthy friendships. One such game is called “I’m Your Friend”. One child is chosen to be “it” and sits in front of the children with eyes closed. The other children will come up behind the child and speak in a quiet voice “I’m your friend and I like you because...”</td>
<td></td>
</tr>
<tr>
<td>Read <em>Teamwork</em> by Dawn McMillan. Discuss the main character, Karina, and how her relationship with her classmates became healthier as the story progressed.</td>
<td></td>
</tr>
<tr>
<td><em>Two Simple Rules</em> by Trish Puharich, focuses on respect and responsibility in a classroom. Use this as a springboard to discuss the role of respect and responsibility in healthy friendships.</td>
<td></td>
</tr>
<tr>
<td>Read pp. 10-15 in the reader, <em>Getting Along</em>. The <em>Teacher’s Edition</em>, pp.36-39, provides additional ideas to support this outcome. To conclude the work on this outcome, the master “Grow a Friend” in Health &amp; Wellness <em>Health Masters</em> can be completed as a follow up.</td>
<td></td>
</tr>
</tbody>
</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

In groups of 4-5, students will create a skit showing a healthy friendship. The dialogue and actions will reflect the characteristics of a healthy relationship.

Present the collage of healthy friendships to the class discussing their rationale for the inclusion of the images.

Resources/Notes

- Teamwork by Dawn McMillan
- Two Simple Rules by Trish Puharich
- big book, Take A Stand
- Health & Wellness:
  - reader: Getting Along, pp.10-15
  - Teacher’s Edition, pp.36-39
  - Health Masters, p.16

Magazines, flyers, catalogues, photos, etc.

Online cooperative game resources can be found at:

- www.esdnl.ca/programs/activehealthyliving/activeschools.jsp

Authorized Children’s Literature:

- Have You Filled a Bucket Today? by Carol McCloud

Recommended Children’s Literature:

- How Full Is Your Bucket? by Tom Rath and Mary Reckmeyer
Knowledge and Understanding

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

Outcomes

Students will be expected to:

3. recognize forms of body based harassment.

It encompasses varying types of harassment about the body including:

• weight and shape-related teasing
• teasing about body features
• sexually harassing comments
• racially harassing comments
• teasing about gender

Suggested Strategies for Learning and Teaching

Note: For the purpose of this outcome body based harassment is defined as “all derogatory or objectifying comments directed at the body” and/or “any negative or degrading comment about a person’s body” (Larkin and Rice, 2005). The definition refers to comments as opposed to actions as the basis of the harassment. Column One identifies the types of body based harassment. Students should be aware of these but the focus in the classroom may need to be placed on two or more depending on the classroom dynamic.

• Determine student understanding of the term body based harassment. Create a list statements, some of which are examples of body based harassment, on a chart and read aloud the statements. Ask students to place a B next to the ones that are body based to determine their understanding body based harassment.

• Snowball Activity

On a sheet of paper each student will record one way that they could make fun of another person’s appearance. Students will crumple the piece of paper into a snowball and form a circle. At the teacher’s direction, the students will begin tossing and picking up snowballs in no particular order. At the teacher’s signal, each child will stop tossing and retrieve one snowball from the floor and the teacher will place a wastebasket in the center. Each student will open up one snowball and read out the phrase. As a group, discuss each one to determine if it is a form of body based harassment. If it is, the student can toss the snowball in the wastebasket. Examples of body based harassment include comments about height, weight, size of ears, nose, feet, skin color, etc.

This activity should be countered with a positive one. For example, for each example of body based harassment ask students to provide an example of a compliment they could give to another person. Students may want to generate positive statements and use them to make a cootie catcher foldable.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Using what students know about body based harassment students will create their own web. Place a circle in the middle of a piece of paper with the title body based harassment in the center. Divide the paper into four sections and record examples of body based harassment.

Observation

Each student will determine whether the snowball represents body-based harassment. If it is, the student will toss the snowball into the wastebasket.

