

840110

Health Education Curriculum

Kindergarten – Grade 5

New  Brunswick

Department of Education
Educational Programs & Services Branch

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VISION FOR HEALTH EDUCATION

"Students will leave public education both understanding and practising wellness, by making wise lifestyle choices which contribute to both a healthy, caring individual and to the community."

(From "Desired Outcomes for Health Education in NB Schools," developed by the Health Foundation Group, 1997)

RATIONALE

As family structures continue to change, health and social delivery systems need to adopt new roles. "While schools alone cannot be expected to address the health and related social problems of youth, they can provide, through their climate and curriculum, a focal point for efforts to reduce health-risk behaviours and improve the health status of youth." (From "Health Is Academic," 1996, p. 9)

This curriculum contributes to fostering improved health, recognizing that there are many factors that promote health at every stage of a child's development. Every child should be encouraged to maximize his/her health.

Healthy children are more productive and capable students. Positive health habits adopted early in life decrease the risk of disease among adults. While there are many children with positive health profiles in New Brunswick, there are also significant health concerns.

- Obesity rates among children in the province are increasing rapidly – almost one quarter of Canadian children aged seven to twelve is obese owing to inactivity and poor eating habits.
- Unintentional injuries are the main contributors to injury and death among children.
- Canadian children and youth under eighteen were victims in 22% of violent crimes reported to police, crimes often committed by family members.

INTRODUCTION

Purpose of the Document

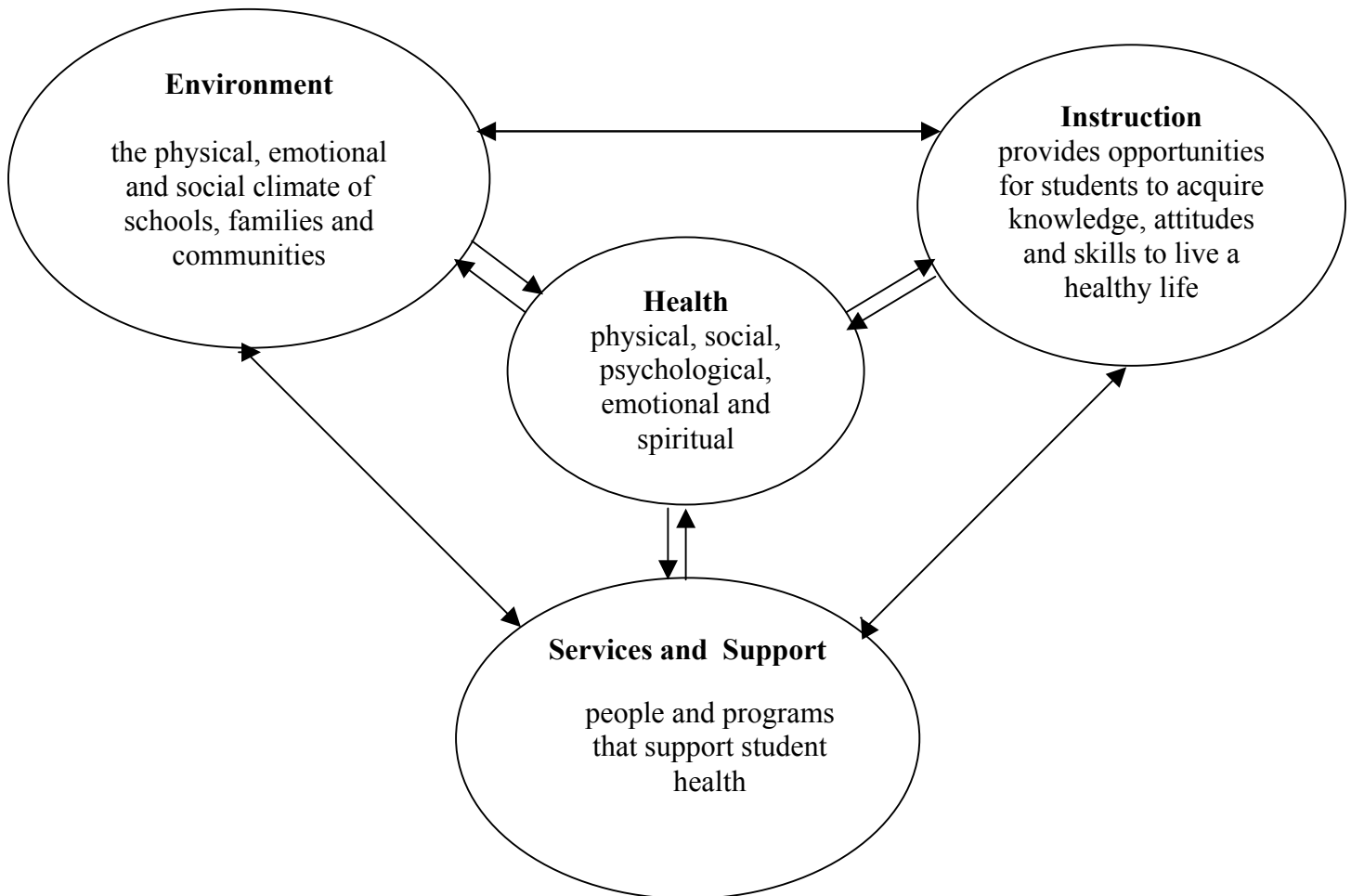
During the 1996-97 school year, the Department of Education convened a group representing many different sectors. This group designed a foundation for Health Education in English schools; this Health K-5 curriculum document has been developed on this foundation.

This document gives detailed information about the curriculum for Health Education in New Brunswick schools: outcomes for knowledge, skills and attitudes; suggestions for learning and assessment activities, and resources. It is expected that students will have the opportunity to reach learning outcomes for health at each level between kindergarten and grade five.

It is possible to find specific learning outcomes for health which contribute to the K - 5 learning continuum at every level, grade, key stage, and with the Essential Graduation Learnings developed in the Atlantic region.

Comprehensive School Health (CSH)

This document is intended to support the implementation of the Comprehensive School Health model in the public schools of New Brunswick. CSH is an integrated approach to health that incorporates instruction, services and supports, and the school environment. This model extends curriculum further than has traditionally been the case. Students are expected to fully meet their individual potential, contribute to community and pursue wellness. They will acquire knowledge, skill development, and the development of attitudes and behaviours that are supported by activities and services within the schools and their communities. This curriculum is developed in recognition that health is a shared responsibility among individuals, families, schools and communities.



Curriculum Focus

There are many factors that promote health at every stage of a child's development. The following four strands in this curriculum were chosen to represent and to organize diverse factors.

- Protecting Yourself, Your Family and Your Community
- Personal Wellness
- Physical Growth and Development
- Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Throughout the curriculum students are encouraged to be positive and proactive in maintaining a physical, emotional, and psychological well-being. These strands allow students to consider their development both at a personal level and within the context of their communities.

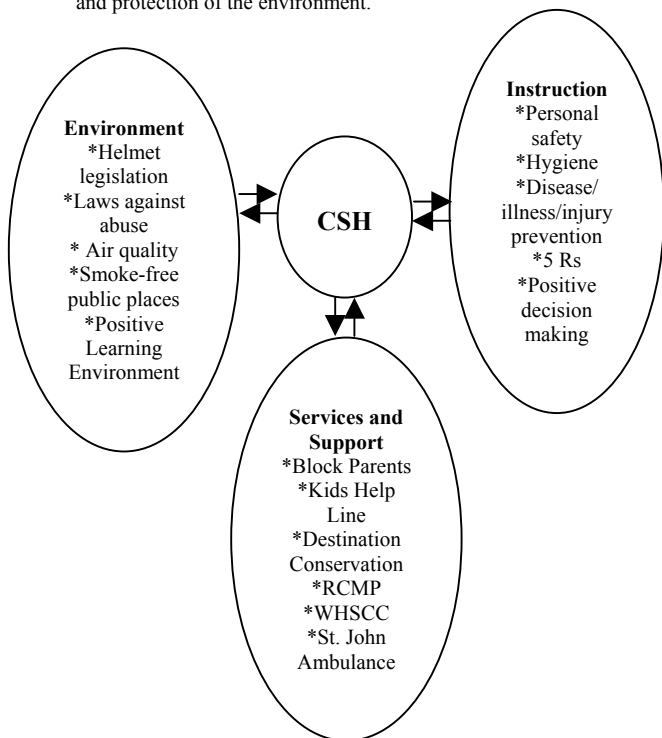
As with the Comprehensive and Developmental Guidance Program, it is important to provide each student with the skills to analyse a set of circumstances and plan a course of action to achieve a goal. It is impossible to study every potential circumstance in which students may find themselves, but it is essential to provide students with the tools to make healthy choices. It is desirable for a student to appreciate conditions, plan action, determine possible consequences and make a decision with respect to a given health issue.

Research indicates that individuals build improved conceptual understanding by blending new knowledge with prior knowledge and experience. Understanding and decision-making skills are improved when study takes place in a meaningful context.

The following diagram illustrates the integration of **Comprehensive School Health (CSH)** and the four strands of the Health Curriculum. The areas listed under “Environment” and “Services and Support” are intended as examples to illustrate potential connections using this model.

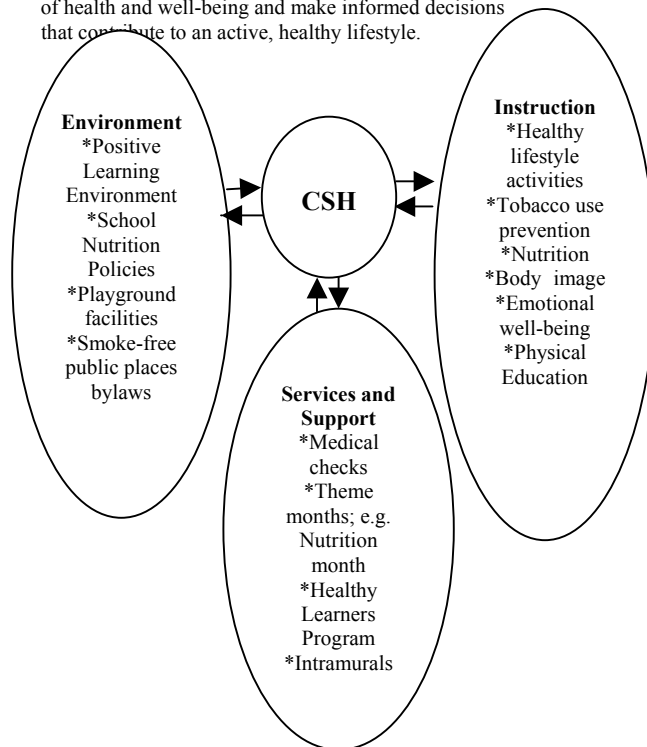
Protecting Yourself, Your Family and Your Community

Students will demonstrate an understanding of and practise skills to enhance personal safety, prevention of illness, the safety of others and protection of the environment.



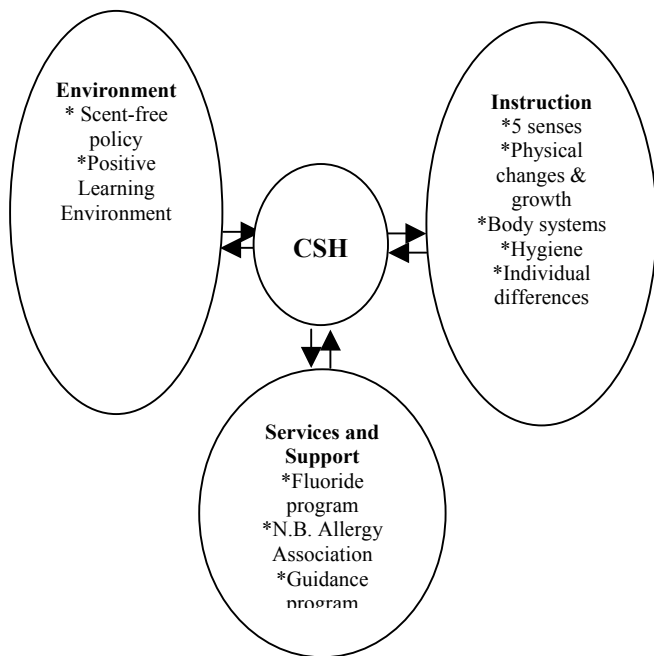
Personal Wellness

Students will demonstrate an understanding of all dimensions of health and well-being and make informed decisions that contribute to an active, healthy lifestyle.



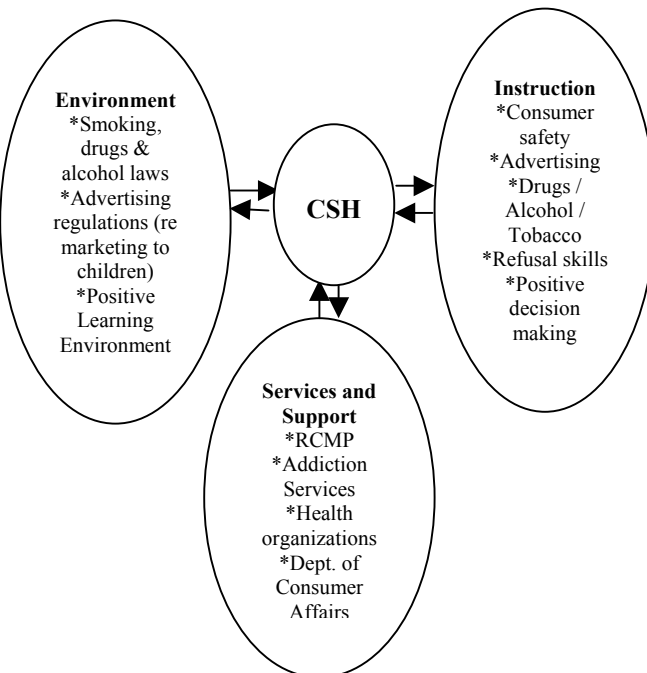
Growth and Development Literacy)

Students will demonstrate an understanding of body systems, growth and development, and apply this knowledge in ways that contribute positively to physical, social and emotional growth.



Use, Misuse and Abuse of Materials (emphasizing Media

Students will understand the effects of substance use and misuse (media literacy) and make healthy, well-informed decisions.



OUTCOMES

Essential Graduation Learnings (EGLs)

Atlantic Canada has defined six essential learnings by which graduates of public education will be able to demonstrate knowledge, skills and attitudes.

The essential learning related to Personal Development requires that students be able to continue learning and pursue an active, healthy lifestyle. It can be argued that young adults who have a poor understanding of wellness and whose physical and psychological health is compromised are less able to enjoy success with other essential learnings. It is intended that students demonstrate abilities related to aesthetic expression, citizenship, communication, problem solving and technological competence. People differ in talents, abilities and interests; however, recent brain research indicates that any child will realize improved thinking and motor skills when he/she is provided with good nutrition, experiences daily physical activity and is given the opportunity to practise new tasks and skills.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Health Curriculum At A Glance: Summary of Learning Outcomes for K-5

Grade	Protecting Yourself, Your Family and Your Community	Personal Wellness	Growth and Development	Use, Misuse and Abuse of Materials (emphasizing Media Literacy)
At the following levels, students will be expected to				
K	A1) describe the importance of personal hygiene and practise it in order to reduce the spread of germs and disease A2) identify materials that can be recycled locally and composted at home and/or school A3) identify potentially harmful places and activities A4) describe various touches and relate them to personal feelings A5) understand that they have the right to say "no" to inappropriate touches	B1) identify types of activities that support a healthy lifestyle and explain their importance B2) identify benefits of not smoking	C1) identify the five senses C2) be aware of and describe their own physical changes	D1) identify and demonstrate understanding of consumer safety symbols
1	A1) recognize the need for personal cleanliness A2) identify ways to keep home and school clean and safe A3) identify types of touches, particularly those which are positive	B1) describe healthy ways to have fun in their free time B2) explain how good eating habits contribute to health and well-being B3) understand the importance of eating breakfast	C1) identify the lungs and the heart as major organs of the body C2) demonstrate and appreciate the relationship between physical activity and physical development C3) describe methods to care for and protect the sensing organs C4) describe physical changes and growth	D1) explain what medicine is and how it helps us when taken properly D2) identify habits and products that are harmful to our health D3) begin to understand that media messages have different purposes
2	A1) explain that some diseases and illnesses can be prevented A2) describe safe practices related to personal activity A3) explain the role of the 5Rs A4) understand and practise personal safety skills A5) identify community resources that offer help to children	B1) understand that types of food eaten, level of physical activity and amount of rest affect one's health B2) explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing and regular visits to the dentist B3) state examples of a complete breakfast	C1) identify skin and kidneys, review lungs and the heart and explain their simple function	D1) describe how medicines are taken properly and safely D2) identify the effects of alcohol and tobacco D3) encourage other persons not to use tobacco D4) recognize the pressures created by media messages
3	A1) distinguish between communicable and non-communicable diseases A2) describe ways to make the community a healthier and safer place to live and work A3) state benefits of smoke-free environment A4) define "abuse," using age-appropriate language A5) recognize techniques used to lure children	B1) describe personal habits that contribute to improved health	C1) describe and recognize the importance of dental-care activities C2) recognize developing abilities that relate to growth, understanding that we all grow and change at different rates C3) identify and describe some of the functions performed by the brain	D1) describe how the use, misuse and abuse of drugs affects body systems D2) identify the influence of media literacy on healthy behaviours

Grade	Protecting Yourself, Your Family and Your Community	Personal Wellness	Growth and Development	Use, Misuse and Abuse of Materials (emphasizing Media Literacy)
At the following levels, students will be expected to				
4	A1) define pollution and identify sources, means of reduction, and methods of control A2) understand that personal behaviours and choices may affect safety of self and/or others A3) recognize and identify lures used by offenders	B1) apply the principles of healthy eating and physical activity to their daily lives B2) develop an understanding of various influences on body shape and size	C1) identify the structure and function of the digestive system C2) recognize personal hygiene as an important means of caring for oneself and maintaining health C3) recognize body changes and respect individual physical and cultural differences	D1) recognize how media messages encourages health-related product use and selection D2) define and compare the meaning of addiction, abuse, misuse and proper use in terms of <u>legal drugs</u> D3) demonstrate a knowledge of environmental sensitivities and allergies
5	A1) describe their role in promoting safety and preventing injuries A2) describe how the human immune system acts in the body's defence A3) identify the effect of disease on the human body A4) understand the intent and importance of "positive," supportive touches and recognize the feelings associated with them A5) recognize lures and practise safe responses	B1) express the benefits of daily physical activity B2) evaluate their eating habits B3) begin to critically analyse information on the nutritional value of foods B4) express benefits of not smoking B5) identify strategies for increasing frequency of breakfast consumption	C1) describe the importance of proper hygiene practices C2) identify changes that occur as a result of puberty	D1) describe healthy decision making with regard to drug use and sexual activity/relationships D2) identify consequences of smoking D3) compare stimulants and depressants, identifying their short-and long-term effects D4) explain how media messages can affect attitudes about themselves and others

General Curriculum Outcomes for Health Education

Three General Curriculum Outcomes connect the framework to specific learning outcomes at each grade level. Experiences at any stage of the learning continuum will contribute to achieving the general curriculum outcomes, which comprise knowledge, skills and attitudes about health and wellness.