Resources/Notes

Percy Pinhorn by Anne Wareham
from the Healthy Body Image Toolkit for Grade Two

Authorized Children’s Literature:
• Sister Anne’s Hands by MaryBeth Lorbiecki

Online resources can be found at:
• www.bodyimagenetwork.ca for further information
• www.research.aboutkidshealth.ca/thestudentbody for further information
• www.squiglysplayhouse.com for a cootie catcher template
• www.cca-kids.ca The Concerned Children’s Advertisers to search for anti-bullying clips.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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<tr>
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</thead>
<tbody>
<tr>
<td>Students will be expected to:</td>
<td>• Create a chart with three sections: Who touches me? Why people touch me. Is this ok? Brainstorm the possibility of responses for column one and two. Column three can be left blank so that the teacher may show the various combinations from column one and two. The class can then discuss if the touch is appropriate or inappropriate. This exercise should show that the person touching them and the purpose for the touching should be reasonable. The students may take the chart and complete column three showing combinations of column one and two and whether they deem the touch to be appropriate or inappropriate.</td>
</tr>
<tr>
<td>4. differentiate between appropriate and inappropriate touch.</td>
<td>• Demonstrate the concept of personal space using a hula hoop. Have each child place on the floor a hula hoop and step into it. If space is an issue, have students extend their arms as if they were positioning a hula hoop around their waist. Discuss times when the hula-hoop space is appropriate. Contrast this with times when personal space is less than that of a hula hoop and the feelings associated with that. The discussion may lead into identifying times when personal space is less than that of a hula hoop but appropriate.</td>
</tr>
<tr>
<td>To differentiate between both concepts consider:</td>
<td>• Read pp. 12-13 in the reader, Safety and You. The Teacher’s Edition pp. 130-131 provides questions for discussion and additional activities. Discuss appropriate touches such as high five, back pats, thumbs up. What kind of feelings are associated with appropriate touches. In contrast, what kinds of feelings are associated with inappropriate touch? Follow up with the activity sheet, “Good Touch or Bad Touch?” in Health Masters.</td>
</tr>
<tr>
<td>• who is doing the touching</td>
<td></td>
</tr>
<tr>
<td>• for what purpose</td>
<td></td>
</tr>
<tr>
<td>Appropriate:</td>
<td></td>
</tr>
<tr>
<td>• concept of personal space</td>
<td></td>
</tr>
<tr>
<td>• touch of self and others by situation (with a friend, at home, in school, doctor’s appointment, etc.)</td>
<td></td>
</tr>
<tr>
<td>• the importance of positive touch (nurturing)</td>
<td></td>
</tr>
<tr>
<td>Inappropriate:</td>
<td></td>
</tr>
<tr>
<td>• uncomfortable situations related to touch</td>
<td></td>
</tr>
<tr>
<td>• inappropriate touch of self and others</td>
<td></td>
</tr>
<tr>
<td>• requires a firm no</td>
<td></td>
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</tbody>
</table>
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

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</table>
| Given a body silhouette, identify the body parts by proper name. Distinguish the areas of the body that would be appropriate to touch and those that would not be appropriate to touch. Each area can be marked by drawing a check mark on the appropriate areas and an “x” on the areas that are generally inappropriate to touch. | • Health & Wellness  
• reader: Safety and You, pp.12-13  
• Health Masters, p.60  
• Teacher’s Edition, pp.130-131 |

Authorized Children’s Literature:
• Some Parts Are Not for Sharing by Julie K. Federico

Contact the community health nurse for a body silhouette showing front and back views.
## Outcomes

Students will be expected to:

1. demonstrate the use of verbal and nonverbal communication in healthy interactions

**Verbal:**
- speech (what you say and how you say it)
- sign language

**Non-verbal:**
- body language (hand gestures, facial expressions)
- eye contact
- touch
- personal space
- written words

## Suggested Strategies for Learning and Teaching

- Brainstorm ways to communicate verbally and non-verbally. Record the class findings on a T-chart. Assign each student one method of communication from the chart. Students will role play what the method looks or sounds like while the other students guess. Identify with a thumbs up or thumbs down whether or not the method of communication promotes healthy interactions. The visuals in the big book, Take a Stand, provide examples of nonverbal communication and the reader, Getting Along, has a visual of children signing.

- Charades

  Record examples of socially acceptable interactions on pieces of paper and put them in a paper bag. Students will select one and act out what is on the paper. The other students in the class will try to guess the action. Some examples of socially acceptable interactions may include:
  - holding the door for someone
  - handshake upon being introduced to someone
  - answering the telephone and getting the person wanted
  - stepping aside to let someone go ahead of you

- Practise the steps of effective communication outlined on pp. 4-5 in Health & Wellness Life Skills Book.

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**Skills and Abilities**

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

<table>
<thead>
<tr>
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<th>Resources/Notes</th>
</tr>
</thead>
</table>
| Working with a partner, role play a social interaction using appropriate verbal or non-verbal communication. For example: greeting a person, answering when spoken to, tone of voice, facial gestures, eye contact, manners, respect, raising hand. | • Health & Wellness:  
  - *Life Skills Book*, pp.4-5  
  - reader: *Getting Along*, p.11  
  - big book *Take a Stand*  

  Authorized Children’s Literature:  
  - *One* by Kathryn Otoshi  
  - *Howard B. Wigglebottom Learns to Listen* by Howard Binkow  

  Other children’s literature resources may be found in the Tumblebook Library accessed from the Newfoundland & Labrador Public Libraries site: www.nlpl.ca  

  Online resources can be found at:  
  - www.wedolisten.com for free downloadable literature, songs and activities, e.g., *Howard B. Wigglebottom Learns to Listen* by Howard Binkow |
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

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<tr>
<td>Students will be expected to:</td>
<td>Note: all types of body based harassment negatively impact self esteem. This topic may be sensitive for some and students should willingly participate in role playing activities.</td>
</tr>
<tr>
<td>2. demonstrate strategies to</td>
<td>• As a class, generate a list of body based harassment situations based on the following types of body based harassment:</td>
</tr>
<tr>
<td>deal effectively with body</td>
<td>• weight and shape-related teasing</td>
</tr>
<tr>
<td>based harassment and</td>
<td>• teasing about body features</td>
</tr>
<tr>
<td>inappropriate touch.</td>
<td>• sexually harassing comments</td>
</tr>
<tr>
<td></td>
<td>• racially harassing comments</td>
</tr>
<tr>
<td></td>
<td>• teasing about gender</td>
</tr>
<tr>
<td></td>
<td>In groups of three, choose one situation to roleplay. For the victim and the bystander roles, brainstorm possible responses to the bully. Consider the consequences for the victim, the bystander and the bully in each possible response.</td>
</tr>
<tr>
<td></td>
<td>Revisit the roleplay and brainstorm strategies for the victim and the bystander to use to either get out of the situation or create a different outcome.</td>
</tr>
<tr>
<td></td>
<td>• Create an acrostic poem based on the following anti-body harassment slogans:</td>
</tr>
<tr>
<td></td>
<td>• STOP BULLYING</td>
</tr>
<tr>
<td></td>
<td>• NO TEASING</td>
</tr>
<tr>
<td></td>
<td>• BE RESPECTFUL</td>
</tr>
<tr>
<td></td>
<td>• STAND UP</td>
</tr>
<tr>
<td></td>
<td>• BE POLITE</td>
</tr>
<tr>
<td></td>
<td>• Create a foldable book using legal or letter sized paper. Generate a story about a body based harassment situation whereby a situation is presented and the strategy to deal with it is explored. The activity sheet, “Staying Away From Bullies” in Health Masters can be used to recap 3 strategies.</td>
</tr>
<tr>
<td></td>
<td>• In Health &amp; Wellness Life Skills Book, use the steps of the skill “Say “No””, as a strategy to deal with body based harassment and inappropriate touch. Develop a scenario so that students can practise using this strategy in either situation. Follow-up by reading pp.14-15 in the reader, Safety and You.</td>
</tr>
</tbody>
</table>
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Suggestions for Assessment