Knowledge

As children develop, it becomes important that they understand what changes they will experience personally and those they will see in others. An awareness of potential harmful factors, and ways to minimize risk, is knowledge that promotes wellness.

Skills

Knowledge alone is insufficient to develop good health. Decision making is a major skill found throughout this curriculum. In order to minimize risk (from harm) it is important that students identify information, assess that which is relevant, then act on the basis of an informed decision. Wisdom is based on experience, which suggests students need simulations through which to practise decision-making skills and the assessment and evaluation of the consequences. As Dewey stated, "Children learn by doing."

Attitudes

Each person develops attitudes and beliefs that are shaped by personal experience and family/cultural background. In a democratic society, people enjoy freedom of beliefs but share a responsibility, upholding the principle that pursuing one’s beliefs and actions does not harm other members of society. Learning outcomes in health encourage students to appreciate a range of beliefs and attitudes and the impact they may have for an individual and for society. The curriculum is designed to assist students in developing attitudes which benefit both themselves and their community.




Elaborations are intended to provide examples to clarify the outcomes. They are not all-encompassing.

The two-page format found in this document represents each of the four strands.

<u>Left Page</u>		<u>Right Page</u>	
Specific Curriculum Outcome Statement	Suggestions for Learning and Teaching	Suggestions for Assessment	Resources

Legend

In order to assist teachers with class preparation, the following symbols on the left, when used in the curriculum document, alert the teacher to the information on the right.

	Sensitive Topic
	Allergy Alert
The information is printed in <i>Italics</i>	Teacher Note
	Link To Another Curriculum
<u>Sensory Modalities</u> A V T K <u>Differentiation (using Bloom's Taxonomy)</u> K C A S An E	Auditory Visual Tactile Kinesthetic Knowledge Comprehension Application Synthesis Analytic Evaluation

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

Kindergarten

This introductory lesson is intended to set the stage for Health Education in Kindergarten.

Setting The Scene - Kindergarten

The following are questions to guide teacher and student reflection when using the curriculum.

- What is health?
- What are the components of health?
- What does it mean to be healthy?
- What are the short-and long-term benefits of being healthy?
- What influences our health?
- What does it mean to promote health?
- Who in our society is responsible for health and for health promotion?
- What actions can individuals and groups take to promote health?
- What careers are available in the health cluster?


Day One - How To Get Started

Outcome	Learning and Teaching Suggestions
♥ Students will be able to describe a healthy child.	After a class discussion of what characterizes a healthy child, students draw a picture of themselves engaged in a healthy activity. Students explain their pictures.

Assessment Strategies	Resources
Children demonstrate their understanding of healthy practices. During story time, teachers ask students to identify some of the healthy practices of the characters in the stories.	Health Curriculum At A Glance, Page 10, Kindergarten.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.

Kindergarten – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of Kindergarten, students will be expected to</i></p> <p>A1) describe the importance of personal hygiene and practise it in order to reduce the spread of germs and disease</p> <p><i>Elaboration: demonstrate practices that reduce the spread of germs and disease, such as not sharing personal items (cups, straws, helmets/hats, brushes, combs) and carefully washing hands, blowing nose, coughing, sneezing</i></p>	<p>Have students describe and draw their ideas of a germ or bacterium, where it lives, and how it travels. Relate germs to the concept of disease and illness. (A,V,T) (K,C)</p> <p>The appropriate length of time for washing hands with soap is the time it takes to sing "Happy Birthday" twice. This song may be used to help young children develop good habits with respect to cleanliness. (A,T) (A)</p> <p>Shared writing activity in which students give examples of practising hygiene.</p>
<p>A2) identify materials that can be recycled locally and composted at home and/or school</p>	<p>Periodically, use lunch or snacks as a learning time to choose materials to be reused, recycled or composted. Have a recycling station in the room that contributes to the system in the school or one that funds purchases for the classroom. <i>The recycling bin should be cleared daily. This can be a service learning project or an activity supporting voluntarism.</i> Visiting a local recycling depot or inviting a worker from such a site to speak to the students about the 5Rs helps students better appreciate and reinforces the importance of the 5Rs (rethink, reuse, recycle, refuse, reduce). (T,K) (A,Añ,E)</p>
<p>A3) identify potentially harmful places and activities</p> <p><i>Elaboration: find ways to avoid harm and find help: positive decision making</i></p>	<p>There are a number of contexts in which to identify potential harm and discuss how to be safe. These should include the playground, school bus, fire drill at school or at home, bicycle riding, crossing the road and water hazards. Each class, school, and community will likely offer "teachable moments" for such outcomes as Rabies Prevention.</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3 (A,V) (K,C,A)</p>
<p>A4) describe various touches and relate them to personal feelings</p> <p><i>Elaboration: identify good and bad touches in home, school, and community</i></p>	<p>For a given context students might role-play safe/unsafe behaviours. This activity will provide opportunities for students to identify potentially harmful situations. (T,K) (K,A)</p> <p>Encourage students to recognize positive physical contact from friends, family and other adults. Use games, songs or dance to illustrate positive touch and its importance in our lives. (A,V,T,K) (K,C)</p> <p>Have students role-play different feelings and emotions. As they do so, help support the students to identify that some touches may produce "bad" feelings and how they might react to these feelings in a proactive way. (A,V,T,K) (K,C,E)</p>
<p>A5) understand that they have the right to say "no" to inappropriate touches</p>	<p>Define the area covered by the bathing suit as private. Discuss personal space, emphasizing that their bodies belong to them and, likewise, other people's bodies belong to them. <i>Statistically, the offender is often known to the child.</i></p>




Kindergarten – A. Protecting Yourself, Your Family and Your Community

Student Activities/Assessment Suggestions	Resources
<ul style="list-style-type: none"> Have students sing “Happy Birthday to You” twice for an understanding of how long it takes them to wash their hands properly. Students may test each other under teacher/parent supervision while washing their hands with soap, rinsing and drying within the time frame of the boys and girls singing “Happy Birthday to You” twice. Students could work in pairs and check off completion of the task. Observe students at snack and lunch time to see if they remember to wash their hands properly. (A,V,T) (K,C) Show students a picture of a germ and ask them to explain where germs live and how germs travel. (A,V) (K,C) 	<p>Primarily Health - "When I'm Sick" (Thematic Kit 021090; 6-pack pupil books, 021100; Big Book, 021110; Story Cassette, 021120)</p> <p>Video: <i>My Body My Buddy: Healthy Habits</i> (800170, VH)</p> <p>Healthy Bodies (Lion's Quest) Grade 1 (Teacher Resource 021130)</p> <p>SEEDS Foundation: Green School Program</p> <p>Macmillan Early Science Activities: "Environment" 1991 Newbridge Communications</p> <p>Science Is 080010, BK</p> <p>Choices for Life, Health and Safety Activities - A1, A2, A3, C2, C3, C13, D5, E1, E2, E20, E21, H1, H2, H5, H6, F5, F7; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p>
<ul style="list-style-type: none"> Teacher observes student understanding of the categories: reused, recycled, composted or discarded. Teacher observes students' ability to differentiate the categories. (T,K) (K,C,S,A,An) 	<p>Video: <i>My Body Belongs To Me</i> (704545, VH)</p> <p>C.A.R.E. Kit cards 1,2,4,5</p> <p>Focus on Bullying (available in all schools)</p>
<ul style="list-style-type: none"> ♥ Through classroom discussion ask students to name a variety of environments/situations where they are safe and other environments/situations where they are not safe. Assess individual student responses. (A) (S,E) 	<p>Beginning to Understand Safety: Bus Riders Safety Program, Department of Education</p> <p>Rabies and You</p> <p><i>Bicycle Safety</i> (704604, VH)</p> <p><i>Rain or Shine: School Bus Safety and You</i> (800140, VH)</p> <p><i>Too Smart For Strangers</i> (703418, VH)</p>
<ul style="list-style-type: none"> Observe students as they demonstrate their understanding of feelings through song, dance, role-playing and/or art. (A,V,T,K) (C) 	<p><i>Can You Tell Me Series, What Are Feelings?</i> (705741, VH)</p> <p>Hutton, Kathryn. <i>Carefulness, Values To Live By</i> (The Child's World, 1990) ISBN 0-516-06501-7</p> <p>Older, Jules. <i>Don't Panic, A Book About Handling Emergencies</i>, (Western Publishing Co., 1986) ISBN 0-307-23286-7</p> <p>"Play It Safe" presentation - contact a Public Safety Officer in Department of Public Safety</p>

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K – Kinesthetic

Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic; E – Evaluation

Kindergarten – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of Kindergarten, students will be expected to</i></p> <p>B1) identify types of activities that support a healthy lifestyle and explain their importance</p> <p><i>Elaboration:</i> cleanliness, rest, nutrition, physical activity, wearing seat belts, bike helmets, avoidance of smoking and sniffing gas.</p>	<p>By using pictures taken from magazines and catalogues, have students make a "healthy lifestyle" collage. Students should explain to the class their reasons for selecting the chosen images. (A,V,T) (K,C,A,S,E)</p> <p>The class might discuss and select activities which improve health and actually perform these activities on a regular basis. Senior students in the school might visit the kindergarten and describe how they stay healthy. <i>It is important to help students recognize and respect diversity of opinion.</i> (A) (A,S,E)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 3.2</p> <p> Social Studies Curriculum K.1.2</p> <p> Elementary Physical Education Curriculum K-5, Outcomes 1, 3 and 4 in the "Knowing" category</p>
<p>B2) identify benefits of not smoking</p>	<p>♥ Include a discussion regarding</p> <ul style="list-style-type: none"> • healthier heart, lungs, gums, teeth, brain • clothes, hair, breath • money saved • taste buds (food tastes better) • second-hand smoke • addictions, cessation programs, difficulty of quitting smoking once you've started • potential fires <p>(A) (K,C)</p>



Kindergarten – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Show students a selection of pictures that illustrate people involved in a variety of activities. Ask students to select pictures that show/demonstrate a healthy lifestyle. Ask students to explain their choices. Teacher assesses accuracy. (A,V) (K,C,An) Teacher observes and notes student involvement in one or more healthy lifestyle activities or games, both inside the school and on the playground. (T,K) (A) Assess student responses to what constitutes a healthy lifestyle in both group discussions and/or individual or group conferencing. (A) (K,C, An,S) 	<p>Primarily Health - "It's Up to Me" (Thematic Kit, 020970; 6-pack pupil books, 020980; Big Book, 020990; Story Cassette, 021000)</p> <p>Science Is 080010, BK (I.R. catalogue)</p> <p>Video: My Body My Buddy - Healthy Fun (800171, VH)</p> <p>Video: My Body My Buddy - Healthy Food (800172, VH)</p> <p>Physical Activity Guide – Health Canada</p> <p>Canada Food Guide to Healthy Eating: Focus on Preschoolers from Health Canada</p> <p>Skills for Growing, Unit 4</p> <p>Choices For Life, Health and Safety Activities - A1, A2, A3, A4, C1, C2, C13, F1, F5; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p>
<ul style="list-style-type: none"> Ask students to identify at least five negative effects of smoking. (A) (K,C) 	

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K – Kinesthetic

Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic; E – Evaluation

Kindergarten – C. Growth and Development









Outcomes	Learning and Teaching Suggestions
<p><i>By the end of Kindergarten, students will be expected to</i></p> <p>C1) identify the five senses</p>	<p>Play games, participate in activities and sing to identify and have fun using the five senses. The children might describe or draw their favourite object experienced through each of the senses. (A,V,T,K) (K,C)</p> <p>Sample Activities: "Touchy-Feely Box" for the sense of touch. Students identify an object in a box only by the sense of touch. "Taster Choice" - Have similar-looking substances that students identify by taste (sugar, salt, flour). Smell/touch - Blindfold student/s and have them identify familiar objects/substances by smell or touch. (Demonstrate appropriate ways to smell.) Hearing - Place object in a box and ask students to identify the object from the sound made when the box is moved/shaken. Sight - Use binoculars, telescope, kaleidoscope or magnifying glass. (A,V,T) (K,C,A,S)</p> 
<p>C2) be aware of and describe their own physical changes</p> <p><i>Elaboration:</i> height, shoe size, hair colour, etc., recognizing individual differences and emphasizing comfortable body image.</p>	<p>Have a wall chart with enough space to include a group picture of all members of the class at four different times of the year. This will help document the growth patterns each child experiences. Perhaps the picture can be taken outside in front of the same tree (seasonal). Create a height chart for the class.</p> <p> Math Curriculum, D1, D3 or F1</p> <p>Students can use their baby pictures to facilitate discussion on stages of growth.</p> <p>♥ <i>This lesson lends itself to introducing the differences between girl and boy babies (e.g. vagina and penis).</i></p> <p>♥ Be sensitive that some children may not have baby pictures. Photocopies and drawings are also acceptable.</p> <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p>

Kindergarten – C Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> ♥ Teacher asks students to name one thing they appreciate about each of their five senses. (A) (K,C,E) 	<p>Macmillan Early Science Activities - "The Five Senses"</p> <p>The Giant Encyclopedia of Theme Activities for Children # 2 to 5</p> <p>Primarily Health - "Nose to Toes" (Thematic Kit, 021010; 6-pack Pupil Books, 021020; Big Book, 020990; Story Cassette, 021040)</p> <p>Video: <i>The Inside Story Series - The Sensational Five: The Inside Story of Your Senses</i> (700341, VH) (RIGHTS)</p> <p>Science East Science Centre: "The Ole Factory" exhibits (Fredericton)</p> <p>Choices for Life, Health and Safety Activities - F7; (role of the five senses in injury prevention), Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p><i>Touch Will Tell</i>; Brown, Marcia, (Franklin Watts, 1979) ISBN 0-531-02384-2</p> <p><i>Why Do Some People Wear Glasses?</i>; Asimov, Issac, (Gareth Stevens Publishing, 1993) ISBN 0-8368-0809-6. Free catalogue of children's books from this publisher 1-800-461-9120</p> <p><i>Tasting</i>; Allington, Richard L. , (Raintree Publishers Inc., 1980) ISBN 0-8172-1292-2</p> <p><i>A Button in Her Ear</i>; Litchfield, Ada B., (George J. McLeod, Ltd.)</p>
<ul style="list-style-type: none"> Ask students to review wall chart and describe how they have changed physically. Teacher notes each student's accuracy in recording his/her height, using a wall chart (link to math). (A,V) (K,C,An,E) <p><i>Discuss the unique characteristics of individual students.</i></p>	<p><i>Your Skin and Mine</i>, Showers, Paul, (Thomas Y. Crowell Co., 1965) ISBN 0-690-91126-2</p> <p><i>The Ear and Hearing</i>, Ward, Brian R., (Franklin Watts, 1981) ISBN 0-531-04289-8</p> <p><i>The Eye and Seeing</i>; Ward, Brian R., (Franklin Watts, 1981) ISBN 0-531-04290-1</p> <p><i>How You Talk</i>; Showers, Paul, (Thomas Y. Crowell Co., 1966) ISBN 0-690-42136-2</p> <p><i>The Senses</i>; Gaskin, John, (Franklin Watts, 1985) ISBN 0-531-10051-0</p> <p><i>Living With Deafness</i>; Haughton, Emma, (Raintree Steck - Vaughn Publishers, 2000) ISBN 0-8172-5742-X</p> <p><i>Living With Blindness</i>; Haughton, Emma, (Raintree Steck - Vaughn Publishers, 2000)</p>

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K – Kinesthetic
 Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic;
 E – Evaluation

Kindergarten – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of Kindergarten, students will be expected to</i></p> <p>D1) identify and demonstrate understanding of consumer safety symbols</p> <p><i>Elaboration:</i> foods; medicines; household products; candy versus medicine, chewable vitamins</p>	<p>Ask parents to supply the label, container or packaging of a material about which they would like children to be cautious. Arrange a "show and tell" with these items and encourage the children to discuss why they should be cautious and what preventive action they should take. Home, school and the community may be sources of teachable moments for this outcome. (A,V) (K,C,A)</p> <p>The classroom might have a "Caution Corner" where a specific container is displayed showing the caution/safety symbols and how its contents should be treated. (A,V) (K,C,A)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3</p> <p><i>It should be made clear that no student at this age should be taking medicine unsupervised.</i></p> <p>Shapes {  Danger  Warning  Caution</p> <p>Pictograms {  Poison  Corrosive</p> <p> Flammable  Explosive</p>

Kindergarten – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessment Suggestions	Resources
<ul style="list-style-type: none"> • Teacher observes students as they use their acquired knowledge of consumer safety symbols by sorting product labels by category. Ask students to identify the symbol when the word is given. (A,T) (K,C,A) • Teacher assesses student responses regarding harmful products in group discussion or in individual or group conferencing. (A) (K,C) 	<p>Video: <i>Drug Avengers</i> (704563, VH)</p> <p>Choices for Life, Health and Safety Activities - E14, (Extension, Appendix A & D), E15; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>The EpiPen®/EpiPen® Junior (each district office has a demonstration kit)</p> <p>Antihistamine inhaler</p> <p>Home, Safe Home Kit. Consumer and Corporate Affairs Canada</p>

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

GRADE I

This introductory lesson is intended to set the stage for Health Education in grade 1.

Setting The Scene - Grade 1

The following are questions to guide teacher and student reflection when using the curriculum.

- What is health?
- What are the components of health?
- What does it mean to be healthy?
- What are the short-and long-term benefits of being healthy?
- What influences our health?
- What does it mean to promote health?
- Who in our society is responsible for health and for health promotion?
- What actions can individuals and groups take to promote health?
- What careers are available in the health cluster?

Day One - How To Get Started



Outcome	Learning and Teaching Suggestions				
<p>Students will be able to identify factors that influence health.</p>	<ul style="list-style-type: none"> • The teacher leads a brainstorming session on "What Makes Me Healthy," ensuring that the four curriculum strands are covered in the discussion. • The students draw a picture or make a collage of factors that influence their health. • Children cut pictures from magazines and then place them in the correct pocket. <p><u>Pictures of healthy practices to be placed in the correct pocket.</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Protecting Yourself, Your Family and Your Community <input style="width: 60px; height: 20px;" type="text"/> </td> <td style="width: 50%; border: none;"> Personal Wellness <input style="width: 60px; height: 20px;" type="text"/> </td> </tr> <tr> <td style="width: 50%; border: none;"> Growth and Development <input style="width: 60px; height: 20px;" type="text"/> </td> <td style="width: 50%; border: none;"> Use, Misuse and Abuse of Materials (emphasizing Media Literacy) <input style="width: 60px; height: 20px;" type="text"/> </td> </tr> </table>	Protecting Yourself, Your Family and Your Community <input style="width: 60px; height: 20px;" type="text"/>	Personal Wellness <input style="width: 60px; height: 20px;" type="text"/>	Growth and Development <input style="width: 60px; height: 20px;" type="text"/>	Use, Misuse and Abuse of Materials (emphasizing Media Literacy) <input style="width: 60px; height: 20px;" type="text"/>
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Assessment Strategies	Resources
<p>Students will be able to explain factors influencing their health. Students should be encouraged to discuss these factors at home.</p>	<p>To integrate this with art, interesting materials (e.g. yarn, buttons, larger pieces of paper) could be made available to expand the artistic possibilities of students' work.</p> <p>- pictures from magazines.</p> <p>Health Curriculum At A Glance, Page 10, Grade 1.</p>

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K – Kinesthetic
 Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic;
 E – Evaluation

Grade 1 – A. Protecting Yourself, Your Family and Your Community





Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 1, students will be expected to</i></p> <p>A1) recognize the need for personal cleanliness</p> <p><i>Elaboration:</i> prevention of disease; cleanliness of teeth, hands, face, hair, genitals and clothes; avoidance of sharing personal items</p>	<p>Students brainstorm reasons for keeping clean. Personal hygiene affects our health, relationships and how we feel overall. Construct a chart on the board with three columns representing the <i>what</i>, the <i>when</i> and the <i>how</i> we keep clean. This chart will act as a model for students to construct and complete, using words and/or pictures. An alternative activity would be for students to mime the actions of various cleaning activities in order to display timing and correct technique. It is important to remind children to avoid sharing personal items, (e.g. cups, juice containers, straws, combs, brushes). Students describe ways to care for their teeth. (A,V) (K,A,An,S)</p>
<p>A2) identify ways to keep home and school clean and safe</p> <p><i>Elaboration:</i> identify the 5Rs (rethink, recycle, refuse, reuse, reduce), fire escape plan for school and home, school bus safety, positive hygiene in school and at home</p>	<p>Introduce the meaning of "environment" as a place where we spend time (home, school, playground, town, etc.). (A) (K,C)</p> <p>The teacher may lead a walk around the school playground, asking students to observe all that is around them (smells, sights, sounds). (A,V,T,K) (K)</p> <p>Students can then discuss what makes their surroundings a nice place in which to spend time. (A) (An,S,E)</p> <p>Identify things that may take away from the safety and beauty of the environment (garbage, noise, mess, sharp objects, needles, etc.). (A,V) (An,S,E)</p> <p>The issue of safety should be drawn into the discussion; for example, bus safety, safe food handling practices, rabies prevention. (A,V) (An,S,E)</p> <p>Students are encouraged to discuss what, why and how we keep the environment clean and safe. (A,V) (K,C,An,S,E)</p> <p>This activity can also take place in the classroom by asking students to close their eyes and envision a favourite place to spend time. (A,V) (S,E)</p> <p>Students choose an area where they spend time. The teacher facilitates by asking students to name their favourite areas and develops a list on the board (living room, car, playground, classroom, etc.). Utilizing a recipe card, students make up a sequence of steps (recipe) for keeping this selected area a clean and safe place. All recipes can be filed in a box accessible to all students. (A,V,T) (K,C,An,E)</p> <p>♥ Precautions relating to contact with blood and body fluids.</p> <p> Social Studies Curriculum, 1.2.1, 1.2.2, 1.2.3</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3</p>
<p>A3) identify types of touches, particularly those which are positive</p> <p><i>explain their "inner voice" and use this to develop their own personal safety</i></p> <p><i>Elaboration:</i> The "inner voice" interprets the feelings of what a person likes or dislikes. These feelings can also be called emotions. These signals can help a person assess the degree of safety. See "The Sixth Sense" video.</p>	<p>See the C.A.R.E. kit for suggested lesson planning with respect to students taking responsibility for their bodies, identifying inappropriate touches and having the right to say "no." (A,V) (K,C)</p> <p>Use the video "The Sixth Sense" to illustrate the difference between good touch and bad touch. Co operative games, dance and/or songs can be used to show further examples of good touches. (A,V,T,K) (K,C,An,E)</p> <p>The video "What Tadoo," with a follow-up discussion, can be used to conclude this section. (A,V) (K,C)</p> <p><i>Statistically, the offender is often known to the child.</i></p>

Grade 1 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' explanations of practices they use for personal cleanliness, such as brushing teeth, washing hair, bathing, showering, washing hands, washing clothes, preventing disease and preventing the spread of disease. (A) (K,C) 	<p>Primarily Health - "It's Up to Me" (Thematic Kit, 020970; 6-pack pupil books, 020980; Big Book, 020990; Story Cassette, 021000)</p> <p>"Smile New Brunswick," a dental health education manual produced by Department of Health and Wellness</p> <p>The Fluoride Mouth Rinse Program/Pamphlet – Department of Health and Wellness</p>
<ul style="list-style-type: none"> Teacher discusses students' lists of things they could do to keep home, school and school buses clean and safe. Record their performance of these activities over a two-week period. ♥ (A,V,T) (K,C,An,E) Students identify, describe or draw a picture of their favourite "safe" place. Teacher assesses and gives feedback to each student regarding his/her choice of "safe" place. Add drawings to student portfolios. (A,V) (S,E) Teacher dialogues with individual students to assess appropriateness of reasoning for student's favourite "safe" place responses. (A) (K,C,An,S,E) 	<p>Choices for Life, Health and Safety Activities - A1, A3, C1, C2, C13, D1, D5, E1, E2, E21, H1, H2, H5, H6; Workplace Health, Safety and Compensation Commission (WHSCC) Available to all schools free of charge 1-800-442-9776.</p> <p>Video: <i>The Sixth Sense</i> (701346, VH)</p> <p>Video: <i>What Tadoo</i> (701483, VH)</p> <p>Healthy Bodies (Lion's Quest) Grade 1 - Lessons 4 and 5 (Teacher Resource, 021130)</p> <p>Bus Riders Safety Program, K-4</p> <p><i>The Second Co-operative Sports and Games Book</i>, Terry Orlick (author) ISBN 0394748131</p> <p>Rabies and You</p> <p>Video: <i>Rain or Shine: School Bus Safety and You</i> (800140 VH)</p> <p>Video: <i>Pedestrian Safety</i> (704602, VH)</p> <p>Video: <i>Playground Safety</i> (704603, VH)</p>
<ul style="list-style-type: none"> ♥ Conferencing allows the teacher to discuss with the students the importance of recognizing one's "inner voice" and what it says to them about personal safety. (A) (K,C) 	<p>K-3 FightBack Learning Program Presenter's Guide</p> <p>Think First curriculum resource (available upon request from the provincial co-ordinator of Think First Canada (National Head and Spinal Cord Injury Prevention Foundation)</p>

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Grade 1 – B. Personal Wellness




Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 1, students will be expected to</i></p> <p>B1) describe healthy ways to have fun in their free time</p> <p><i>Elaboration:</i> choices of free time activities; effects of activity on physical and emotional well being</p>	<p>♥ Brainstorm as a class various activities that children participate in during their free time. Discuss ways that these activities are healthy, making a point to extract healthy attributes from all types of activities. For instance, reading, art and music can be educational; baking can present an opportunity to share time with parents; everyone needs rest and relaxation: hiking with mom and dad, free play time, cultural activities, TV and computers. (A) (K,C,S,E)</p> <p>Students create a picture journal of physical activities. Dividing a piece of paper into a selected number of days, students draw activities they participated in throughout each day, naming the day and the activity. Journals are shared with others to generate discussions about why each of the activities is a healthy choice. (V) (K,C,An,S,E)</p> <p> Social Studies Curriculum, 1.1.1, 1.1.2, 1.1.3</p> <p> Elementary Physical Education Curriculum, Kindergarten - Grade 5, for suggested outdoor games.</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 3.2</p>
<p>B2) explain how good eating habits contribute to health and well-being</p> <p><i>Elaboration:</i> safety and food, packaging, best-before date, cleanliness; identification of food groups and examples of foods in each group; eating meals regularly; dangers of dieting</p> <p>♥ (diabetic students - mealtimes would vary)</p>	<p>Introduce and discuss reasons for eating, how eating makes us feel, its effect on our daily activity and what it feels like to be hungry or full. Compare our need to eat with a car needing fuel. Mealtimes and the importance of eating regularly are reviewed. (A) (K,C)</p> <p>A large outline of a clock is created on poster board. The "clock" is divided into five time periods; for example, breakfast, snack, lunch, dinner/supper, bed lunch. Suggest a meal which best fits these time periods. The class is divided into groups. Each group will be responsible for representing one mealtime. The group can label, find and draw pictures of foods that are eaten at their specified mealtime and complete the designated section of the large clock. The clock is representative of regular eating, as well as eating from a variety of food groups. Alternatively, this activity can be done individually with each student creating and completing a personal clock. Have groups share their clocks with the class. (A,V,T) (K,C,An,S,E)</p> <p> Math Curriculum, D2 and D4</p> <p>The teacher presents to the class the anticipated shelf life of a particular food. For example, the shelf life of an egg is reviewed step by step from its beginning to arriving in our homes to be eaten. It is important to include such things as a favourable appearance, expiration date, refrigeration and proper cooking of an egg. (A,V) (K,C,An,E)</p> <p>Students choose a food to study. Through a medium such as finger puppets or picture books, students share what they know and learn about their chosen foods. (A,V,T) (K,C)</p>
<p>B3) understand the importance of eating breakfast</p>	<p>Using the clock outline of the previous lesson, ask students to record the number of hours a body goes without food between meals, with and without breakfast. The teacher can then explain the brain's constant demand for energy and preference for having it supplied on a regular basis. Teacher divides students into small groups, asks them to brainstorm the benefits of breakfast and to then complete a worksheet: "Breakfast Helps Me ...". Class reconvenes to share results.</p>

Grade 1 – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses individual student responses to demonstrations of healthy relaxation activities. (A,V,T,K) (K,C) Have students draw/collect pictures that demonstrate healthy ways to have fun. (V,T) (K,C,E) Teacher assesses individual student responses to “physical activities” by reviewing pictures made in each student's journal. Student journals should span five school days; e.g. Monday, Tuesday, Wednesday, Thursday, Friday or two weekend days. (V) (K,C,A) Teacher places picture journals in students' portfolios. Teacher discusses family journals of physical activity for one week. (V,T) (A) 	<p>Video: <i>Stress Busters</i> by Sunburst</p> <p><i>Once Upon a Breath</i> Aaron Zevy (author)</p> <p><i>Very Hungry Caterpillar</i> Eric Carle (author)</p> <p>Nutrition Posters Health Canada</p> <p>Milk Posters Milk Maritime</p> <p>Theme Book Series on Our Five Senses Frank Schaffer</p> <p>"Happy Health Pooh Book" Walt Disney Publications</p>
<ul style="list-style-type: none"> Review group results on food clock and have students explain their reasons for placing foods in the various time slots. (A,V,T,K) (K,C,An,S,E) 	<p>Nutrition resources from local public health office</p> <p>Canada’s Food Guide to Health Eating: Focus on children six to twelve years – Health Canada</p> <p>Food Guide Facts: Background for Educators and Communicators</p> <p>Healthy Bodies (Lion’s Quest) Grade 1 - Lesson 3, Introduction (Teacher Resource, 021130)</p> <p><i>No Room In The Gym</i>, CAHPER (Canadian Association for Health, Physical Education and Recreation)</p> <p>Video: <i>Goofy Over Health</i> (705008 VH)</p> <p>Bogart, Jo Ellen. <i>10 For Dinner</i> (Scholastic, 1989) ISBN 0-590-71949-1</p>
<ul style="list-style-type: none"> Students can identify several benefits of breakfast (e.g. more energy in the morning, improved mood, improved physical ability, increased ability to concentrate and problem-solve, better overall diet) 	<p>Breakfast for Learning, Canadian Living Foundation, Breakfast Program Information Kit</p>

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 Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic; E – Evaluation

Grade 1 – C. Growth and Development

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 1, students will be expected to</i></p> <p>C1) identify the lungs and the heart as major organs of the body</p>	<p>Ask students to feel their hearts beat as they stand still (chest, wrist) and describe the sensation. Students feel their lungs filling with air as they hold their rib cages and take a deep breath. After they run on the spot (inside or outside), ask students to describe the changes in their breathing and heart rate. (A,V,T,K) (K,C)</p>
<p>C2) demonstrate and appreciate the relationship between physical activity and physical development</p>	<p>Discuss the definition of physical activity and how it affects the lungs, breathing and the heart. Review the benefits of daily physical activity. Students make a list of words that come to mind when they think of physical activity. These descriptors could be posted on a "Physical Activity Chart." Pictures are created on what physical activity does for each of us. Students describe a favourite type of physical activity and illustrate the benefits it has on their bodies (heart, lungs, muscles, mood, growth). Students share their pictures. (V,T,K) (K,C,A,S,E)</p> <p> Elementary Physical Education Curriculum K-1, Outcome 3 "Knowing" section</p>
<p>C3) describe methods to care for and protect the sensing organs</p>	<p>Ask students, working in pairs, to imagine what it would be like to be without the use of each of the senses. For example, have them discuss with a partner what it would be like not to be able to taste food or smell smoke in a burning house. A discussion of the importance of caring for each sensing organ should follow. (A) (K,C,S,E)</p> <p>♥ Create a chart to identify each sensing organ and the care required for its related sense, paying particular attention to hearing preservation. As a class or individually, complete the chart with pictures and descriptions of methods to care for each of the sensing organs. As a variation, a picture book, described as the dictionary of the senses, could illustrate care for the sensing organs. (V,T) (K,C,An)</p> <p>An alternative is to pose the following question: What form of assistance might a person with an impaired sense appreciate? (A) (An,E)</p>
<p>C4) describe physical changes and growth</p> <p><i>Elaboration: appreciate personal uniqueness, emphasize comfortable body image</i></p>	<p>♥ Before and after pictures - Ask students to bring in pictures of babies at various stages of growth. Students describe how babies change daily, monthly and yearly. Review similarities and differences. Discuss the physical changes in their abilities. Students look into the future by looking at a grade five student and compare similarities and differences. Using a picture taken with a reading buddy, create a class album, listing similarities and differences between younger and older students. (A,V) (K,An,E)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.1</p> <p> Science - Grade 2 - APEF Outcome 100-16 in Animal Growth and Changes</p> <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p>

Grade 1 – C. Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Have students do 10 jumping jacks and compare resting and active heart rate. (K) (An,E) 	<p><i>Breath of Life: The Inside Story of Respiration</i> (700337)</p> <p>Video: Inside Story Series - <i>Lubba Dubba: The Inside Story of Your Heart & Blood</i> (700336, VH) (RIGHTS)</p>
<ul style="list-style-type: none"> Teacher assesses students' explanations of their pictures and descriptions of the benefits of physical activities. (A,V) (K,C) 	<p>Primarily Health - "Nose to Toes" (Thematic Package, 021010; 6-pack pupil books, 021020; Big Book, 021030; Story cassette, 021040) and "Friends All Around" (Thematic Package, 020930; 6-pack pupil books, 020940; Big Book, 020950; Story cassette, 020960)</p> <p>Troll Question Books Series of Five - "Senses"</p> <p><i>Pooh Plays Doctor</i> Scholastic Inc.</p>
<ul style="list-style-type: none"> Teacher assesses individual student charts of the five senses, including individual interpretations of how each sensing organ should be cared for. (A,V) (K,C) 	<p>Choices for Life, Health and Safety Activities - E8, F7; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p><i>Heart At Play</i> (Teacher's Guide and student activity cards and supporting materials, includes heart and brain chart. (Heart and Stroke Foundation of NB)</p> <p>Healthy Bodies (Lion's Quest) Grde 1 - Lessons 1 and 2 (Teacher Resource, 021130)</p> <p><i>Listening, To Learn, Eardrum to Hum</i>, W1300</p>
<ul style="list-style-type: none"> Teacher assesses students' descriptions of two ways in which they have changed physically since they were babies, and how they might change in the future. (A) (K,C) 	<p><i>Ear Ye, Hear Ye</i>, W1299</p> <p>CNIB Video: <i>Young Heroes Louis Braille</i></p> <p>Troll Question Books:</p> <ol style="list-style-type: none"> Seeing (ISBN 0-8167-1009-0) Tasting (ISBN 0-8167-1015-5) Thinking (ISBN 0-8167-1017-1) Hearing (ISBN 0-8167-1007-4) Smelling (ISBN 0-8167-1011-2)

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Grade 1 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

<p>Outcomes</p>	<p>Learning and Teaching Suggestions</p>
<p><i>By the end of grade 1, students will be expected to</i></p> <p>D1) explain what medicine is and how it helps us when taken properly</p> <p><i>Elaboration:</i> harmful versus helpful; adult supervision required; dangers of sharing; rules for proper use</p>	<p>Begin a discussion by asking students what they believe to be the purpose of medicines. Soliciting student feedback, the teacher documents the helpful impact of medicine when taken properly versus the harmful impact of medicine when taken improperly. Rules can then be created regarding the proper use of medicines. Students share these rules with friends and/or parents/guardians/younger siblings. (A,V) (K,C,An)</p>
<p>D2) identify habits and products that are harmful to our health</p> <p><i>Elaboration:</i> dangers of second-hand smoke, alcohol and tobacco products, household products, sniffing markers, liquid paper and gas</p>	<p>Warning signs and symbols can be created concerning smoking, alcohol and household products. These can then be displayed in appropriate places at home and school. (V,T) (K,C,A)</p> <p>♥ <i>At this stage only a general overview is suggested in order to raise an awareness of potential harmful effects. It is not appropriate at this stage to look in detail at the physiological effects of nicotine, alcohol, and a variety of household chemicals.</i></p>
<p>D3) begin to understand that media messages have different purposes</p> <p><i>Elaboration:</i> caution ‘buyers beware’, toys, food, brand names; informative style commercials, persuasive style; (e.g. tobacco advertisement)</p>	<p>To develop media literacy, show students various examples of ads and commercials from magazines, flyers and T.V. (food, toys and informational commercials). Discuss as a group the purpose of each of the ads, the target audience and the feelings the ads may generate. (A,V,T) (K,C)</p> <p>Students create their own advertisements, considering the factors listed above. Have students describe why they chose to use a certain style of advertising. (A,V,T) (A,An,S)</p>

Grade 1 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' explanations of how some medicines can be helpful and why they should be taken according to directions.(A,V) (K,C) Have students draw a picture that gives advice about taking medicine properly or avoiding harmful products. Teacher assesses the message. (V,T) (A) 	<p>Primarily Health - "It's Up to Me" (Thematic Kit, 020970; 6-pack pupil books, 020980; Big Book, 020990; Story Cassette, 021000)</p> <p>Choices For Life, Health and Safety Activities - E14 (Extension, Appendix A & D), E15; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776 activities - E14 (Extension, Appendix A & D), E15</p>
<ul style="list-style-type: none"> Interview or conference with individual students to determine student's understanding of helpful medicines and harmful products. (A) (K,C) 	<p>Lion's Quest: Skills for Growing, Unit 4, Grade 1</p> <p>Video: <i>Butt It Out</i> (703789, VH)</p> <p>DeStefano, Susan. <i>Focus on Medicines</i> (Troll/Twenty-first Century Books, 1991) ISBN 0-8167-2450-4</p>
<ul style="list-style-type: none"> Evaluate the role-plays. (A,T,K) (K,C,An) 	

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K – Kinesthetic
 Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic;
 E – Evaluation

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

GRADE 2

This introductory lesson is intended to set the stage for Health Education in grade 2.