Discuss each roleplay created by the students. Complete a chart identifying the bully, victim and bystander for each. Give examples of words or actions that helped identify the bully, victim and by stander. Choose one roleplay and act it out employing one or more strategies to deal effectively with the body based harassment situation.

Evaluate students’ poems for their understanding of body based harassment. Each letter should relate to a thought or idea that depicts an effective strategy to utilize in a body based harassment situation. Encourage students to display their poems throughout the school.

Encourage students to read aloud their storybook. Students may discuss their motivation for writing the story and their selected strategy in dealing with the situation.

Resources/Notes

Authorized Children’s Literature:
- Howard B Wigglebottom Learns About Bullies by Howard Binkow

Online resources can be found at:
- www.operationrespect.org
- www.wedolisten.com
- www.kidshelp.org
- www.prevnet.ca (Promoting Relationships and Eliminating Violence) checklists for a bully, by-stander and victim.

- Health & Wellness:
  - Life Skills Book, pp.16-17
  - Teacher’s Edition, pp.132-133
  - Health Masters, p. 61
Attitudes and Behaviours
GCO 3: Students will be encouraged to evaluate knowledge and attitudes; monitor progress; and set new health goals as an individual and as a family member.

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<tbody>
<tr>
<td>Students will be expected to:</td>
<td></td>
</tr>
<tr>
<td>1. develop an awareness of the diverse nature of individuals.</td>
<td>• Partner students and ask each student to select a character from Percy Pinhorn. Complete a web for each character that describes the physical characteristics, personality and interests of each character.</td>
</tr>
<tr>
<td></td>
<td>• Select an interest inventory, multiple intelligences and/or learning styles survey for each student to complete. The appendix provides an example of each type of survey. Students may choose to present their findings to the class. Once everyone has presented, write or draw what was found to be surprising about their classmates and the diversity of the group.</td>
</tr>
</tbody>
</table>
### Attitudes and Behaviours

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

### Suggestions for Assessment

Using the information generated from the web activity complete a Venn diagram comparing themselves to the character in the word web.

### Resources/Notes

**Authorized Children’s Literature:**
- *It’s OK to Be Different* by Todd Parr
- *The Spork* by Kyo Maclear

**Recommended Children’s Literature:**
- *Percy Pinhorn* by Anne Wareham
- *Whoever You Are* by Mem Fox
- *Why Am I Different* by Norma Simon
- *We’re Different, We’re the Same* by Bobbi Kates
- *My Brother is Autistic (Let’s Talk About It)* by Jennifer Moore-Mallinos
- *Friends* by Tegan and Sally Odgers
- *Sister Anne’s Hands* by Marybeth Lorbiecki

Upon completing the various surveys, ask students to reflect on what they believe the results mean for them. Reflect on the diversity of the results and how that contributes to the diversity of the group?

Online resources can be found at:
- [www.surfaquarium.com/MI/inventory.htm](http://www.surfaquarium.com/MI/inventory.htm) (sample inventories)
- [www.internet4classrooms.com](http://www.internet4classrooms.com) (sample inventories)
- [www.sanchezclass.com](http://www.sanchezclass.com) (inventory)

**Appendix:**
- interest inventory
- learning styles survey
- multiple intelligence survey
### Attitudes and Behaviours

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

#### Outcomes

*Students will be expected to:*

2. examine acceptance of diversity of self and others.

#### Suggested Strategies for Learning and Teaching

- Use the “Acceptance of Diversity” checklist provided in the appendix to reflect on personal responses to each statement.

- Complete the sentence starters:
  - I am a lot like the people in my class but I am different from them too. That’s ok because……..
  - My friends are not all the same. I have a lot of different friends and that’s good because……..
### Attitudes and Behaviours
GCO 3: Students will be encouraged to evaluate knowledge and attitudes; monitor progress; and set new health goals as an individual and as a family member.

### Suggestions for Assessment

Write a journal entry describing what you learned about yourself and your acceptance of others. Reflect on how you feel about your treatment and acceptance of others and how you could be more accepting of others.

The completed sentences should reflect the level of acceptance of diversity of self and others.

### Resources/Notes

Appendix:
“Acceptance of Diversity” checklist

Authorized Children’s Literature:
- *It’s OK to Be Different* by Todd Parr

Recommended Children’s Literature:
- *Free to be You and Me* by Marlo Thomas
- *Jack and Jim* by Kitty Crowther
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 environmental factors that may positively and negatively impact personal health.
2. identify potential fire hazards in and around the home.
3. differentiate between safe and unsafe play practices.
4. recognize that media is part of the environment and has potential to positively and negatively affect individuals.