Setting The Scene - Grade 2

The following are questions to guide teacher and student reflection when using the curriculum.

- What is health?
- What are the components of health?
- What does it mean to be healthy?
- What are the short-and long-term benefits of being healthy?
- What influences our health?
- What does it mean to promote health?
- Who in our society is responsible for health and for health promotion?
- What actions can individuals and groups take to promote health?
- What careers are available in the health cluster?





Day One - How To Get Started

Outcome	Learning and Teaching Suggestions
Students will be able to explain that health is more than physical well-being.	<p>Students brainstorm practices related to promoting their health (e.g. get enough sleep, eat breakfast, have fun, be active, share, love and be loved, have friends). Dimensions of health (physical, social, psychological, emotional, and spiritual) elicited by the brainstorming can be explained (what is meant by social health), and the brainstorming items can then be classified.</p> <p>Health is a state of complete physical, social, psychological, emotional and spiritual well-being.</p>

Assessment Strategies	Resources
Identify activities that will lead to a balanced lifestyle.	Health Curriculum At A Glance, Page 10, Grade 2.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.



Grade 2 – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 2, students will be expected to</i></p> <p>A1) explain that some diseases and illnesses can be prevented</p> <p><i>Elaboration:</i> importance of rest, healthy eating and physical activity; ways to prevent germs entering the body, and vaccines as means of protection; avoidance of sharing personal items</p>	<p><u>Germ Prevention:</u> The teacher places a small amount of glitter on his/her hand, then proceeds to shake a student’s hand, followed by the student shaking another student’s hand. Continue this until five students have shaken hands. Explain how the glitter represents germs and how they are spread. The first person’s germs affected the fifth person even though they did not have direct contact. Repeat the experiment, but have the first person wash his/her hands. Make a list of how germs are spread and how to prevent them from spreading (e.g. cover your mouth when you cough or sneeze; wash your hands properly after you use the washroom; avoid sharing personal items and beverages, etc.). (A,V,T,K) (K,C,A)</p>
<p>A2) describe safe practices related to personal activity</p> <p><i>Elaboration:</i> recreational and sport protective equipment; allergies; sun safety; bus safety; rabies prevention</p> 	<p>Discuss safe practices related to physical activity (e.g. helmets for skating and bicycling, hockey equipment, safety when in the gym, on the school bus and crossing the street). Discuss why protective equipment is necessary. (A) (K,C,E)</p> <p>Although it may be difficult to understand the dangers of the sun, discuss a variety of reasons for sun safety. Divide the class into five groups. Each group has one of the following props: hat, long-sleeve shirt, sunglasses, umbrella and sunscreen. Group 1 begins by saying aloud, "I am going to be in the sun so I’ll wear my hat." Group two repeats this statement, adding its prop to the sentence; for example, "I am going to be in the sun so I’ll wear my hat and long-sleeve shirt." Each group adds its prop to the statement until all props are added to the statement - an example of chain repetition. (A,T,K) (K,C,E)</p> <p>♥ Precautions relating to contact with blood and body fluids.</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3</p> <p> Elementary Physical Education Curriculum K-5, Grades 2-3, Outcomes 5-7 "Knowing"</p> <p><u>Allergies:</u> <i>Determine what is appropriate and necessary to your class, school, public buildings (teachable moment).</i></p>
<p>A3) explain the role of the 5Rs</p> <p><i>Elaboration:</i> explain the terms <i>rethink, reuse, recycle, refuse and reduce</i>; and provide examples from students' experiences</p>	<p>Discuss the 5 Rs (rethink, reuse, recycle, refuse and reduce). Set up containers in your classroom where students can take part in recycling while at school (paper, juice containers, etc.). (A,V,T) (K,C,A)</p> <p>Put a variety of items (recyclable and non-recyclable) in a garbage bag, making sure there are enough items for each student. Each student pulls an item from the bag and places it on his/her desk. Instruct the students to place the item anywhere in the class, except in the garbage. Explain to the students that they have just littered and that the items must go in their appropriate place. Discuss the consequences littering has on our health and the environment. Discuss what is garbage versus what is recyclable. Now have students pick up their items and decide if they belong in the garbage or the recycling bin. Provide service to the community by tidying up the playground and recycling or discarding materials found. Caution students in the event they come across needles. (A,V,T) (K,C,A,An,E)</p> <p> Social Studies Curriculum, 2.4.2, 2.4.3</p>

Grade 2 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses by having students create a comic strip about germs and how they spread. Teachers may wish to arrange a classroom or hallway display of students' efforts. Students place comic strips in their portfolios for viewing by peers and parents. (V,T) (K,C,A) Teacher assesses student collages of pictures cut from magazines and catalogues that depict the importance of rest, physical activity, diet and cleanliness to the prevention of disease and illness. (V,T) (K,C,An,S) 	<p>Video: <i>I Can Be Safe</i> (705899, VH)</p> <p>Video: <i>Germs and Disease</i> (705898, VH)</p> <p>"Body Battles," Rita Golden Gelman, author</p> <p>"Ouch! A Book About Cuts, Scratches & Scrapes," Melvin Berger, author</p> <p>Video: <i>Mr. Finley's Pharmacy</i>, (701939, VH)</p> <p><i>Living With Sunshine (Slip, Slap, Slop)</i>: A primary teaching resource on sun protection for grades 1-3</p> <p>Choices for Life, Health and Safety Activities - A1, A2, A3, C1, C2, C3, C13, D1, D4, E2, E3, E7, E12, E20, E21, F1, F2, F5, H6; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p>
<ul style="list-style-type: none"> Students draw a favourite fall/winter/spring/summer activity and write a safety message to go with it. Teacher assesses the appropriateness of individual student responses to the activity chosen. (A,V,T) (K,C,A,An,S) 	<p>Video: <i>Just Can't Get Enough Safety</i> (705186, VH)</p> <p>Video: <i>Primary Safety: School & The Playground</i> (701163, VH) (RIGHTS)</p> <p>Destination Conservation, Program Resources</p> <p>Video: <i>Give A Hoot Don't Pollute</i>, from The Tree House, 124 St. John Street, Fredericton, NB E3B 4A7 Telephone: (506) 452-1339 Fax: (506) 452-7450 E-mail: treehouse@fundy.net</p> <p><i>Let Sudsy Teach Kids the Importance of Hand Washing</i></p> <p>Healthy Bodies (Lion's Quest) Grade 2 - Lesson 4 (Teacher Resource 021140)</p>
<ul style="list-style-type: none"> Select five different items that can each be placed in a separate empty milk carton. Predict which of these items will decay over time. Dig a hole in the school ground/home garden and bury each of the cartons. After several weeks unearth the cartons and compare the students' predictions with observations. Assess responses to the question "Which materials will/will not decay successfully in a sanitary landfill?" (A,V,T,K) (K,C,An,S,E) <i>Teacher Note: Students are advised to ask for permission before digging a hole on any property.</i> The teacher may wish to note individual student responses and the appropriateness of these responses. Conferencing with individual students, as well as with small groups of students, will permit the teacher to listen to students explain the role of the 5Rs. (A) (K,C) 	<p>Primarily Health - "When I'm Sick," (Thematic Kit, 021090; 6-pack pupil books, 021100; Big Book, 021110; Story Cassette, 021120) "Our Friend, The Earth" (Thematic Kit, 021050; 6-pack pupil books, 021060; Big Book, 021070; Story Cassette, 021080)</p> <p>Bus Riders Safety Program, K-4</p> <p>Cleanliness Poster</p> <p>Rabies and You</p> <p>Video: <i>Cover Up</i> (705043, VH)</p>





Grade 2 – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 2, students will be expected to</i></p> <p>A4) understand and practise personal safety skills</p> <p><i>Elaboration: distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell"; respond appropriately to questions/invitations from other people</i></p>	<p>Through video, storytelling and role-play, offer students the opportunity to recognize situations that cause their "inner voice" to alert their feelings and need for caution. Encourage discussion that helps children clarify situations that may be confusing. Instil confidence through prior knowledge and practice. (T,K) (K,C,A)</p> <p><i>Students at this age become modest and show strong interest in male/female roles that are often stereotypes.</i></p> <p>♥ Scenarios might include the following: What if you were walking home and a person came up and asked you to help her/him find a lost dog? What if you were walking home and a person stopped and asked if he or she could take your picture? What if you get off the school bus at the wrong location and become lost? What if you are with family/friends visiting a different city/town and you become separated from the group? What if your mother's/father's co-worker met you for the first time and gave you a pat on the back? What if a friend of your parents/neighbour keeps touching you? What if your babysitter asked you to keep a secret about something he or she did to you? What if you are on a bus and the person sitting next to you puts his/her hand on your lap? What if you told your mum/dad that a family member was touching you and making you feel uncomfortable but your parent(s) did not believe you? What if a family member touched you in a way that made you feel uncomfortable? (A,V,T,K) (K,C,An,E)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3</p> <p><i>Statistically, the offender is often known to the child.</i></p>
<p>A5) identify community resources that offer help to children</p> <p><i>Elaboration: Block Parents, trusted adults, Kids Help Line, Chimo, 911</i></p>	<p>For your area, have students identify the best community resources from which to seek help for a given situation. Assist students to recognize trusted adults and where they may be found. Stress the importance of telling a trusted adult. (A) (K,C)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.3</p>

Grade 2 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> The teacher may choose to videotape individual student responses and performances in scenarios. (A,V,T,K) (K,C,An,E) Teacher describes new scenarios and notes appropriateness of individual student responses. (A,V,T,K) (K,C,An,E) 	<p>C.A.R.E. Kit book and Message cards "Trust Your Feelings" 500806, MM</p> <p>Video: <i>The Sixth Sense</i> (701346, VH)</p> <p>Video: <i>Feeling Yes, Feeling No</i> (Part 1) (701543, VH)</p> <p>Video: <i>It's Okay to Say No</i> (705029, VH)</p> <p>For teachers: Child Victims of Abuse Protocol Binder (available from Administration / Counsellor)</p> <p>Healthy Bodies (Lion's Quest) Grade 2 - Lesson 5 (Teacher Resource, 021140)</p> <p>Video Series: <i>Just For Me (Skills To Protect Against Negative and Unhealthy Choice)</i> (704689 - 704698, VH)</p> <p>"The Elementary Safety Book for Children" (Regional Maple Leaf Communications Inc.) *available at doctors' offices</p> <p>Watson, Jane Werner. <i>My Friend the Doctor</i> (Western Publishing Co., Inc., 1972) ISBN 0-307-60364-4</p> <p>Lerner, M.R. (M.D.) <i>Doctor's Tools</i> (Lerner Publications Co., 1976) ISBN 0-8225-0004-3</p>
<ul style="list-style-type: none"> Each student creates a drawing of at least two community sources where he/she could seek help if he/she were threatened or in trouble. Place drawings in portfolios. (V,T) (K,C,S,E) <i>Encourage students to consider the school as a source of help.</i> 	

Grade 2 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 2, students will be expected to</i></p> <p>B1) understand that types of food eaten, level of physical activity and amount of rest affect one's health</p> <p><i>Elaboration:</i> use Canada's Food Guide to Healthy Eating to make healthy choices; food safety; effects of poor nutrition; product choices</p>	<p>Introduce Canada's Food Guide to Healthy Eating. Draw a large scale of the rainbow on the board or on chart paper. Discuss the different food groups and the definition of a serving size. Write or have pictures of various types of foods on paper or index cards. Each student is given a card and must attach it in the appropriate spot on the teacher's diagram of Canada's Food Guide to Healthy Eating. Discuss answers and healthy food choices. (A,V,T,K) (K,C)</p> <p>Students participate in a shared writing activity describing their favourite food. Take the opportunity to introduce foods from different cultures. Show which of these represent the basic food groups found in the guide, stressing "food value" and "monetary value."</p> <p>♥ Be aware of certain ethnic foods. (A,V) (K,C)</p> <p>As a class, discuss how many hours of sleep we need at night. Relate proper nutrition and the resulting energy we have when we eat well and have plenty of rest. Discuss the types of activity the students like to do that require energy. Students draw pictures of these activities. Discuss times when students have stayed up late and how they felt the next day. Talk about how their bodies need physical activity in order to be healthy. (A) (K,C)</p> <p>Review the importance of food to the body (e.g. energy and growth). Children often tend to classify foods as "good" or "bad." More positive alternatives to these terms are "always" and "sometimes" foods. When discussing healthy eating with children, keep in mind that all foods can be part of healthy eating. One's overall pattern of eating is what is important to health. (A) (K,C,An,E)</p> <p>Divide students into pairs or small groups and have them plan meals and snacks for one day (cut pictures from magazines or draw the items) and display on a poster. Students must have a sufficient number of servings from each food group. (A,V,T) (K,C,An,S,E)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 3.2</p> <p> Elementary Physical Education Curriculum K-5, Grades 2-3, Outcome 2, "Knowing"</p> <p> Science, Grade 2 - APEF Outcome 103-5 in Animal Growth and Changes</p>
<p>B2) explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing and regular visits to the dentist</p>	<p>Invite a resource speaker to come to class to explain the importance of good nutrition and regular dental care to the development of healthy teeth. (A,V) (K,C)</p> <p>Students keep a daily record for a week of snacks and the number of times they brush their teeth. Students rate their snacks as "always" or "sometimes." "Always" foods are defined as those "inside the rainbow" and "sometimes" foods are defined as those "outside the rainbow." Discuss snacks that have been identified by the students as "outside the rainbow." Ask the students why there isn't a food group for them? The response should include that they do not provide nourishment required to remain healthy. Is it possible to eat "sometimes" snacks and still be healthy? Yes, as long as they don't take away from eating "always" foods. Why is eating too many snacks unhealthy? They do not provide any real nourishment; we will be less hungry for "always" foods and "sometimes" foods often contain too much salt, sugar and fat, all of which have the potential to cause health problems.</p>
<p>B3) state examples of a complete breakfast</p> <p><i>Elaboration:</i> class prepares a buffet breakfast, allowing students to try a variety of foods (parental involvement welcomed), discuss implications of skipping breakfast</p> 	<p>After reviewing CFGHE, teacher asks students to name and classify foods from each of the four food groups that they could eat for breakfast. Answers are written on the board, under the appropriate group (consider non-traditional breakfast foods). Individually students are then asked to choose and write about foods from three of the four food groups to make a complete breakfast. The class can discuss the results and also "other" foods sometimes eaten at breakfast (e.g. bacon, jam).</p>

Grade 2 – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses accuracy of presentation. (A,V) (K,C,An,S,E) 	<p>Canada's Food Guide to Healthy Eating - Health Canada</p> <ul style="list-style-type: none"> Nutrition Resources – local Public Health Office Canada’s Food Guide to Healthy Eating – Focus on Children Six to Twelve Years Good Guide Facts – Background for Educators and Communicators <p>Video: <i>Come See About Nutrition and Exercise</i> (705270, VH)</p> <p>"Smile New Brunswick," a dental health education manual produced by Department of Health and Wellness</p> <p>Healthy Bodies (Lion’s Quest) Grade 2 - Lessons 2 and 3 (Teacher Resource, 021140)</p> <p>Milk Marketing Board</p> <p>Go For The Greens</p> <p>Canada's Food Guide to Healthy Living</p>
<ul style="list-style-type: none"> Teacher evaluates daily log of snacks and dental practices. (A,V,T) (K,C,A) 	<p>Focus on Children Six to Twelve Years</p> <p>(For breakfast preparation recipes and ideas: Breakfast for Learning, Canadian Living Foundation. Breakfast Program Information Kit - Order from: 25 Sheppard Avenue, W., Suite 100, Toronto, Ontario M2N 6S7 Telephone: 1-800-627-7922 Fax: 416-218-3631 E-mail: clf@sympatico.ca)</p>
<ul style="list-style-type: none"> Successful completion of individual work. 	<p>E-mail: clf@sympatico.ca</p>



Grade 2 – C. Growth and Development

<p>Outcomes</p>	<p>Learning and Teaching Suggestions</p>
<p><i>By the end of grade 2, students will be expected to</i></p> <p>C1) identify skin and kidneys, review lungs and heart and explain their simple function</p>	<p>Insert a straw through the top of a clear plastic sandwich bag filled with cotton balls. Tape the bottom of the straw to the top of the bag to form a lung. The cotton balls represent air sacs, and the straw represents the windpipe. To represent both lungs use two flexible straws and tape the tops of the straws together to represent one windpipe. The flexible ends of the straws go into the two plastic bags. Blow into the straw (windpipe) and have the students observe how the bag (lung) inflates. (V) (K,C) (Teacher Demonstration)</p> <p>Ask the students to take a deep breath and watch how their chests expand when they inhale (lungs fill with air) and deflate when they exhale (pushing air out of the lungs). (K) (K,C)</p> <p>Explain the simple function of the heart (muscle that pumps blood through the body). Ask students to listen to their heartbeats with a stethoscope or feel their heartbeats on their chests and wrists. (A,V,T,K) (K,C)</p> <p>Discuss the skin as a protective covering for our body. Discuss the skin of other living things/items and how it works in the same way (skin of an animal, orange peel, a rain coat, etc.). (A,V) (K,C)</p> <p>Identify the kidneys, using a diagram or model with symbolic parts. Explain that we have two kidneys, their location in the body and their function in cleaning our blood and sending urine to the bladder. (A,V) (K,C)</p>

Grade 2 – C. Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> • Teacher assesses student’s accuracy in demonstrating the location on his/her body of the heart, lungs, skin and kidneys. (V,T) (K,C) • Teacher assesses students' description of the function of the heart, lungs, skin and kidneys. (A) (K,C) 	<p>Heart Smart Family Fun Pack (Heart and Stroke Foundation of NB)</p> <p>Video: <i>The Breath of Life: The Inside Story of Respiration with Slim Good Body</i> (700337, VH)</p> <p>Video: <i>The Heart</i> (705471, VH)</p> <p>Video: <i>The Lungs</i> (705472, VH)</p> <p>Healthy Bodies (Lion’s Quest) Grade 2 - Lesson 1 (Teacher Resource, 021140)</p> <p><i>Living With Sunshine (Slip, Slap, Slop)</i>: A primary teaching resource on sun protection for grades 1-3</p> <p>Bailey, Donna. <i>All About Your Heart and Blood</i> (Steck-Vaughn Co., 1991) ISBN 0-8114-2779-X</p> <p>Gaskin, J. <i>The Heart</i> (Franklin Watts, 1985) ISBN 0-531-10050-2</p> <p>Showers, Paul. <i>Hear Your Heart</i> (Thomas Y. Crowell, Co., 1968) ISBN 0-690-37378-3</p> <p>Bailey, Donna. <i>All About Your Lungs</i> (Steck-Vaughn Co., 1991) ISBN 0-8114-2782-X</p>

Grade 2 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 2, students will be expected to</i></p> <p>D1) describe how medicines are taken properly and safely</p> <p><i>Elaboration:</i> over-the-counter (OTC) drugs versus prescription; storage, sharing and safety rules</p>	<p>Invite a guest speaker from the health field to visit the class and discuss the difference between over-the-counter (OTC) drugs and prescription medicines. Have the speaker explain to the students why there is a suggested dosage and how this relates to age, body size and body weight of a person. Using student suggestions, design safety rules for using medicines (expiry dates, sharing medication, etc.). Ensure all students understand why these rules are needed. (A,V) (K,C)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.2</p>
<p>D2) identify the effects of alcohol and tobacco</p>	<p>Introduce some effects of products used by adults such as tobacco and alcohol. Raise awareness of the negative effects of consuming these products and the possible social consequences (third-party effects). (A,V) (K,C)</p> <p>♥ Take care to send message that</p> <ul style="list-style-type: none"> • persons who use tobacco are not bad persons • many adults began smoking before they knew it was harmful • it is hard to quit smoking once you start • cessation programs are available in the community
<p>D3) encourage other persons not to use tobacco</p>	<p>This is an opportunity to introduce and practise decision making and refusal skills if a student is invited/challenged to use these products. This practice may be in the form of a skit or a puppet show performed by students. (A,V,T,K) (K,C,A,An,E)</p> <p> Personal Development & Career Planning Curriculum K-2, Outcome 1.2</p>
<p>D4) recognize the pressures created by media messages</p>	<p>Tell the students that you have just discovered an amazing product called "Incredible Ears." Show them two cups and explain that, even though they may look like cups, they are not. Explain that you bought them after you saw an advertisement on TV. "Incredible Ears" help people learn more easily; people who use them get better grades in school. Demonstrate how the product works by placing one cup over each ear, holding them in place with your hands. Tell students that they can buy "Incredible Ears" for only \$0.25, but they will only be sold tomorrow. Ask which students plan to buy "Incredible Ears." Ask the reasons for wanting to buy the product. (Explain that sponsors of programming on TV try to sell products in similar fashion. Famous people, such as movie stars and athletes, make unrealistic claims to try to get consumers to buy the products.) Discuss how the media seek to influence your choices when buying products; for example, use of a time limit, false claims, famous people endorsing products. Create consumer awareness. (A,V) (K,C,An,E)</p>

Grade 2 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses individual student's safety rules and places them in portfolios. (V,T) (K,C,A) 	<p>Video: Come See About Medicines (705267, VH)</p> <p>Skills for Growing: Unit 4, Grade 2</p> <p>Video: Mr. Finley's Pharmacy (701939, VH)</p> <p>How To Decide (705740, VH)</p> <p>Sooper Puppy Drug, Education Sooper Puppy: Puff of Smoke (703788, VH)</p>
<ul style="list-style-type: none"> Teacher assesses the content of the student production. 	
<ul style="list-style-type: none"> Teacher assesses students' responses about how common drugs can affect the body and mind. (A) (K,C) 	
<ul style="list-style-type: none"> Teacher assesses individual and group responses to the claims made in various media (e.g. newspapers, magazines, radio, television) (A) (K,C) 	

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

GRADE 3

This introductory lesson is intended to set the stage for Health Education in grade 3.

Setting The Scene - Grade 3

The following are questions to guide teacher and student reflection when using the curriculum.

- What is Health?
- What are the components of health?
- What does it mean to be healthy?
- What are the short-and long-term benefits of being healthy?
- What influences our health?
- What does it mean to promote health?
- Who in our society is responsible for health and for health promotion?
- What actions can individuals and groups take to promote health?
- What careers are available in the health cluster?


Day One - How to Get Started

Outcome	Learning and Teaching Suggestions
Students will be able to identify benefits of being healthy.	Following a story where a modern, healthy child is described, discuss the benefits of being healthy. What can a child do to maintain or improve his/her health? How does being healthy as a child affect a person's health when he/she grows up? Invite a healthy senior to discuss with students how he or she maintains health.

Assessment Strategies	Resources
Have students write a thank-you card to the guest speaker, explaining what they learned from the presentation.	Health Curriculum At A Glance, Page 10, Grade 3.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.


Grade 3 – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 3, students will be expected to</i></p> <p>A1) distinguish between communicable and non-communicable diseases</p> <p><i>Elaboration:</i> learn common ways in which diseases are transmitted and how to avoid their transmission; relate lifestyle to prevention (refer to lungs and heart); consider how environmental pollution might contribute to some diseases</p>	<p>Discuss the difference between diseases people catch (via germs) and diseases people don't catch (e.g. heart disease). Discuss the meaning of "risk" and "prevention." Healthy habits (e.g. proper rest, healthy eating and physical activity) are good for your heart and lungs. As an example, discuss the dangers of smoking (first-and second-hand smoke), and how smoking relates to heart and lung disease. (A) (K,C,E)</p> <p>Discuss how some diseases are transmitted through contact with blood or body fluids. (e.g. HIV/AIDS). Practise prevention and precautions when handling sharp objects (compasses, scissors, etc.) which have blood/body fluids (simulated by water) on their surfaces. (A,V) (K,C)</p> <p>Describe the structure and function of an artery for carrying blood away from the heart. Ask students to touch their thumb and forefinger together to form a circle. Then ask them to move their forefinger so the circle shrinks in size. Compare this to an artery and its ability to change size. (A,V) (T)</p> <p>Fill two glasses with the same amount of water. Using two volunteers, give one student a straw and the other a coffee filter through which to drink the water simultaneously. Discuss the result; (i.e. the straw works faster than the filter). Make an analogy between the straws and the function of the arteries, as well as between the coffee filter and clogged arteries. Alternatively, use a tube from a paper towel roll (artery) and pour water (blood) through it. Simulate a clogged artery by lining the tube with paper towel. Discuss examples of how we are able to keep our heart and arteries healthy. Make a class chart of healthy habits for the heart and lungs. (A,V,T) (K,C,A,S)</p>
<p>A2) describe ways to make the community a healthier and safer place to live and work</p> <p><i>Elaboration:</i> what is a community; accidents are preventable; how to make improvements; student's role in accident prevention; basic first aid</p>	<p>One context in which to reach this outcome is bicycle safety. Discuss the parts of a bicycle (using diagrams and books) and safety tips for each part. Give students a picture of a bicycle and have them label the various parts and write safety tips for each part. Students can work on chants (songs), poems or posters related to teaching others about bicycle safety. Emphasize that we all have responsibility in keeping the community safe. This physical activity should be repeated using bus safety as the focus. (A,V,T) (K,C)</p> <p><i>Other contexts for regional safety concerns might be fishing, farming, forestry or industrial settings, winter safety, recreational vehicles, rabies prevention.</i></p> <p> Science - Grade 2 - APEF Outcome 103-8 in Air and Water in the Environment</p>
<p>A3) state benefits of smoke-free environment</p> <p><i>Elaboration:</i> for self (second-hand smoke dangerous), for business (the potential of fire, product smells, maintenance)</p>	<p>Discuss the benefits of a smoke-free environment. Name some places where a smoke-free environment exists, and discuss how this makes it a healthier environment. (A) (K,C)</p>

Grade 3 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' lists of communicable and non-communicable diseases and prevention strategies. (A,V,T) (K,C) 	<p>Video: <i>Germs Make Me Sick</i>, (704533, VH)</p> <p>Primarily Health - "When I'm Sick," (Thematic Kit, 021090; 6-pack pupil books, 021100; Big Book, 021110; Story Cassette, 021120)</p> <p>Video: <i>The Magic School Bus - Inside The Human Body</i> ISBN 0-590-41427-5</p> <p>Universal Precautions Poster - To Prevent Transmission of Blood Borne Diseases, Canadian Public Health Association, 613-725-9826</p> <p>Choices for Life, Health and Safety Activities - A3, A5, B1, C2, C3, C13, D1, D4, D5, E2, E3, E4, E7, E20, E21, F1, F2, F3, F11, F14, G4, H1, H5; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>Bus Riders Safety Program, K-4</p> <p>School-based Playground Safety Program</p> <p>Learn Not to Burn, (local fire service)</p>
<ul style="list-style-type: none"> Teacher assesses students' list of accidents that occur in their community and prevention strategies. (A,V,T) (K,C) Teacher assesses students' posters. (V) (K,C,S) 	<p>"Come Sit By Me," Merrifield and Collins, 1990 for Children 4-8</p> <p>Healthy Bodies (Lion's Quest) Grade 3 - Lessons 4 and 5 (Teacher Resource - 021150)</p> <p>Right Rider Video (RCMP)</p> <p>Rabies and You</p> <p>"The Elementary Safety Book for Children" (available at doctors' offices)</p> <p>"A Teacher's Guide to Electrical Safety" - NB Power Health and Safety Services</p>
<ul style="list-style-type: none"> Teacher assesses students' list of restaurants and business establishments in their community that are smoke-free. (A,V,T) (K,C) 	<p>"We Can Help" program (Presentation, student resources and Instructor's Resource book available from St. John Ambulance.)</p> <p>"Pedal for Safety" presentation - Contact a Public Safety Officer in Department of Public Safety.</p>



Grade 3 – A. Protecting Yourself, Your Family and Your Community

<p style="text-align: center;">Outcomes</p>	<p style="text-align: center;">Learning and Teaching Suggestions</p>
<p><i>By the end of grade 3, students will be expected to</i></p> <p>A4) define "abuse," using age appropriate language</p> <p><i>Elaboration: forms of abuse to include physical, sexual and emotional</i></p>	<p><i>The correct terminology for parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p> <p>Using the video material and its accompanying guide as a lead, generate discussion by students about the concept of abuse and what activities are regarded as abuse in its various forms. (A,V) (K,C)</p> <p>♥ <i>Emphasize with students that the person who has been abused is not at fault. Reinforce that it is absolutely necessary to tell about any abuse they know about or have experienced.</i> (A) (K,C)</p> <p>Discuss the difference between secrets you keep and those you don't.</p> <p><i>Statistically, the offender is often known to the child.</i></p> <p style="text-align: center;"> Social Studies Curriculum, 3.3.2</p>
<p>A5) recognize techniques used to lure children</p> <p><i>Elaboration: learn defensive tactics to be used against a suspected offender</i></p>	<p>Review the discussions for this unit in grade 2, which asked students to consider how to respond to the what if...? questions related to actions by offenders. (A) (K,C,An,S)</p>

Grade 3 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' understanding of the different types of abuse. (A) (K,C) 	<p>Video and guide: <i>Feeling Yes, Feeling No</i> (Part 2) (701544, VH)</p> <p>Video and guide: <i>Feeling Yes, Feeling No</i> (Part 3) (701545, VH)</p> <p>Video and guide: <i>Child Lures</i> (701531, VH)</p> <p>Video: <i>Now I Can Tell You My Secret</i> (701532, VH)</p> <p>Video: <i>Better Safe Than Sorry 2</i> (702629, VH)</p> <p>Video: <i>Child Abuse; Don't Hide The Hurt</i> (704599, VH)</p>
<ul style="list-style-type: none"> Teacher assesses students' responses to at least five techniques used by offenders to lure children. (A) (K,C) 	<p>Video: <i>Come in From The Storm Series Diary</i> (702117, VH) (RIGHTS)</p> <p><i>Necklace</i> (702109, VH) (RIGHTS)</p> <p>For Teacher Use <i>Feeling Yes, Feeling No: The Adult Film</i> (701546, VH)</p> <p><i>Child Abuse: A Multi-Discipline Approach to Physical Abuse</i> (705631, VH)</p> <p><i>Child Abuse: A Multi-Discipline Approach to Sexual Abuse</i> (705632, VH)</p> <p>Healthy Bodies (Lion's Quest) Grade 3 - Lesson 5 (Teacher Resource, 021150)</p>


Grade 3 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 3, students will be expected to</i></p> <p>B1) describe personal habits that contribute to improved health</p> <p><i>Elaboration:</i> food choices; physical activities; regular medical checkups; dangers of dieting</p>	<p>Review Canada’s Food Guide to Healthy Eating, emphasizing healthy food choices. Examine foods from different cultures and classify them by food groups. Discuss the benefits of healthy food choices, physical activities, healthy bodies and comfortable body image. Ask students if they have visited the doctor and what things the doctor checked for (e.g. heartbeat with a stethoscope; weight; blood pressure; ears with otoscope; temperature with a thermometer, sight, using an eye chart). Discuss the difference between regular checkups and going to the doctor when there is a problem. (A,V) (K,C,S,E)</p> <p>Students create a chart, diagram and/or picture of the various instruments used by doctors and health professionals (dentist, optometrist, etc.). Students indicate their impressions of the use of each instrument in helping the doctor do his/her job. The teacher may wish to bring in examples of instruments used by various types of doctors or to use pictures. (V,T) (K,C,A,An)</p> <p>Have students maintain a health activity journal. (A,V,T) (K,C,A)</p> <p> Personal Development & Career Planning Curriculum, Grades 3-5, Outcome 3.3</p> <p> Elementary Physical Education Curriculum, Grades 2-3 Section, Outcomes 1 and 2 in "Knowing" section and all of "Doing" section</p>

Grade 3 – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> • Teacher evaluates students' lists or drawings of five personal habits that contribute to improved health. (V,T) (K,C) • Teacher assesses students' charts/diagrams of the instruments previously discussed. (A) (K,C) • Teacher evaluates students' healthy activity journals. (V,T) (K,C,A,S) 	<p>Canada's Food Guide to Healthy Eating- Health Canada</p> <ul style="list-style-type: none"> • Canada's Food Guide to Healthy Eating – Focus on Children Six to Twelve Years – Health Canada • Food Guide Facts – Background for Educators and Communicators • Nutrition Resources – Local Public Health Office <p>Video: <i>Come See What The Doctor Sees</i> (705266, VH)</p> <p>Healthy Bodies (Lion's Quest) Grade 3 - Lesson 3 and Introduction (Teacher Resource, 021150)</p>




Grade 3 – C. Growth and Development

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 3, students will be expected to</i></p> <p>C1) describe and recognize the importance of dental-care activities</p> <p><i>Elaboration:</i> correct brushing techniques; frequency of brushing; flossing; dental checks; foods that are helpful and harmful to dental care</p>	<p>Discuss the structure of a tooth. Use a diagram and label the parts of a tooth (crown, root, enamel), describing the function of each. Describe proper brushing and flossing techniques, length of brushing time and frequency, as well as the frequency and purpose of dental checkups. Explain the importance of fluoride in toothpaste as a means of protecting teeth from decay. Ask students to check their toothpaste at home for fluoride content. A local qualified speaker may be invited as a guest speaker to discuss such procedures with the class. Discuss the relationship of food choices and dental care. (A,V,T) (K,C)</p> <p><u>Demonstration:</u> Collect some egg shells to represent teeth. Fill clear jars with the following liquids: water, lemon juice, strong tea, strong coffee, and a selection of soft drinks. Place a tooth (egg shell) in each jar. Have the students write down their predictions as to which liquids will stain the teeth. Let the jars sit for a week or two. Make observations throughout the time period. (A,V,T) (K,C,An,S,E)</p> <p>♥ Discuss the following:</p> <ul style="list-style-type: none"> • What colour are your teeth? (white) • Do all people have white teeth? (no, some people have stained teeth) • Of all the liquids you tested, which ones stained the teeth? (answers will vary, tea and coffee will stain teeth) • How can you prevent your teeth from staining? (by not drinking liquids which stain teeth, brushing regularly, and visiting the dentist regularly) <p style="text-align: center;"> Math Curriculum, F1, F3</p>
<p>C2) recognize developing abilities that relate to growth, understanding that we all grow and change at different rates</p> <p><i>Elaboration:</i> compare rate of development for humans with animals</p>	<p>Discuss students' present-day abilities compared to their abilities in kindergarten. In pairs, have them share how various abilities have changed (physical, academic, athletic, level of responsibility, favourite foods, family activities, etc.). Compare the human rate of development with that of animals. Observe the development of a tadpole to a frog in comparison to the rate of growth of a human. (A,V) (K,C,An,E). If possible, use the Claris Works Program to draw and label a grid showing the life cycle of an insect or animal. (V,T) (K,C,An,E)</p> <p>Discuss prepubertal changes; (e.g. awkwardness, feet growing faster, signs of body hair, enlarging in the chest, crushes, same sex peer groups).</p> <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p>
<p>C3) identify and describe some of the functions performed by the brain</p> <p><i>Elaboration:</i> the brain is the control centre for body functions; voluntary and involuntary responses</p>	<p>Show a simple diagram of the brain and explain its function. Discuss voluntary and involuntary responses (e.g. moving your arms and legs are voluntary; breathing and our heartbeat is involuntary). Have students try not to blink for as long as possible (involuntary). Ask them to move various parts of their bodies on command (voluntary). Raise the question of how messages are moved from the brain to muscles.</p> <p>♥ <i>Be sensitive to abilities of all students.</i> (A,V,T) (K,C,E)</p>

Grade 3 – C. Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses graph created by the class of levels of fluoride in a variety of brands of toothpaste. (V,T) (K,C,An,E) Teacher assesses students' science experiment report. 	<p>Video: <i>Goofy Over Dental Health</i> (705009, VH)</p> <p>Video: <i>The Tooth and Gum Review</i> (701229, VH)</p> <p><i>The Body</i> Mary Dupuy Smith Scholastic Publications</p> <p>Healthy Bodies (Lion’s Quest) Grade 3 - Lessons 1 and 2 (Teacher Resource, 021150)</p> <p>Video: <i>The Brain</i> (705470, VH)</p> <p>Video: <i>Little Giants, Inside Story of Your Glands</i> (700342, VH)</p> <p>Video: <i>Smart Parts: The Inside Story of Your Brain and Nervous System</i> (700340, VH)</p> <p>Ward, Brian R. <i>Dental Care</i> (Franklin Watts, 1986) ISBN 0-531-10179-7</p> <p>Elgin, Kathleen. <i>The Human Body: The Brain</i> (Franklin Watts, Inc., 1967) ISBN 531-01170-4</p>
<ul style="list-style-type: none"> Teacher assesses students' discussion of the changes they see in themselves since kindergarten. (V) (K,C,E) 	<p>Simon, Seymour. <i>The Brain</i> (Scholastic, 1997) ISBN 0-590-63490-9</p>
<ul style="list-style-type: none"> The teacher assesses individual student’s listings of voluntary and involuntary responses. (V,T) (K,C) 	

Grade 3 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 3, students will be expected to</i></p> <p>D1) describe how the use, misuse and abuse of drugs affects body systems</p> <p><i>Elaboration:</i> short-and long-term effects of depressants (alcohol), stimulants (caffeine, chocolate, nicotine), inhalants (gasoline, glue, markers); purposes; danger signs; peer pressure; health effects</p>	<p>Review the effects of tobacco, alcohol and OTC (over-the-counter) drugs. Discuss reasons for the abuse of such products (e.g. addiction, peer pressure, and weight control). Review the health effects related to the use and abuse of such products (e.g. change in mood, loss of co ordination, lack of concentration). Review the indicators displayed by a person using/misusing/abusing such products. (A) (K,C)</p> <p> Personal Development & Career Planning Curriculum, Grades 3-5, Outcome 1.3</p>
<p>D2) identify the influence of media advertising on healthy behaviours</p> <p><i>Elaboration:</i> show media advertising which targets specific groups</p>	<p>Have students look at advertisements in magazines or commercials on television. Record the number of ads for "sometimes" foods and "always" foods. Compare the frequency and discuss how that influences behaviour.</p> <p> Social Studies Curriculum, 3.3.2</p> <p> Math Curriculum, F1</p>

Grade 3 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessment Suggestions	Resources
<ul style="list-style-type: none"> • Utilizing a conference format or a partner interview technique, the teacher assesses student responses to how drugs affect body systems. (A) (K,C) • Teacher assesses individual student responses to the question of how the use of drugs could become the abuse of drugs. (A) (K,C) 	<p>Video: <i>Sooper Puppy: Drug Education/Sooper Puppy: Puff of Smoke</i> (703788, VH)</p> <p>Video: <i>Why I Won't Do Drugs</i> (705713, VH)</p> <p>Skills for Growing - Units 3 & 4, Grade 3</p> <p>Choices for Life, Health and Safety Activities -C17, F8, F9; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>Video: <i>Come See About Medicine</i> (705267, VH)</p> <p>Video: <i>Attention to Prevention: Inside Story of Substance Abuse</i> (702099, VH)</p>
<ul style="list-style-type: none"> • Teacher assesses students' observations and conclusions. 	<p>Super, Gretchen. <i>What Are Drugs?</i> (Twenty First Century Books, 1990) ISBN 0-8167-2364-8</p> <p>"Use Medicines Wisely: Astro Andy and His Adventures on Earth" (842650, TG)</p> <p>"Use Medicines Wisely: Astro Andy Stories" (842640, TG)</p>

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

GRADE 4

This introductory lesson is intended to set the stage for Health Education in grade 4.