Skills and Abilities
Students will be expected to:
1. demonstrate earth friendly practices that promote air and water quality.
2. demonstrate the ability to enlist help in an emergency situation in one's community.

Attitudes and Behaviours
Students will be expected to:
1. examine personal practices used at play that promote safety of self and others.

Note: See pp.6-7 in this curriculum guide for a suggested order of delivery for the outcomes in this unit.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Outcomes

Students will be expected to:

1. identify environmental factors that may impact personal health positively and negatively.
   - Air quality (second hand smoke, smoke free areas, scented products, unscented products, fresh air, stale air, idle free zones)
   - Water quality (approved and unapproved sources, protecting the water sources from pollution, and boil order warnings)

Suggested Strategies for Learning and Teaching

- Display pp.42-43 of Health & Wellness Big Ideas Book. Define environment as the place where one lives, works and plays. Within the environment there are factors that may positively and negatively impact our health. Students should know that air quality and clean water are important in maintaining one’s health. Give each student an index card or sticky note. They will represent one example of something that affects air quality or water quality. For example: second hand smoke or polluting a lake with litter. The index cards or sticky notes can be used as a form of pre-assessment (entrance card) and can be displayed on a class chart. The Teacher’s Edition, pp.204-211, provides ideas for introducing this topic and activities to support this outcome.

- The readers, The Air I Breathe and Safety and You explore in detail, the concept of clean air and the factors that impact it. Use the information in these readings to discuss the positive and negative health impacts of air quality.

- Give each child a blank Tic Tac Toe template. In one square ask students to record a factor that affects air or water quality. Students will circulate and trade factors until their Tic Tac Toe sheet is complete. The teacher will compile all the factors and read them out one by one. The first student to get three in a row wins.

- Reader’s Theatre

Choose a selection of literature related to the environment such as The Great Kapok Tree by Lynne Cherry. This book can be used for a variety of extension activities such as:

- Perform a reader’s theatre for another class in the school.
- Ask children to assume the role of an animal and discuss the benefits of the tree and the impact on the environment if it is cut down.
- Design a medallion to acknowledge the student’s role in protecting the planet earth.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Divide students into small groups. One student from each group will draw a person. The other members of the group will illustrate factors that affect air or water quality. The illustrations should show how these factors impact the person. Each group will present their finished product to the class.

Create a “Please Remember” poster that illustrates one of the factors that affect air and water quality. Examples of possible titles are: Please Remember to Avoid Second Hand Smoke, Please Remember to Open Windows or Please Remember to Use Unscented Products. Students could place the posters throughout the school.

Complete “Can It!”, “Keeping It Clean” and/or “Help or Harm?” in Health & Wellness Health Masters. Students responses should demonstrate an understanding of air and water quality and the impact on health.

Resources/Notes

- reader: The Air I Breathe
- Health & Wellness:
  - Big Ideas Book, pp.42-43
  - Life Skills Book, pp.22-23
  - Teacher’s Edition, pp.204-211
  - Health Masters, pp.93-95
  - reader: Safety and You, pp.16-17

Online resources can be found at:
- www.ehow.com (Search “air quality” for “Environmental Air Quality Education for Kids” by Debbie Noah)

Recommended Children’s Literature:
- The Great Kapok Tree by Lynne Cherry
- For the Love of Our Earth by P. K Halinan
### Knowledge and Understanding

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
</tr>
</thead>
</table>
| Students will be expected to:  
2. identify potential fire hazards in and around the home.  
Include:  
• in the house  
• around the property | • Invite your local Fire Prevention Officer to the class to discuss potential fire hazards in and around the home. |
| | • Create a poster showing numerous fire hazards in and around the home. Working with a partner find the fire hazards in each other’s illustrations. The Health & Wellness Big Ideas Book, pp. 26-27 provides a visual of the interior of a home that can be used if this activity is done as a class. The wraparound on pp. 18-19 in the Teacher's Edition helps to identify some hazards and links the activity to “Find the Fire Hazard” activity in Health Masters. |
| | • Using a list of some common potential fire hazards, create a Search a Word puzzle. Students can work with a partner to locate the various fire hazards listed in each puzzle. |
| | • Students will create a graphic organizer to identify each room in their house (i.e. bathroom, kitchen, bedroom). At home, children can play “I Spy” to identify any potential fire hazards in the various rooms. Students may report their findings to the class in a discussion based activity.  
Teacher could also provide photographs/magazine pictures of various rooms in a home. Various websites can be used to show potential fire hazards in and around the home. |
| | • Write examples of potential fire hazards on individual pieces of paper and place in a bag. Select a student to pick one example from the bag. The student will then provide clues or hints about the hazard without saying the hazard. The example written on the paper cannot be said aloud. |
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Students can write a journal entry listing the fire hazards presented by the Prevention Officer. The journal entry should include hazards they knew and hazards they have learned about as a result of the presentation.

OR

Complete the sentence starters:

• Today I learned that potential fire hazards are…
• Today I will look around my home to check for fire hazards because…

Note the fire hazards included in each student’s poster and their ability to identify the fire hazards included in other students work.

Students can present their graphic organizer to the class and report on the fire hazards identified in each room.