Setting The Scene - Grade 4

The following are questions to guide teacher and student reflection when using the curriculum.

What is Health?

What are the components of health?

What does it mean to be healthy?

What are the short-and long-term benefits of being healthy?

What influences our health?

What does it mean to promote health?

Who in our society is responsible for health and for health promotion?

What actions can individuals and groups take to promote health?

What careers are available in the health cluster?



Day One - How to Get Started

Outcome	Learning and Teaching Suggestions
♥ Students will be able to describe a day in the life of a healthy child.	After a discussion of aspects of a student's day that contribute to a healthy day (remembering that health is a state of complete physical, social, psychological, emotional, and spiritual well-being), students write about a day in their lives or about a day in another child's life, real or imaginary.

Assessment Strategies	Resources
Working in pairs or triads, students share their stories and identify actions that promote health.	Health Curriculum At A Glance, Page 11, Grade 4.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.



Grade 4 – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 4, students will be expected to</i></p> <p>A1) define pollution, identify sources, means of reduction, and methods of control</p> <p><i>Elaboration:</i> noise, chemical odours, pesticides</p>	<p>In pairs or individually, students complete a library/computer search on the definition of pollution. Using magazines, internet and newspapers, students search for articles that are related to pollution. Research may focus on local, regional and worldwide issues regarding pollution. Student research should identify the type of pollution, the cause, the effect, and what can be done to reduce or control the problem. Research should be written and also presented orally. (A,V,T) (K,C,An,E,S)</p> <p>Review the types of pollution that exist. Discuss our role and responsibility as individuals in pollution reduction and control. Students can write letters (on paper or e-mail) suggesting ways to control and reduce pollution. These can be shared within their class and also sent to another class or school to help inform others. (A,V,T) (K,C,An,S)</p>
<p>A2) understand that personal behaviours and choices may affect safety of self and/or others</p>	<p>Define the concepts of choice and consequence. Have students look at all sample choices, options and consequences of choices before making a decision. (A,V) (K,C)</p> <p>Create and circulate scenarios to small working groups of students. The scenarios depict various activities that involve making a decision related to safety. For example, the choices to make before a bike ride, skating on pond ice, sunbathing, approaching an animal (rabies). Discuss food handling safety, playground and school bus safety choices as well. In groups, students review the scenario, discuss the safest decisions that can be made and the consequences of each. (A,V) (K,C,A,An,E)</p> <p>Students create their own safety scenario cards to challenge each other. The front of the card describes the scenario, and the back of the card explains the safest decisions as well their consequences. (V) (K,C,An,E)</p> <p><i>Re hepatitis B immunization program, this is an excellent example of how diseases can be prevented. Explain the disease, methods of transmission and the purpose of immunization. ♥</i></p> <p> Personal Development & Career Planning Curriculum, Grades 3-5, Outcome 1.3</p> <p> Physical Education Curriculum, Grades 4-5 Section, Outcome 4 in "Knowing" and # 4 & 5 in "Valuing"</p>
<p>A3) recognize and identify lures used by offenders</p> <p><i>Elaboration:</i> assertive responses</p>	<p>Through class discussion and use of videos, students are encouraged to review their understanding of good/bad touches and sexual assault. Role-plays may be used to help students to identify lures used by offenders and to practise the assertive skills that can be used to defend against the advances of an offender. It is also important for students to identify a person in whom they can trust to tell about behaviour they suspect is abusive. (A,V,T,K) (K,C,A,An,E)</p> <p>Brainstorm who an offender/perpetrator could be (a friend, family member, stranger, babysitter, sibling). Statistically, the offender is often known to the child.</p>

Grade 4 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses individual student's written research reports and letters. (V,T) (K,C,An,S,E) Teacher assesses individual student's oral presentations on pollution. (A) (K,C,A,An,E,S) 	<p>Choices for Life, Health and Safety Activities - A1, A5, C1, C2, C3, D1, D3, E7, E13, F4, F9, G4, G6, G8, G9, H1, H2; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>Skills for Growing - Positive Decision Making, Grade 4</p> <p>Video: <i>How I Learned Not To Be Bullied</i> (704794, VH)</p> <p>Video: <i>Too Smart For Strangers</i> (703418, VH)</p>
<ul style="list-style-type: none"> Teacher assesses the validity of the messages on the students' cards and displays them in a classroom or school setting. (V,T) (K,C,E,S) Teacher places students' safety scenario cards in their portfolios. 	<p>Video: <i>Yes, You Can Say NO</i> (701527, VH)</p> <p>Video: <i>Feeling Yes, Feeling No</i> –Series Four parts - (701543, VH to 701546, VH)</p> <p>Video: <i>Now I Can Tell My Secret</i> (701532, VH)</p> <p>Video: <i>Billy The Bass</i> (705626, VH)</p> <p>Bus Riders' Safety Program, K-4</p> <p>Healthy Bodies (Lion's Quest) Grade 4 - Lesson 5 (Teacher Resource, 021160)</p> <p>Rabies and You</p> <p>Hepatitis B Tear Off Sheet, Public Health</p> <p><i>Say No and Mean It</i>, W2259</p> <p>Hahn, James & Lynn. <i>Recycling</i> (Franklin Watts, 1973) ISBN 0-531-00805-3</p> <p>Lauber, Patricia. <i>Too Much Garbage</i> (Garrard Publishing Co., 1974) ISBN 0-8116-6102-4</p>
<ul style="list-style-type: none"> Based on role-plays, teacher evaluates students' understanding of the importance of personal safety and their demonstration of assertiveness skills. (T,K) (K,C,A) 	<p><i>Fight Back for Food Safety</i>: Activity 1 and 2</p> <p>Video: <i>I Can Make Good Choices</i> (705028 VH)</p>



Grade 4 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 4, students will be expected to</i></p> <p>B1) apply the principles of healthy eating and physical activity to their daily lives</p> <p><i>Elaboration:</i> accept personal responsibility for daily requirements, dangers of dieting</p>	<p>Review the purpose and philosophy of Canada’s Food Guide to Healthy Eating and Canada’s Physical Activity Guide. Discuss as a group a definition of health and the relationship between personal health and personal responsibility. How is personal health improved and maintained? How do I get there? – In the same way that we write directions to a new place, students write directions to achieve proper nutrition and/or physical activity. For instance, the directions can describe step-by-step means for reaching proper nutrition. The directions are supported by the creation of a map. There are no restrictions to this activity. Allow students to use their imaginations and knowledge of nutrition. The directions and map are shared with others. (V,T) (K,C,An,E,S)</p> <p>Goal Setting - It is important that students begin to realize their personal responsibility in achieving overall health. Students develop goals as they pertain to health, physical fitness and nutrition. These goals should continuously be reviewed and reflected upon by asking such questions as What have I done to achieve my goals? What can I do better to achieve my goals? How do these goals affect my well-being? (A,V,T) (K,C,A,An,E,S)</p> <p>♥ On a large piece of paper, students trace an outline of their bodies, without internal or external details. Depending on availability of space, this can be done for the actual or half the size of their body. On the inside of the outline, students fill in their body with everything the body needs to be healthy. This can be done with pictures, words, descriptions, poems and stories. Everything that helps achieve health can be included in this space. Getting enough sleep, types of physical activity, washing and eating well are all examples of healthy activities. On the outside of the outlined bodies, students should focus on the benefits of healthy choices; for example, strong muscles, healthy teeth, feeling good. Encourage students to express all that comes to mind in terms of the benefits of attaining health. (T,K) (K,C,A,An,S)</p> <p> Personal Development & Career Planning Curriculum, Grades 3-5; Outcomes 2.3 and 3.3</p> <p> Elementary Physical Education Curriculum, Grades 4-5 section, all of "Doing", Specific Learning Outcome 3 in "Knowing" and 2, 3 and 5 in "Valuing"</p>
<p>B2) develop an understanding of various influences on body shape and size</p> <p><i>Elaboration:</i> healthy eating practices, physical activity, heredity, growth and development, and realistic body image.</p>	<p>Divide the class into small groups. Have students brainstorm and use magazines to find words and pictures for each of the four influences on body shape and size. Groups divide their words and pictures under the four influences. Each group reports back, and the class makes a mural divided into the four headings.</p> <p>Suggestions:</p> <p>Eating Practices - pictures of snacks; different foods.</p> <p>Physical Activity - sports; playing; biking</p> <p>Heredity - pictures of persons of different ethnic backgrounds</p> <p>Growth and Development - people of different shapes / sizes; changing bodies</p> <p><i>Teacher Note: Guided discussion for heredity and growth and development may be required to fill in the gaps. (A,V,T,K) (K,C,A,S,A,E)</i></p>

Grade 4 – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> • Teacher assesses the definition of health and personal responsibility generated in the group discussion. (A,V) (K,C,A,S) • Teacher assesses students' classification of the foods available in their school according to the Food Guide. • Create a game situation to assess students' knowledge of physical activity guide. • The teacher assesses individual student maps or co-operative learning group maps. (V) (K,C,An,E,S) • The teacher assesses students' journal entries regarding their personal responsibility in achieving good health. (V,T) (K,C,An,E,S) • The teacher displays each student's outline of the body with additions to both inside and outside of body in an appropriate school location. The teacher assesses student responses to how students achieve good health and to their replies regarding the benefits of healthy choices. (A,V,T) (K,C,An,E,S) • Teacher assesses the breadth of their findings, thinking particularly about their application under heredity and growth and development (A,V,T,K) (K,C,An,E,S) 	<p>Healthy Bodies (Lion's Quest) Grade 4 - Lessons 1 and 3 (Teacher Resource, 021160)</p> <p>Video: <i>What Are Feelings?</i> (705741, VH)</p> <p>Canada's Food Guide to Healthy Eating – Health Canada</p> <p>Canada's Food Guide to Healthy Eating – Focus on Children Six to Twelve Years – Health Canada</p> <p>Food Guide Facts – Background for Educators and Communicators</p> <p>Nutrition Resources – Local Public Health Office</p> <p>Canada's Physical Activity Guide to Healthy Active Living - Health Canada</p> <p>Solheim, James. <i>It's Disgusting and We Ate It!</i> (Scholastic Inc., 1998) ISBN 0-439-13324-6</p> <p>Perry, Susan. <i>The Body Bandits</i> (The Child's World, Inc., 1993) ISBN 0-89565-875-5</p> <p>Gaskin, John. <i>Eating</i> (Franklin Watts, 1984) ISBN 0-531-04632-X</p> <p>Ward, Brian R. <i>The Skeleton and Movement</i> (Franklin Watts, 1981) ISBN 0-531-04291-X</p> <p>May, Julian. <i>How to Build a Body</i> (Creative Educational Society, 1970) ISBN 87191-035-7</p>

Grade 4 – C. Growth and Development

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 4, students will be expected to</i></p> <p>C1) identify the structure and function of the digestive system</p>	 <p>Science - Grade 5 - APEF Outcome 302-5a in Meeting Basic Needs and Maintaining a Healthy Body</p> <p>Using construction paper, step by step, the teacher and class cut, paste and create a model of the digestive system. The teacher reviews the names of the parts of the digestive system, their location and function. After the diagram is complete, students define the digestive system and the functions of each part. Review the path of food from entry to excretion. (A, V, T) (K, C, An, S)</p> <p>Pairs of students choose a part of the digestive system (mouth, throat, intestines, etc.). Students research (using computer, internet, literature) the location and function of the specific part. Students present, using a variety of genres, this information to the class. (A) (K, C, An, E, S)</p> <p>Students create stories describing the travels of food throughout the digestive system. For example, write the experiences of a carrot as it travels through the different parts of the digestive system. (A, V) (K, C, An, S)</p>
<p>C2) recognize personal hygiene as an important means of caring for oneself and maintaining health</p>	<p>Review the meaning and importance of personal hygiene. Include changes that occur as hormones increase (e.g. need for deodorant, increased bathing, breast development, penis size). Students work on a list of personal hygiene practices. Review the list as a group, adding other examples as necessary. (A, V) (K, C, An, E)</p> <p>Selling personal hygiene – Review how products are sold and why we choose to buy certain products. Discuss the importance of using unscented products. The goal is to sell personal hygiene to others. Each student chooses one personal hygiene practice to sell (brushing teeth, washing body, etc.). The goal is to sell the health practice to others by identifying the hygiene practice, its importance, when and how it should take place. This information can be relayed as a poem, story, picture, song, skit, advertisement or any other method that successfully shares the information with others (multiple intelligences). (A, V, T, K) (K, C, A, An, E, S)</p>  <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p>
<p>C3) recognize body changes and respect individual physical and cultural differences</p> <p><i>Elaboration:</i> personal strengths, male and female stereotypes, healthy body image.</p>	<p>Common Groupings – Push desks to the side of the class to provide an area for movement. The teacher provides each student with a different picture or photograph of a person. The pictures should represent a variety of backgrounds, age, physical characteristics and cultures. The teacher calls out various examples of physical characteristics, and the students group according to similar characteristics their picture shares with those of other classmates. For example, if hair colour is announced, students group according to similar hair colour shown in their pictures. Other characteristics might include freckles, height, sex, eye colour, type of clothing. The students regroup accordingly. A discussion follows on how the activity relates to the desired outcome. (A, K) (K, C, A, An, E)</p> <p>♥ Celebration of self – Students create a project entitled "Who Am I?". Topics to be covered may include physical description, changes over the years, things they enjoy about themselves. After the content is reviewed by the teacher, reports are compiled in a binder where students may read other students' stories. This is an excellent activity to do at the beginning of the school year. Students are invited to share their projects. (A, V) (K, C, An, E, S)</p> <p><i>Teacher Note: Encourage a variety of genres.</i></p> <p>Review prepubertal changes as covered in grade 3 (C2).</p>

Grade 4 – C. Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses student presentations. (A,V) (K,C,An,E,S) Teacher assesses the accuracy of individual student's stories. 	<p>Video: <i>Down, Down, Down: The Inside Story of Digestion</i> (700338, VH)</p> <p>Video: <i>Who Am I, Anyway?</i> (704678, VH)</p> <p>Video: <i>Everybody's Different</i> (704562, VH)</p> <p>Healthy Bodies (Lion's Quest) Grade 4 - Lessons 1 and 2 (Teacher Resource, 021160)</p>
<ul style="list-style-type: none"> Teacher assesses students' list of personal hygiene practices. (A,V) (K,C,An,E) Teacher assesses students' demonstration of the value of personal hygiene practices. (A,V) (K,C,An,E,S) 	<p>Video: <i>The Magic School Bus -Inside The Human Body</i> ISBN 0-590-41427-5</p> <p>Parker, Steve. <i>Eating a Meal, How You Eat, Drink and Digest</i> (Franklin Watts, 1991) ISBN 0-531-14086-5</p> <p>Cosgrove, Margaret. <i>Your Muscles and Ways to Exercise Them.</i> (Dodd, Mead & Co., 1980) ISBN 0-396-07787-0</p> <p>Showers, Paul. <i>What Happens to a Hamburger</i> (Thomas Y. Crowell Co., 1970) ISBN 0-690-87540-1</p>
<ul style="list-style-type: none"> Teacher assesses students' projects. (A,V) (K,C,A,An,S) 	

Grade 4 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 4, students will be expected to</i></p> <p>D1) recognize how media messages encourage health-related product use and selection</p> <p><i>Elaboration: different advertising techniques: bandwagon, testimonial, image advertising, weasel, omission, repetition, scale, association, name-calling. (See appendix for definitions.)</i></p>	<p>Present to the class various examples of advertising (newspaper, magazines, and TV commercials). Discuss several forms of media messages and their purposes, target audience, methods of intriguing the audience, accuracy of the facts and claims presented; for example, the accuracy and message of a beautiful, healthy, thin person with white teeth advertising a brand of cigarettes. Utilizing various forms of advertising that have been screened by the teacher for appropriateness, students choose one to critique. In written form, students describe the message, target audience and related issues surrounding the one they have chosen. (A,V) (K,C,An,E,S)</p> <p>Collect ads that use these techniques. Make a display of these ads and tell which technique is used in each example. Discuss reactions to each ad. (A,V,T) (K,C,A,S,An,E)</p> <p>Choose an ad and rewrite it, using one of the advertising techniques. Discuss. (A,V) (K,C,A,S)</p>
<p>D2) define and compare the meaning of addiction, abuse, misuse and proper use in terms of <u>legal drugs</u></p> <p><i>Elaboration: over-the-counter and prescription drugs; environmental tobacco smoke; alcohol; sharing drugs; an awareness of addictive nature of nicotine</i></p>	<p>Students, individually or in groups, develop a definition of, and provide examples for, each of the following: addiction, abuse, misuse and proper use of drugs. A chart is created with the four types of drug use, each having a definition and a description or picture for each example. It is important to compare and contrast each type of drug used. (A,V,T) (K,C,A,An,S)</p>
<p>D3) demonstrate a knowledge of environmental sensitivities and allergies</p>	<p>Discuss the meaning of allergy, types of allergies, how they affect people and our role in being sensitive. Use personal anecdotes to explain allergies and their impact on individuals. Invite students or other speakers to share their personal experiences with allergies, specifically describing how allergies affect personal lives. Inform students of the use of EpiPens in the case of anaphylactic shock. Students make an inventory of their classroom (and possibly the school) to determine how allergy-sensitive they are and make recommendations for improvements. Students develop work plans to implement their suggested improvements. (A,V) (K,C,An,E)</p>

Grade 4 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessments Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses each student’s critique of advertisements. The assessment will note student’s attention to the advertisement’s message, target audience and any related issues surrounding the chosen advertisement. (A,V) (K,C,An,E,S) Teacher assesses placement of ads. (A,V,T) (K,C,A,S,An,E) Teacher assesses final advertisement. (A,V) (K,C,A,S) 	<p>Video: <i>Say No To Smoking - Inside Info</i> (705299, VH)</p> <p>Video: <i>Saying No To Smoking</i> (702856, VH)</p> <p>Video: <i>Straight Up</i> (704566, VH)</p> <p>Skills for Growing, Unit 4, Grade 4</p> <p>Choices for Life, Health and Safety Activities - E7; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>Video Series, <i>Just For Me</i>, 1992 (704689-704694)</p>
<ul style="list-style-type: none"> Students may use positive peer evaluation to assess individual student participation in their group in preparing a “four types of drug use” chart. (A,V) (K,C,An,E) Teacher assesses students' understanding of the terms. (A,V) (K,C) 	<p>Video: <i>I Don't Buy It</i> (704694, VH)</p> <p>Video: <i>Mr. Finley's Pharmacy</i> (701939, VH)</p> <p>Benadryl Allergy Activity Book 1-888-996-8455, www.benadryl.com</p>
<ul style="list-style-type: none"> Teacher assesses inventories and progress on student work plans. (A,V) (K,C,An,E,S) 	

SPECIFIC CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES

GRADE 5

This introductory lesson is intended to set the stage for Health Education in grade 5.