Resources/Notes

- Health & Wellness
  - Big Ideas Book, pp. 26-27
  - Health Masters, p.63
  - Teacher’s Edition, pp. 18-19
  - reader: Safety and You pp.18-19

Online Resources can be found at:

- www.free-for-kids.com homesafety-for-children.shtml (select Fire Chief Kiddie Bear and Hazard Hunter)
- www.kiddesafetyeurope.co.uk (go to “Education and Advice”, select “Kids Education” to identify dangers in the kitchen, lounge, bedroom, etc.)

Recommended Children’s Literature:

- No Dragons for Tea by Jean E. Pendziwol
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Outcomes

Students will be expected to:

3. differentiate between safe and unsafe play practices.
   Include:
   • types of play
     - free play
     - structured play
   • places for play
     - physical places
     - virtual places

Suggested Strategies for Learning and Teaching

• As a class, brainstorm safe and unsafe areas that are relevant to the community (such as playgrounds, backyards streets, wharves, water, ice pans, cliffs, motorized and non-motorized vehicles). Students can then create a cartoon/poster/illustration that depicts a safe versus an unsafe area for play in the community, i.e ice pans vs. local rink. Display the Health & Wellness Big Ideas Book, pp.24-29 and the big book Get Up and Go to expand the conversation to general areas of play that may or may not be represented in their community. The Teacher's Edition, pp. 112-123, 126-133 provides additional resources to support the discussion.

• Students will choose an area where they commonly play. Ask them to identify how they play safely in this place and a potential unsafe practice that may occur in this area. Students will role play both the safe and unsafe practices for that area. For example: unsafe play in a playground includes pushing, throwing rocks, not taking turns, etc. Ask the students to indicate how they can turn the unsafe practice into a safe one. The War Amps website provides further information about safe and unsafe play. Follow up by reading the material on pp.4-5 and 10-15 in the reader, Safety and You, to broaden the discussion about safety practices.

• Create class chants or rhymes similar to Howard B. Wigglebottom’s “Be brave, be bold. An teacher must be told”. Other examples are:
   Be safe, Have fun! Always play with someone!
   or
   Be safe, Have fun! Take turns with everyone!
   or
   Be Safe, Have fun! At the pool, don’t run!
   The chants may be created based on the local areas for children’s play. For example, as playground, swimming area, arena, frozen pond, trails, etc.

• Discuss the importance of not providing personal information over the internet. Remind students that parents should be aware of their internet usage and any information exchanged over the internet. The reader, Safety and You, pp. 8-9, discusses safety with in relation to strangers. The activities “Stranger Danger” and “Help! I’m Lost” in Health Masters support the safety practices associated with strangers.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the challenges which impact health and well-being.

Suggestions for Assessment

Teachers will have the children present their projects to the class. Look for students to differentiate between safe and unsafe areas for play. “My Safe Play Place” in Health Masters, p.54, should summarize safety features of play places.

Students will write a journal entry reflecting the safe and unsafe practices they observed during the role plays.

Journal starter:
• Today the safe practices I learned are…
• A safety practice I need to start doing to keep my friends safe is …

Resources/Notes

• big book Get Up and Go
• Health & Wellness
  • Big Ideas Book, pp. 24-29
  • Health Masters, pp.54-56, 58-59
  • Teacher’s Edition, pp. 112-123, 126-133
  • reader: Safety and You pp. 4-5, 10-15

Recommended Children’s Literature:
• Please Play Safe! Penguins Guide to Playground Safety by Margery Cuyler
• I Can Be Safe; A First Look at Safety by Pat Thomas

Online resources can be found at:
• www.waramps.ca
• www.wedolisten.ca for the Howard B. Wigglebottom Song
• www.thedoorthatsnotlocked.ca (teacher resource)
• www.safekids.com (safety quiz and song)
• www.free-for-kids.com (internet safety posters)

Resource personnel from
NL Safety Council, Royal Newfoundland Constabulary, Royal Canadian Mounted Police.
Knowledge and Understanding
GCO 1: Students will demonstrate an understanding of their health and the 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>• An introductory video would provide an opportunity for students to think critically about what is heard and seen in the media. The concerned children's advertisers website may have samples of video such as “House Hippos”, “Media Monkey” and other educational materials to support this outcome. Food and advertising is addressed in the reader, Healthy Foods For You, pp.12-13 and in the Teacher’s Edition, pp.84-85. This can be connected to the skill “Think About Your Health Choices” in Health &amp; Wellness Life Skills Book, pp.20-21.</td>
</tr>
<tr>
<td>4. recognize that media is part of the environment and has potential to positively and negatively affect individuals.</td>
<td>• Prepare a Mystery box. The teacher can decide on the degree of the variety of media to be examined. This box may include real items or pictures of items that are examples of media such as magazines, movies, cereal boxes, ads, posters, names of television shows, flyers, catalogues, lyrics to songs, radio ads, names of celebrities, etc. Circulate the box and ask students to select an item. The students will try to determine what the items have in common. Discuss how these items convey a message and how it may affect us. For example the affect of media may be seen in the products bought, perceptions of oneself, the activities chosen, and one's overall attitude. Within this activity, the teacher needs to guide the discussion to help the students realize that these are all ways to receive messages in the environment.</td>
</tr>
<tr>
<td></td>
<td>• As a class project, complete an acrostic poem using the word MEDIA. Together, generate a sentence for each letter in the word MEDIA that states how it may influence everyday life. Example:</td>
</tr>
<tr>
<td></td>
<td>M…Might influence your decision to buy something</td>
</tr>
<tr>
<td></td>
<td>E…Encourages you to want to look a certain way</td>
</tr>
<tr>
<td></td>
<td>D…Draws attention to a product</td>
</tr>
<tr>
<td></td>
<td>I…Information can be good or bad</td>
</tr>
<tr>
<td></td>
<td>A…Attitude and feelings may be affected</td>
</tr>
</tbody>
</table>
### Knowledge and Understanding

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

#### Suggestions for Assessment

Students will design a package for a food product. The package for the food should reflect students’ understanding of tricks/gimmicks used by advertisers. The online resources will provide excellent tips for use in completing the activity. “Fabulous Food Ad” on p.39 in *Health Masters* can be used to display student work.

Students will create a class collage of all the items taken from the Mystery Box. Discuss each item and the message it conveys to the students.

#### Resources/Notes

- Health & Wellness
  - *Health Masters*, pp.39, 88-89
  - *Teacher’s Edition*, pp. 84-85, 196-197
  - reader: *Healthy Foods For You*, pp. 12-13
  - *Life Skills Book*, pp.20-21

  Flyers, catalogues, ads, cereal boxes, lyrics, etc.

Online resources can be found at:

- [www.cca-kids.ca](http://www.cca-kids.ca) to get the “House Hippo” and “Media Monkey” video clip
- [www.pbskids.org](http://www.pbskids.org) to get information on advertising tricks
- [www.media-awareness.ca](http://www.media-awareness.ca) to design an ad and to obtain information on media gimmicks
## Skills and Abilities

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

### Outcomes

*Students will be expected to:*

1. demonstrate earth friendly practices that promote air and water quality  
   Include:  
   - sharing a ride  
   - walking to school  
   - riding a bike  
   - opening windows  
   - not contaminating the water or ground near a water supply

### Suggested Strategies for Learning and Teaching

Note: The focus of this outcome is on practices that promote the quality of air and water and not on conservation or recycling practices.

- Brainstorm a list of actions that promote air and water quality. As a class decide which actions to adopt. For example:
  - We will open our windows three times a day to let in fresh air.  
  - We will not litter in or near water sources.

Provide the class generated checklist to students to complete over the course of a week. For each day of the week students should indicate whether or not the action was completed. Display pp. 10-11, “Practise Healthy Habits” and 22-23, “Help Others Be Healthy” in Health & Wellness Life Skills Book. Additional ideas can be found in the wraparound of the Teacher’s Edition, pp.214-221.

- Students will trace their hands on paper or make handprints using paint. On the hand, write one earth friendly practice that promotes air and water quality similar to the ones listed in column one. Hands can be displayed on a world map or a picture of the earth. This may be titled ‘Helping Hands’ or ‘Earth Friendly Hands’.

- Read pp.18-23 in the reader, *The Air I Breathe* and discuss the strategies named and how they impact air quality. Create a family plan to incorporate one or more of these strategies to improve air quality.
Skills and Abilities
GCO 2: Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

Suggestions for Assessment

At the end of the week, students will write a response reflecting on their completed checklists generated from activity one. Some suggested questions may be:

• Did I try each of the items on the checklist? Yes or No?
• Were some of these actions new for my family and me? Yes or No?
• If yes? I used to __________, now I __________.
  This is a good thing to do because ____________________.
• Or No? We have always ____________________________.
• Did I help the earth this week? Yes or No?
• This week I helped the earth by______________.

Students will sit in a circle and the teacher will toss or roll a ball to one of the students. That student will name one earth friendly practice that promotes air and water quality and how it can be incorporated into a home or school routine. That student will then toss the ball to another student who will do the same thing. This process can be repeated until a sufficient number of practices have been named or discussed.

The activity sheets “Waste Not”, “Save Resources at Home”, “Saved or Wasted” and “Help Your Town Recycle” found in Health Masters, can be modified to reflect what the student has learned about air and water quality and how the actions named in the activities can impact either air or water quality.

Resources/Notes

- reader: The Air I Breathe
- Health & Wellness
  - Life Skills Book, pp.10-11, 22-23
  - Teacher’s Edition, pp.214-221
  - Health Masters, pp.97-100

Authorized Children’s Literature:
- Earth Book for Kids by Linda Schwartz

Recommended Children’s Literature:
- Clean Air by Andrew Bridges
- Clean Water by Beth Geiger
### Skills and Abilities

**GCO 2: Students will demonstrate the ability to use skills, resources, and processes to 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>
</table>
| *Students will be expected to:*  

2. demonstrate the ability to enlist help in an emergency situation in one’s community.  
   Include:  
   - who to contact for help  
   - where to go to get help  
   - what to say to get help |
| - Provide students with an emergency situation and ask them to role play how to enlist help. A sample situation could be: a group of children are at a playground on a Saturday and one of the children gets hurt. How would you respond to this emergency situation? How would you clearly state your emergency? Divide the class into groups of 3 or 4 and each group will interpret various situations and role play the responses. Upon completion of the role play, discuss the ability of each group to respond effectively.  
  The reader, *Safety and You*, p.22 discusses getting help using the telephone. The activity on p.24 can be completed as a follow-up.  
  The skill “Communicate” on pp.4-5 in *Health & Wellness Life Skills Book* reinforces the importance of effective communication.  
| - Students will design a magnet listing emergency contacts for fire, hospital, police, family member or neighbour. It should reflect emergency services in a local area. The magnet can be a rectangular piece of bristol board with a magnet strip attached to the back. The magnet could also be in the shape of a telephone, fireman’s hat, house, badge, police car, etc. |
### Skills and Abilities
**GCO 2:** Students will demonstrate the ability to use skills, resources, and processes to take actions that promote their health and that of the family.