Setting The Scene - Grade 5

The following are questions to guide teacher and student reflection when using the curriculum.

What is Health?

What are the components of health?

What does it mean to be healthy?

What are the short-and long-term benefits of being healthy?

What influences our health?

What does it mean to promote health?

Who in our society is responsible for health and for health promotion?

What actions can individuals and groups take to promote health?

What careers are available in the health cluster?



Day One - How to Get Started

Outcome	Learning and Teaching Suggestions
Students will be able to explain that students' decisions influence their health.	"Walk and Gawk Activity/Carrousel" Post each of the above questions on a separate piece of chart paper. Assign each group to begin at a different question. Group records answer to the question and then rotates to the next question on a signal. At the next station, groups may add responses. Continue until all groups have completed questions (having each group use a different colour of marker increases the effectiveness of this activity). Distribute three "sticky" dots to each student and ask students to vote by placing their dots next to responses they agree with most. Discuss.

Assessment Strategies	Resources
Teacher assesses appropriateness of students' answers.	Health Curriculum At A Glance, Page 11, Grade 5.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.

Grade 5 – A. Protecting Yourself, Your Family and Your Community

<p>Outcomes</p>	<p>Learning and Teaching Suggestions</p>
<p><i>By the end of grade 5, students will be expected to</i></p> <p>A1) describe their role in promoting safety and preventing injuries</p> <p><i>Elaboration: understand the concept of basic first aid as a strategy to prevent further illness and/or injury</i></p>	<p>Ask students to discuss the definition of "prevention." Discuss the meaning and validity of the statement "All accidents are preventable." As a class discuss how we can help others understand that injuries and accidents can be prevented. Include in discussions safety at school, at play and on the bus, and safety for different seasons. (A) (K,C)</p> <p>Poster Campaign - Students brainstorm safety issues that are relevant to their age group, interests, activities and locale. Students create posters to promote these safety issues. The posters may be displayed around the school to help educate others. (V,T) (K,C,A,An,S)</p> <p> Elementary Physical Education Curriculum, K-5, Grades 4-5 Section, Outcomes 4 and 5 in "Valuing" and Outcome 4 in "Knowing"</p>
<p>A2) describe how the human immune system acts in the body's defence</p>	<p>Review how germs and disease enter the body. Include in the review body piercing and tattooing practices. Students can draw an outline of a body and show all the areas where germs are able to enter the body. Describe the body's defence system and the role of skin, tears, nasal mucus, oils, etc. in protecting our body against germs. Brainstorm ways to keep our defence system strong and healthy (rest, physical activity, hygiene, proper nutrition and immunization). Include in the discussion how to prevent illness from bacteria in food by proper food handling and storage. (A,V) (K,C,An,S)</p> <p> Science - Grade 5 - APEF Outcome 302-8 in Meeting Basic Needs and Maintaining a Healthy Body</p> <p>Students choose a medium (e.g. cartoon, story, skit) to depict our body's fight against germs (e.g. soldiers representing the strength of our body's immune system against germs). (A,V,T,K) (K,C)</p>
<p>A3) identify the effect of disease on the human body</p> <p><i>Elaboration: communicable and non-communicable; viral and bacterial; prevention and protection</i></p>	<p>As a class, define, compare and provide examples of non-communicable and communicable diseases. (A,V) (K,C,An)</p> <p>♥ Research Projects: Individually or in small working groups, students choose a communicable or non-communicable disease to research. Throughout their research, students seek the following information: definition of the disease, symptoms, causes, prevention, treatment and prognosis. Students choose a medium to report their findings to share with the rest of the class and submit for evaluation. (A,V,T,K), (K,C,A,An,E,S) (Examples of communicable diseases are chicken pox, common cold, pneumonia, measles, mononucleosis, hepatitis, HIV, AIDS and rabies.) Draw attention to the importance of avoiding direct contact with blood. (Examples of non-communicable diseases are heart disease, cancer, diabetes.)</p>

Grade 5 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' posters. (V) (K,C,A,An,S) 	<p>Choices for Life, Health & Safety Activities - C13, D3, D4, D5, D7, E2, E7, E12, E13, E20, F1, F2, F4, F7, F11, F12, F13, F14, G1, G4, G8, H2, H5; Workplace Health, Safety and Compensation Commission (WHSCC) (Available to all schools free of charge 1-800-442-9776.)</p> <p>Video: <i>Come And See What First Aid Can Do For You</i> (705269, VH)</p> <p>Video: <i>Protection Against Infection: Immune System & AIDS</i> (701705, VH) (RIGHTS)</p> <p>Video: <i>Inside Story Protection Against Infection: Immune System and Aids</i> (702509, VH)</p> <p>Video: <i>The Internal Police</i> (704675, VH) (selected segments)</p> <p>Healthy Bodies (Lion's Quest) Grade 4 - Lesson 4 (Teacher Resource, 021160)</p>
<ul style="list-style-type: none"> Teacher assesses students' representations of the body's fight against germs. (V) (K,C,A,An,S) 	<p>Healthy Bodies (Lion's Quest) Grade 5 - Lessons 4 and 5 (Teacher Resource, 021170)</p> <p>District Bus Safety Policies</p> <p>Rabies and You</p> <p>Walvoord Girard, Linda. <i>Alex, The Kid With Aids</i> (Albert Whitman & Co., 1991) ISBN 0-8075-0245-6</p> <p>Showers, Paul. <i>No Measles, No Mumps For Me</i> (Thomas Y. Crowell, 1980) ISBN 0-690-04017-2</p> <p>Taylor, Barbara. <i>Everything You Need to Know About Aids</i> (The Rosen Publishing Group, Inc., 1988) ISBN 0-8239-0809-7</p>
<ul style="list-style-type: none"> Teacher assesses students' presentations of their research projects. (A,V,T,K) (K,C,A,An,E,S) 	<p>Berger, Melvin. <i>Germs Make Me Sick!</i> (Harper Collins, 1995) ISBN 0-06-024249-3</p> <p>Video: <i>Germs Make Me Sick</i> (704675, VH)</p> <p>Stevens, Gareth. <i>Famous Names In Medicine</i> (Wayland Publishers Ltd., 1978) ISBN 0-85340-548-4</p> <p>Behm, Barbara. <i>The Story of Medicine</i> (Gareth Stevens Children's Books, 1992) ISBN 0-8368-0049-4</p> <p>Presentation on Winter Safety - contact a Public Safety Officer, Department of Public Safety</p> <p>Fight Bac for Food Safety: Activities 3, 4 & 9</p>


Grade 5 – A. Protecting Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 5, students will be expected to</i></p> <p>A4) understand the intent and importance of "positive," supportive touches and recognize the feelings associated with them</p> <p><i>Elaboration: ensure students discuss different touches and can distinguish between them.</i></p>	<p>Use a co operative game, dance, song or role-play to illustrate different touches and their intent. It is important that students learn that not all touches are bad and to understand their inner feelings. Discuss personal space. Through examples, students can learn to express their discomfort with unwelcome touches in an assertive manner. (A,V,T,K) (K,C,E)</p>
<p>A5) recognize lures and practise safe responses</p> <p><i>Elaboration: consider a range of lures, practise assertive responses and identify community resources children can use in time of need.</i></p>	<p>Video programs and class discussion may be used to help students recognize how potential offenders can lure children away. Include in this discussion internet safety. Role-plays help students to practise assertive responses. (A,V,T,K) (K,C)</p> <p>With the use of video programs, class discussion and presentations by experts (e.g. police, counsellors, lawyers), students learn what activities constitute sexual assault and the terminology associated with this crime. (A,V,T,K) (K,C)</p> <p>Have students work in groups to research topics such as internet safety, sexual assault statistics in NB, child abductions in Canada. (A,V) (K,C,A,An,E,S)</p> <p>Explain the meaning of the terms <i>crime, survivor, offender, sexual assault. (Although legal definitions are important, this outcome should use age-appropriate language to enhance understanding.) Statistically, the offender is often known to the child.</i></p>

Grade 5 – A. Protecting Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' responses during the role-play. (A,V,T,K) (K,C,An,E,S) 	<p>Video: <i>The Touch Film</i> (700608, VH)</p> <p>Video: <i>Yes, You Can Say No</i> (701527, VH)</p> <p>Identify in your community people who are qualified and willing to conduct presentations and discussions with your class.</p> <p>Video: <i>If I Were the Bus Driver</i> Pupil Transportation Series #4009, AMS Distributors, Inc.</p>
<ul style="list-style-type: none"> Teacher assesses students' projects. (A,V) (K,C,A,An,E,S) 	

Grade 5 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 5, students will be expected to</i></p> <p>B1) express the benefits of daily physical activity</p> <p><i>Elaboration:</i> posture; stress management; long-term sedentary lifestyle</p>	<p><i>The activities in B1 and B2 can be combined in one journal activity.</i></p> <p>Ask groups of students to list all the benefits of daily physical activity. You may choose to do this as a co-operative learning activity. Have each group present their results to the other groups. (A,V) (K,C,S,E)</p> <p>Review examples of physical activity ranging from using the stairs rather than an elevator to playing soccer. For a selected period of time, students keep a log of all the physical activity they participate in throughout the day and the benefits of these activities. Upon completion, students evaluate the amount of physical activity recorded. Discuss the benefits of setting goals in terms of daily physical activity. Students may also assess the amount of physical activity in which their family participates. (A,V) (K,C,An,E,S)</p> <p style="text-align: center;"> Elementary Physical Education Curriculum K-5, Grades 4-5 Section, Outcomes 1, 3, 5 in "Knowing", 2, 3, 5 in "Valuing" and all of "Doing"</p> <p>♥ Be sensitive to the limits of physically challenged students.</p>
<p>B2) evaluate their eating habits</p> <p><i>Elaboration:</i> nutritional needs throughout life, dangers of dieting</p>	<p>Students keep a daily record of snacks eaten over a period of a week. Students rate their snacks as "always" foods (inside the rainbow) or "sometimes" food (outside the rainbow). Discuss the snacks outside the rainbow and ask, Why isn't there a food group for them? Can we eat them and still be healthy? Why are too many of the "sometimes" snacks not good? (Answer - They have no real nourishment; they fill us up so we are less hungry for the "always" foods; they often have too much salt, sugar and fat, which can lead to health problems.) (A,V) (K,C,A,An,E,S)</p> <p>Describe how changes in our bodies sometimes affect our eating habits (e.g. increased appetite during growth spurts). (A) (K,C)</p> <p>Describe the effects of undereating and overeating on health. (A) (K,C)</p> <p>Discuss the importance of sanitary food preparation. (A) (K,C)</p> <p>Discuss the importance of a healthy body image. (A,V) (K,C)</p>
<p>B3) begin to critically analyse information on the nutritional value of foods</p>	<p>Students choose one of the following topics, complete a report and present their findings.</p> <p>Review the purpose and function of calories (food energy) and the major food nutrients.</p> <p>Explain that the body needs certain types of fat for optimal health. (A,V) (K,C)</p> <p>Review content information on food labels (e.g. ingredients, calories, additives, calcium). (A,V) (K,C)</p> <p>Describe the influence of media messages on body image (e.g. shape and size). (A,V) (K,C)</p> <p>Discuss the importance of water consumption to good health. (A,V) (K,C)</p>
<p>B4) express benefits of not smoking</p> <p><i>Elaboration:</i> experimentation is not safe and leads to addiction</p>	<p>Groups of students research benefits of not smoking or cessation of smoking and present group findings to the class. (A,V) (K,C,An,E,S)</p>
<p>B5) identify strategies for increasing frequency of breakfast consumption</p>	<p>Class is divided into an even number of small groups. Each group goes to a station where there is a sheet of flipchart paper. Each group brainstorms obstacles to eating breakfast. Each then rotates to the next station and identifies a specific solution for each obstacle. During the class discussion that follows, each group shares at least one obstacle and its solution to it.</p>

Grade 5 – B. Personal Wellness

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Students use peer evaluation to assess lists of the benefits from daily physical activity. (A,V) (K,C,An,E) Teacher assesses appropriateness of students' goals for physical activity and evaluates progress on a regular basis. (A,V) (K,C,A) 	<p><i>Five Day Journal</i> Becel Heart Health Information Bureau</p> <p><i>Healthy Bodies Inside Out</i> Resource Manual – Department of Health and Wellness (2001)</p> <p>Canada's Food Guide to Healthy Eating - Focus on Children Six to Twelve Years Health Canada</p> <p>Food Guide Facts – Background for Educators and Communicators</p> <p>Nutrition Resources – Local Public Health office</p>
<ul style="list-style-type: none"> Teacher assesses appropriateness of students' placement of snacks. (A,V) (K,C,A,An,E) 	<p>Healthy Bodies (Lion's Quest) Grade 5 - Lesson 3 (Teacher Resource, 021170)</p> <p>Health Canada's Guide to Physical Activity</p> <p>Video: <i>What David Found Out</i> (702615, VH)</p> <p><i>Nutrition, Keep Your Balance</i> (W1349)</p> <p><i>Diet and Weight Loss</i> (W1347)</p>
<ul style="list-style-type: none"> Teacher assesses projects. (A,V) (K,C) 	
<ul style="list-style-type: none"> Teacher evaluates group projects. (A,V) (K,C,An,E,S) 	
<ul style="list-style-type: none"> Teacher assesses realism and practicality of obstacles and solutions (e.g. not enough time - get up earlier, eat at school, set out foods in the evening; not hungry - have a breakfast buddy, eat less in the evening, start by eating at least something). 	


Grade 5 – C. Growth and Development

<p>Outcomes</p>	<p>Learning and Teaching Suggestions</p>
<p><i>By the end of grade 5, students will be expected to</i></p> <p>C1) describe the importance of proper hygiene practices</p>	<p>Discuss the importance of personal hygiene practices, emphasizing developmentally appropriate frequency. Brainstorm, as a class, examples of personal hygiene practices. Bring in various personal hygiene products to display, and review the purpose for each. (A,V) (K,C,An,E)</p> <p>Students choose a medium to help teach others about the importance of personal hygiene practices and how to achieve optimal personal hygiene. (A,V,T,K) (K,C,An,S)</p> <p>♥ Poverty; allergies to scents.</p>
<p>C2) identify changes that occur as a result of puberty</p> <p><i>Elaboration:</i> changes occur at different times for each individual; physical & emotional changes have varied impacts</p>	<p>Define puberty and discuss sex characteristics of males and females and the variability among children at this age. Teacher may invite a resource person to talk to the class about puberty and the changes (physical, emotional, social) that take place in females and males. In any event, teachers should follow-up the presentation by revisiting the material, providing opportunities for discussion and question boxes, etc.</p> <p>Show videos on menstruation and male hygiene practices. <i>Co-ed groups are preferable; however, if a decision is made to separate males and females for the viewing of these videos or for discussions relating to these topics, it is important that both groups receive all information. It is recommended that at least one class be conducted with males and females separated so that gender-specific issues can be openly discussed.</i> (A,V) (K,C)</p> <p>Discuss how all living things go through a variety of changes throughout life. Students may wish to interview a parent, grandparent or older family friend about the personal changes the person has observed in him/herself over the years. Review the changes that we experience which can be described as mental, physical, emotional, intellectual and social. (A,V) (K,C)</p> <p>Students draw or bring pictures of themselves at various points in their lives, for example, when they were babies, when they were in grade 1, today, five years from now. Under each picture from the past to the future, students describe the changes that have already taken place and imagine the changes that will come as they get older, taking into consideration physical, psychological, social and emotional changes. (A,V) (K,C,A,An,S)</p> <p>♥ Poverty and foster children. Caution: some children may not have pictures.</p> <p><i>The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.</i></p>

Grade 5 – C. Growth and Development

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses individual students projects on the importance of personal hygiene practices. (A,V,T,K) (K,C,An,E) 	<p>"Smile New Brunswick," a dental health education manual produced by Department of Health and Wellness</p> <p>The Fluoride Mouth Rinse Program pamphlet – Department of Health and Wellness</p> <p>Healthy Bodies (Lion's Quest) Grade 5 - Lesson 2 (Teacher Resource, 021170)</p> <p>Always Changing (teacher's guide, video, booklet for girls, for boys, for parents), Proctor and Gamble (free resource)</p> <p>Video: <i>What's A Hygiene</i> (705929, VH)</p>
<ul style="list-style-type: none"> Teacher assesses interviews (tape recording, videos, written reports, etc.). (A,V,T,K) (K,C,E) Teacher evaluates students' understanding of the physical, intellectual, social and emotional growth process. (A,V) (K,C) 	<p>Video: <i>Human Growth</i> (706043, VH)</p>