### Suggestions for Assessment
Monitor the student contributions to the role play and the class discussions. The strategy used to enlist help should be acceptable to the situation. Was it effective? Was it appropriate?

### Resources/Notes
- Health & Wellness
- *Life Skills Book*, pp.4-5
- reader: *Safety and You*, pp.22, 24
Outcomes

Students will be expected to:

1. examine personal practices used at play that promote safety of self and others.

Suggested Strategies for Learning and Teaching

Note: Incorporate virtual play practices in the teaching and learning strategies for this outcome.

- Introduce students to the word pledge. Define it as a promise they make. Use the school mission statement/motto as an example if appropriate. This can be titled: ‘My Safe Play Pledge.’ Ask students to reflect on what they have learned in this unit and how they will use this information to keep themselves and others safe. For example: I will take a friend with me when going places or playing outside. This could be represented in a piece of artwork.

- Students will create a before and after chart stating what they used to do and what they now do to keep themselves and others safe at play. The checklists on pp.4-5, 14-15 in Safety and You, can be used as a reference for safe practices.

- Brainstorm a list of various personal practices used at play that promote safety of self and others. Read out various practices and ask students to give a ‘thumbs-up’ or ‘thumbs-down’ to indicate if they do or do not follow the safety practice. Complete “Safety Booklet”, p.56 in Health Masters.

- Construct a ‘What’s Hot/ What’s Not’ T-chart. Students can place pictures/visuals/sentences in the appropriate category on the chart. The unsafe practices can be placed in the What’s Not column and the safe practices can be placed in the What’s Hot column.

- Create a song with the students about safe play practices using a familiar tune. For example:

   The Farmer in the Dell
   We never play alone, We never play alone.
   Whenever we go out to play, We never play alone.

   or

   Here we go round the Mulberry Bush
   This is the way we cross the street, cross the street, cross the street.
   This is the way we cross the street, every day of the year.
   (Add actions of looking both ways more than once.)
   This is the way that we are safe, we are safe, we are safe.
   This is the way that we are safe, whenever we take turns.
   (Add lining up actions, etc.)
Attitudes and Behaviours  
GCO 3: Students will be encouraged to evaluate knowledge and attitudes; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Examine the students’ pledges. The pledges should reflect the students’ understanding that personal play practices promote safety of self and others.

Examine the before and after chart for understanding of personal safety practices.

Examine the T-chart for an understanding of personal safety practices.

Perform the songs to another class and/or teach others the song.

Resources/Notes

School Mission Statement

- Health & Wellness
  - Health Masters, p.57
  - Safety and You, pp.4-5, 14-15
Summary of Authorized Resources

- Health & Wellness: Teacher’s Edition
- Health & Wellness: Health Masters

Big Books:
- Health & Wellness: Big Ideas Book
- Health & Wellness: Life Skills Book
- Eat All Your Colors
- Get Up and Go
- Take A Stand

Readers (packages of 6 per teacher):
- Healthful Foods for You
- Keeping Clean and Fit
- Safety and You
- Getting Along
- Your Body
- Taking Care of Ourselves
- Staying in Shape
- Teamwork
- Two Simple Rules
- The Air I Breathe

Children’s Literature Pack (20 titles)
- Me and My Amazing Body by Joan Sweeney
- Taking Diabetes to School by Kim Gosselin
- The Tooth Book: A Guide to Healthy Teeth and Gums by Edward Miller
- Make Way for Tooth Decay by Bobbi Katz
- Eating the Alphabet by Lois Ehlert
- Beef Stew by Barbara Brenner
- The Monster Health Book: A Guide to Eating healthy, Being Active and Feeling Great for Monsters and Kids by Edward Miller
- If Only I Had A Green Nose by Max Lucado
- Have You Filled a Bucket Today? by Carol McCloud
- How to Behave and Why by Munro Leaf
- A Fine, Fine School by Sharon Creech
- Howard B. Wigglebottom – Learn It’s Ok to Back Away by Howard Binkow
- Sister Anne’s Hands by MaryBeth Lorbiecki
- Some Parts Are Not for Sharing by Julie K. Federico
- Howard B. Wigglebottom Learns to Listen by Howard Binkow
- Howard B. Wigglebottom Learns About Bullies by Howard Binkow

Children’s Literature Pack (20 titles)
• One by Kathryn Otoshi
• The Spork by Kyo Maclear
• It’s OK to Be Different by Todd Par
• Earth Book for Kids by Linda Schwartz

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:
Unit 1
Tooth Decay

Stage 1

Stage 2

Stage 3
Tooth Decay (Cont’d)

Stage 4

Stage 5

Stage 6
# Active Living Tic Tac Toe

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GRADE TWO HEALTH CURRICULUM GUIDE INTERIM EDITION
Congratulations to ______________

for trying (number) different ways of preparing (food).

for trying

Congratulations to
Appendix:
Unit 2
Song of Mother Singing to a Child

A  You’re adorable
B  You’re so beautiful
C  You’re a cutie full of charm
D  You’re delightful
E  You’re exciting
F  You’re a feather in my arms
G  You’re so good to me
H  You’re so heavenly
I  You’re the one I idolize
J  We’re like Jack and Jill
K  You’re so kissable
L  You’re the love light in my eye
M,N,O,P  I could go on all day
Q,R,S,T  Alphabetically speaking you’re O.K.
U  You make my life complete
V  You’re so very sweet
W,X,Y,Z  It’s fun to wander through the alphabet with you to tell you what you mean to me!
## Relationships

<table>
<thead>
<tr>
<th>My Relationship With...</th>
<th>Makes Me Feel...</th>
<th>Because...</th>
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</table>
 Appendix: 
Unit 3
Home Responsibility Contract

Dear __________________

This week I would like to try the responsibility of ____________________________________________.

Will you help me assume this responsibility? I can do different things each day that are **new** for me, or the **same new** thing each day that I have stated above.

**YES** [ ] **NO** [ ] Sign: __________________________

This is a picture of me doing my home responsibility.
**Weekly Responsibilities Chart**

Record your daily responsibilities completed in the table below.

<table>
<thead>
<tr>
<th>Day</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Why is it important for family members to share responsibilities?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
### “Acceptance of Diversity” Checklist

<table>
<thead>
<tr>
<th>Statement</th>
<th>Sometimes</th>
<th>Always</th>
<th>Never</th>
<th>Need To Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make fun of students who are different than me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I prefer to work alone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always play with the same people at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I only play with classmates who have the same color hair as mine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I see a classmate with no one to play with I will invite them to join me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stand up for others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I form clubs and include some classmates but not everyone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I notice when my classmates are left out.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like who I am.</td>
<td></td>
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</tr>
<tr>
<td>I treat everyone with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How I Am Smart

Name: __________________

**Self Assessment Activity**

Color in the happy face if you agree with the sentence.

<table>
<thead>
<tr>
<th><strong>Word Smart</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to read, write, use words.</td>
<td>☺</td>
</tr>
<tr>
<td>I enjoy puzzles and word games.</td>
<td>☺</td>
</tr>
<tr>
<td>Spelling is easy for me.</td>
<td>☺</td>
</tr>
<tr>
<td>I enjoy stories and storytelling.</td>
<td>☺</td>
</tr>
<tr>
<td>I like to research different topics.</td>
<td>☺</td>
</tr>
<tr>
<td>I like talking about things.</td>
<td>☺</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number Smart</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy math, numbers and computers.</td>
<td>☺</td>
</tr>
<tr>
<td>I like to solve problems.</td>
<td>☺</td>
</tr>
<tr>
<td>I like games that have strategies.</td>
<td>☺</td>
</tr>
<tr>
<td>I enjoy charts, graphs and data.</td>
<td>☺</td>
</tr>
<tr>
<td>I like designing and doing experiments.</td>
<td>☺</td>
</tr>
<tr>
<td>I like it when things are organized.</td>
<td>☺</td>
</tr>
</tbody>
</table>
### Picture Smart

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy drawing and doodling.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I like to color.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I like videos, movies and books with diagrams.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I can close my eyes and &quot;picture in my mind.&quot;</td>
<td>😊😊</td>
</tr>
<tr>
<td>I can find my way in new places.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I enjoy using maps and organizers.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>

### Body Smart

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to move around. I cannot sit still for long.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I enjoy doing, not watching.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I like to use my hands.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I am very coordinated.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I like sports and activities.</td>
<td>😊😊</td>
</tr>
<tr>
<td>I like to make/build/construct things.</td>
<td>😊😊</td>
</tr>
</tbody>
</table>
### Music Smart

<table>
<thead>
<tr>
<th>I enjoy music.</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good sense of rhythm.</td>
<td>😊</td>
</tr>
<tr>
<td>I can remember melodies and songs.</td>
<td>😊</td>
</tr>
<tr>
<td>I play an instrument.</td>
<td>😊</td>
</tr>
<tr>
<td>I sing.</td>
<td>😊</td>
</tr>
<tr>
<td>I can recognize different sounds and noises.</td>
<td>😊</td>
</tr>
</tbody>
</table>

### Group Smart

<table>
<thead>
<tr>
<th>I like to be with people.</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a good leader.</td>
<td>😊</td>
</tr>
<tr>
<td>I like working in groups.</td>
<td>😊</td>
</tr>
<tr>
<td>I have a lot of friends.</td>
<td>😊</td>
</tr>
<tr>
<td>I don’t like working alone.</td>
<td>😊</td>
</tr>
<tr>
<td>I understand how other people feel.</td>
<td>😊</td>
</tr>
<tr>
<td><strong>Self Smart</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>I set goals for myself.</td>
<td>😊</td>
</tr>
<tr>
<td>I like to work alone.</td>
<td>😊</td>
</tr>
<tr>
<td>I know a lot about myself.</td>
<td>😊</td>
</tr>
<tr>
<td>I like to play fair.</td>
<td>😊</td>
</tr>
<tr>
<td>I like to keep a diary.</td>
<td>😊</td>
</tr>
<tr>
<td>I have my own hobbies.</td>
<td>😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nature Smart</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy being outdoors.</td>
<td>😊</td>
</tr>
<tr>
<td>I can see patterns in objects.</td>
<td>😊</td>
</tr>
<tr>
<td>I like learning about the world and animals.</td>
<td>😊</td>
</tr>
<tr>
<td>I enjoy taking care of animals and plants.</td>
<td>😊</td>
</tr>
<tr>
<td>I take care of the world around me.</td>
<td>😊</td>
</tr>
<tr>
<td>I like to group things around me.</td>
<td>😊</td>
</tr>
</tbody>
</table>