Grade 5 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 5, students will be expected to</i></p> <p>D1) describe healthy decision making with regard to drug use and sexual activity / relationships</p> <p><i>Elaboration: refusal skills; misuse of drugs</i></p>	<p>Review decision-making steps. Using the decision-making model, students work on teacher-created scenarios in which a decision must be made. The scenarios can focus on anything from simple decisions to those made about using drugs and alcohol, peer pressure, taking risks, sexual relationships. Emphasize the importance of practising refusal skills. The groups share the various choices involved in their scenarios, the consequences and the steps taken to making the final decision. (A,V) (K,C,An,E,S)</p> <p> Personal Development & Career Planning Curriculum, Grades 3-5, Outcome 1.3, Page 149</p>
<p>D2) identify consequences of smoking</p> <p><i>Elaboration: learn experimentation is not safe and leads to addiction</i></p>	<p>Use or develop Tobacco Loop (Appendix V11) (A,V) (K,C,A,E)</p> <p>Have students create a consequences of smoking tobacco web, utilizing the following titles: Environment (fires, cleaning costs, pollution, litter, etc.), Self (health, addiction, sense of taste, smell, cost, insurance, etc.), Others (health, poor role model, relationships, families coping with illness). (A,V) (K,C,A,S,An,E)</p>
<p>D3) compare stimulants and depressants, identifying their short-and long-term effects</p>	<p>In terms of their effects, define the meaning of stimulant and depressant. Provide common examples of these substances such as coffee, chocolate, caffeine, steroids (stimulants) and alcohol, sleeping pills, morphine, marijuana (depressants). (A,V) (K,C)</p> <p>Working in pairs, students research an example of a stimulant or depressant. Groups prepare findings to present to the class. The presentations should include definitions, what it looks like, how it acts as a stimulant or depressant, long-and short-term consequences/effects of its use and health-related concerns about its use. (A,V) (K,C,An,E,S)</p>
<p>D4) explain how media messages can affect attitudes about themselves and others</p>	<p>Review various types of ads, including tobacco ads. Also include different forms of media. As a class, analyse the ads by discussing the following: reasons for liking/disliking the ad; what is the message of the ad; who is the target audience; why and how it appeals to the target audience. Discuss prominent symbols and popular brand names (e.g. food, clothing) and what makes them so popular. Display the ads in the classroom. Distribute post-it notes. Explain that this is the students' chance to "talk back" to the ads. Students write their comments and post them under the ads. Encourage students to browse among the ads and read all the messages that have been posted. Discuss as a class what students noticed about the comments. (V,T,K) (K,C,A,S,An,E)</p> <p>Have students look at pictures of celebrities. Analyse how these pictures are different from pictures of themselves, their families, their friends. Brainstorm descriptive words for "reality cool" and "media cool." Create a display, using the headings "Reality Cool" and "Media Cool" and place the words and pictures under the appropriate headings. Encourage students to bring in pictures of family and friends to add to the display. (A,V,T) (K,C,A,S,An,E)</p>

Grade 5 – D. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessment Suggestions	Resources
<ul style="list-style-type: none"> Teacher assesses students' explanations of the decision-making process. (A,V) (K,C,An,E,S) 	<p>Lion's Quest - Skills For Growing, Unit 4, Grade 5</p> <p>Video: <i>How to Decide?</i> (705740, VH)</p> <p>Video: <i>What Are Drugs?</i> (705743, VH)</p> <p>Choices for Life, Health & Safety Activities - E6; Workplace Health, Safety and Compensation Commission (WHSCC) (Available to all schools free of charge 1-800-442-9776.)</p> <p><u>Video Series: (RIGHTS)</u> <i>Your Choice ...Our Chance Info Program</i> (703026, VH) <i>Community Video A - Partners</i> (702987, VH) <i>Community Video B - Sunrise House</i> (702988, VH) <i>Community Video C - Parents & Schools</i> (702989, VH) <i>Student Programs 1-5</i> (702991, VH) <i>Student Programs 6-10</i> (702992, VH) <i>I Need to Talk to You</i> (702993, VH) <i>We Can't Do It Alone</i> (702994, VH)</p>
<ul style="list-style-type: none"> Teacher assesses students' demonstration of knowledge. Teacher assesses webs. 	<p>Video: <i>Assignment Smoking</i> (703811, VH)</p>
<ul style="list-style-type: none"> Teacher evaluates students' research reports and presentations. (A,V) (K,C,An,E,S) 	<p><i>The Tobacco Loop</i>, Appendix VII</p> <p>Video: <i>Say No To Smoking</i> (702856, VH) (705299)</p> <p>Video: <i>Smoking, No Thanks</i> (705866, VH)</p> <p>Video: <i>Truth About Alcohol</i> (705711, VH)</p> <p>Drug Danger Series, <i>In The Brain</i> (800169 VH), <i>In The Body</i> (800168 VH)</p>
<ul style="list-style-type: none"> Teacher evaluates students' "talk back" comments. (A,V) (K,C,An,E) Teacher evaluates appropriate placement of pictures and descriptors. (A,V,T) (K,C,A,S,An,E) 	<p>Video: <i>Drug Danger: Easy To Start, Hard To Stop</i> (800167 VH)</p> <p>Video: <i>Inside Story Of Substance Abuse</i> (702099, VH)</p> <p>Keyishian, Elizabeth. <i>Everything You Need to Know About Smoking</i> (Rosen Publishing Group, 1989) ISBN 0-8239-1017-2</p> <p>Taylor, Barbara. <i>Everything You Need to Know About Alcohol</i> (Rosen Publishing Group, 1989) ISBN 0-8239-0813-5</p> <p>Video: <i>If I'm Lyin', I'm Dying</i>, (703459, VH)</p> <p>Video: <i>Fast Forward Future</i>, (704564, VH)</p>

Sensory Modalities: A - Auditory; V - Visual; T - Tactile; K - Kinesthetic
 Differentiation (using Bloom's Taxonomy): K - Knowledge; C - Comprehension; A - Application; S - Synthesis; An - Analytic;
 E - Evaluation

APPENDICES

APPENDIX I

LEARNING STYLES AND INSTRUCTIONAL DIFFERENTIATION

Information to assist with Learning Styles and Instructional Differentiation

The Learning and Teaching Suggestions and the Assessment Suggestions of the curriculum have been examined to determine

- the learning styles (sensory modalities) emphasis of the suggested tasks and
- the complexity (based on Bloom's Taxonomy of Thinking Skills) of the tasks to aid with differentiation of the instruction

Following each suggested activity, two sets of brackets appear. The first bracket indicates the sensory modalities that are emphasized or used by the students in order to understand (input) and/or complete (output) the assigned activities. The second set of brackets indicates the thinking skills used to understand and/or complete the assigned task. For example:

Kindergarten: Outcome B1:

By using pictures taken from magazines and catalogues, have students make a "healthy lifestyle" collage. Students should explain to the class their reasons for selecting these images.

(A,V,T) (K,C,An,E, S)

The first bracket **(A,V,T)** tells that this activity requires students to use their auditory (A), visual (V), and tactile (T) sensory abilities: auditory for understanding the oral directions; visual for selecting, designing, and arranging the pictures; tactile for completing the fine motor tasks of cutting, drawing and manipulating the pictures and paper. The modality not required for this activity is kinesthetic (K).

The second bracket **(K,C,An,E,S)** tells that this task requires students to use their knowledge (K) and comprehension (C) of healthy lifestyles to analyse (An), evaluate (E), and synthesize (S) their understanding to produce the collage -- the product of their learning. The thinking skill not required for this activity is application (A).

The learning-styles codes and the thinking-skills codes are presented for the following reasons:

1. By being aware of the sensory modality emphasis of particular tasks, teachers can keep in mind **the learning-styles preferences** of their students and assign tasks accordingly.

Learning-styles research indicates that students whose learning-styles preferences are at odds or differ from the learning-styles emphasis of the teacher, and the tasks assigned by that individual, are frequently at a disadvantage. Often the day- to- day learning activities of schools have a heavy emphasis on auditory and visual input and output. Students with strengths in the motor sensory areas (tactile and kinesthetic) may require more attention and consideration. Teachers are strongly encouraged to determine and monitor the individual learning-styles profile of each of their students. Several excellent learning-styles inventories and assessment are available to assist with this.

2. By noting the thinking styles required to complete the suggested learning, teaching, and assessment activities, teachers can **differentiate** the learning expectations they assign for their students.

Instructional lessons can be differentiated in a variety of ways--according to learning styles, thinking styles, student interests, talents, or academic competencies--just to name a few. As mentioned earlier, this curriculum has been reviewed in terms of the thinking-skills demands. This information can help teachers

assign different types of thinking activities to students on the basis of the learning goals for each student. Teachers are encouraged to decide what the thinking levels are that are needed to successfully complete the prescribed outcomes. Once this is determined, then suitable activities at an appropriate challenge level can be assigned to students individually or in groups.

Differentiation of learning provides students with variety, choice, and suitable challenges. ***Differentiation is not intended, however, to stream students into fixed groups.*** Therefore, it is suggested that a variety of differentiation methods be employed.

Learning Styles

"Students reveal their learning-styles preference by everything that they do and do not do and by everything that they say and do not say." (Leaver 1997)

Learning styles are characteristic cognitive, affective, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment. (Keefe 1979)

There is a confusing array of information about learning styles in educational research and literature. The most well-known learning styles approach focusses on the sensory modalities. "Students perceive and take in new information through different physical channels." (Leaver 1997) The most common of the sensory modalities are visual (v), auditory (a), motor (tactile (t) and kinesthetic (k)). Most people have a primary modality and a secondary modality through which they learn. Some have a third, while others have no preference and find that all modalities work equally well for them. Difficulties arise in school when a student has a strong modality preference, and learning is done through a different modality.

Differentiation

Appropriate differentiation should be organized according to the educational needs and interests of students and teachers. Here are some of the various strategies for differentiation:

- Compacting
- Independent Projects
- Interest centres/groups
- Flexible skills grouping
- ***Tiered assignments (such as using Bloom's Taxonomy)***
- Learning centres
- Mentorships/apprenticeships
- Contracts/management plans

Bloom's Taxonomy Model

Bloom's model describes six levels of thinking, arranged in a sequential manner (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation). Susan Winebrenner has altered the original sequence. She places evaluation before synthesis because she believes that students need to evaluate their opinions after analysis. This arrangement implies that the two lower levels (knowledge and comprehension) require more literal and less complex thinking than the upper or higher levels (analysis, evaluation and synthesis). Application is somewhat of a "swing" category, depending on the complexity of the task.

- **Knowledge** is simply recall. Students can say they know something if they can recall it to recite or write down.
- **Comprehension** means students can say what they know in their own words. Retelling a story, stating the main idea, or translating from another language are several ways in which students can demonstrate that they comprehend or understand what they have learned.
- **Application** means that students can apply what they have learned from one concept to another. For example, they might use their knowledge of fractions to double a baking recipe or may be required to decide when to use certain math formulas.

- **Analysis** means that students can understand the attributes of something so that its component parts may be studied separately and in relation to one another. Asking students to compare and contrast, categorize and/or recognize inference, opinions or motives provides experience in analysis.
- **Evaluation** gives students opportunities to judge what they have analysed. For this reason, the model that follows considers evaluation before analysis, since it is natural to ask students to give their opinions or state preferences about something they are analysing.
- **Synthesis** is the most complex and difficult level of thinking. It requires students to create a thought, idea or product that is novel or original. All the activities called creative thinking give students experience with synthesis. Going further, when students can take bits and pieces of several theories, or combine ideas from different sources to create an original perspective, they are engaging in synthesis.

(Teaching Students Who Are Gifted and Talented, Alberta Learning, 2000. pp. 129-134)

Taxonomy of Thinking

Category	Definition	Trigger Words	Products
Synthesis	Re-form individual parts to make a new whole	compose, design, invent, create, hypothesize, construct, forecast, rearrange parts, imagine	lesson plan, song, poem, story, ad, invention
Evaluation	Judge value of something vis-à-vis criteria Support judgment	judge, evaluate, give opinion, viewpoint, prioritize, recommend, critique	decision, rating/grades, editorial, debate, critique, defence/verdict
Analysis	Understand how parts relate to a whole Understand structure and motive Note fallacies	investigate, classify, categorize, compare, contrast, solve	survey, questionnaire, plan, solution, report, prospectus
Application	Transfer knowledge learned in one situation to another	Demonstrate; use guides, maps, charts, etc.; build, cook	recipe, model, artwork, demonstration, crafts
Comprehension	Demonstrate basic understanding of concepts and curriculum Translate to other words	restate, give examples, explain, summarize, translate, show symbols, edit	drawing, diagram, response to question, revision
Knowledge	Ability to remember something previously learned	tell, recite, list, memorize, remember, define, locate	workbook pages, quiz, test, exam, vocabulary, facts in isolation

More information on learning styles and differentiation can be found in the following sources:

Learning Styles:

Betty Lou Leaver. *Teaching the Whole Class*. Corwin Press, 1997.

Dunn and Dunn. *What Every Principal Should Know About Teaching Reading*. Syosset, N.Y.: NRSI, 1996.

Susan Winebrenner. *Teaching Kids with Learning Difficulties in the Regular Classroom*. Free Spirit Publishing, 1996.

Differentiation:

Susan Winebrenner. *Teaching Gifted Kids in the Regular Classroom*. Free Spirit Press, 1992.

Teaching Students who are Gifted and Talented. Alberta Learning, 2000.

Carol Ann Tomlinson. *Professional Inquiry Kit: Differentiating Instruction for Mixed-Ability Classrooms*. Alexandria, Virginia: ASCD.

APPENDIX II

COMMON ADVERTISING STRATEGIES



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1. Ideal Kids.

The kids in commercials are often a little older and a little more perfect than the target audience of the ad. They are, in other words, role models for what the advertiser wants children in the target audience to think they want to be like. A commercial that is targeting eight-year-olds, for instance, will show 11- or 12-year-old models playing with an eight-year-old's toy.

2. Heart Strings.

Commercials often create an emotional ambience that draws you into the advertisement and makes you feel good. The McDonald's commercials featuring father and daughter eating out together, or the AT&T Reach Out and Touch Someone ads are good examples. We are more attracted by products that make us feel good.

3. Amazing Toys.

Many toy commercials show their toys in lifelike fashion, doing incredible things. Airplanes do loop-the-loops and cars do wheelies; dolls cry and spring-loaded missiles hit gorillas dead in the chest. This would be fine if the toys really did these things.

4. Lifelike Settings

Barbie struts her stuff on the beach with waves crashing in the background, space aliens fly through dark outer space and all-terrain vehicles leap over rivers and trenches. The rocks, dirt, sand and water don't come with the toys, however.

5. Sounds Good

Music and other sound effects add to the excitement of commercials. Sounds can make toys seem more lifelike or less lifelike, as in a music video. Either way, they help set the mood advertisers want.

6. Cute Celebrities

Teenage Mutant Ninja Turtles sell pizza. Spuds McKenzie sells beer. "Joe Cool" camel sells cigarettes. All of these are ways of helping children identify with products either now or for the future.

7. Selective Editing

Selective editing is used in all commercials, but especially in commercials for athletic toys like frisbees or footballs. Commercials show only brilliant catches and perfect throws. Unfortunately, that's not the way most children experience these toys.

8. Family Fun.

"This is something the whole family can do together!" or "This is something Mom will be glad to buy for you." Many commercials show parents enjoying their children's fun, as if the toy will bring more family togetherness.

9. Excitement!

Watch the expressions on children's faces. Never a dull moment, never boring. "This toy is the most fun since fried bananas!" they seem to say. How can your child help thinking the toy's great?

10. Star Power.

Sports heroes, movie stars, and teenage heart throbs tell our children what to eat and what to wear. Children listen, not realizing that the star is paid handsomely for the endorsement.

APPENDIX III

ADVERTISING TECHNIQUES

Bandwagon:	Join the crowd. Everyone is buying it/using it/doing it.
Testimonial:	A famous person or authority claims the product is good.
Image Advertising:	A product is associated with certain people, places, activities. The implied message is one of attractiveness, wealth, enjoyment, etc.
Weasel:	A promise is implied by using words like "usually" or "chances are."
Omission:	Facts about the product are not told.
Repetition:	The message is repeated again and again.
Scale:	The product is bigger or smaller than it actually is.
Association:	The message promises adventure, attractiveness, quality.
Name-calling:	The product is enhanced by using unpopular terms about the competition.

APPENDIX IV



My TV FOOD Ad LOG

Name: _____

Date(s): _____

Time(s): _____

Place a check mark beside each food every time you see a commercial for it.

French Fries	
Soft Drinks	
Hamburgers	
Hot Dogs	
Whole Milk	
American Cheese	
Loaded Pizza	
Chocolate Bars	
Ice Cream	
Bologna	
Fresh Fruits & Veggies	
Skinless Chicken	
Whole Grain Cereals	
Extra-lean Hamburgers	
Low-Fat Hot Dogs	
Non-Fat Ice Cream or Frozen Yogurt	
Fat-free Corn or Potato Chips	
Air-popped Popcorn	
Whole Wheat or Animal Crackers	

Source: Adapted with permission from the Centre for Science in the Public Interest (CSPI)

APPENDIX V



My Magazine Food Ad Log

Name: _____

Date(s): _____

Time(s): _____

Place a check mark beside each food every time you see a commercial for it.

French Fries	
Soft Drinks	
Hamburgers	
Hot Dogs	
Whole Milk	
American Cheese	
Loaded Pizza	
Chocolate Bars	
Ice Cream	
Bologna	
Fresh Fruits & Veggies	
Skinless Chicken	
Whole Grain Cereals	
Skim/1% Milk	
Extra-lean Hamburgers	
Low-Fat Hot Dogs	
Non-Fat Ice Cream or Frozen Yogurt	
Fat-free Corn or Potato Chips	
Air-popped Popcorn	
Whole Wheat or Animal Crackers	

Source: Adapted with permission from the Centre for Science in the Public Interest (CSPI)

APPENDIX VI



Food Advertising Strategies

Advertisers have many methods to try and get you to buy their products. Lots of times, what they are selling is a lifestyle, or an image, rather than the product. Here are some tricks of the trade.

<p>Ideal Kids (or families) - They always seem perfect. The kids are really hip looking, with the hottest fashions and haircuts, and toys. Ideal families are all attractive and pleasant looking -- and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.</p> <p>Family Fun - A product is shown as something that brings families together, or helps them have fun together; all it takes is for mum or dad to bring home the "right" food, and a ho-hum dinner turns into a family party.</p> <p>Excitement - Who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California, or soaring on your skateboard!</p> <p>Star Power - Your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.</p> <p>Bandwagon - Join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?</p> <p>Scale - Advertisers make a product look bigger or smaller than it actually is.</p> <p>Put Downs - You put down your competition's product to make your own product seem better.</p> <p>Facts and Figures - You use facts and statistics to enhance your product's credibility.</p> <p>Repetition - Advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.</p>	<p>Heart Strings - These are ads that draw you into a story and make you feel good, like the McDonald's commercial where the dad and his son are shoveling their driveway and the son treats his poor old dad to lunch at McDonald's when they are done.</p> <p>Sounds Good - Music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles that you just can't get out of your head are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?</p> <p>Cartoon Characters - Tony the Tiger sells cereal and the Nestlé's Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.</p> <p>Weasel Words - By law, advertisers have to tell the truth, but sometimes they use words that can mislead viewers. Look for words in commercials like "part of..." "the taste of real....." "natural..." "new, better tasting....." "because we care..." There are hundreds of these deceptive sayings -- how many more can you think of?</p> <p>Omission - Advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.</p> <p>Are You Cool Enough? - This is when advertisers try to convince you that, if you don't use their products, you are a nerd. Usually advertisers do this by showing people that look uncool trying a product and then suddenly becoming hip looking and doing cool things.</p>
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APPENDIX VII

TEACHING TECHNIQUES

The Tobacco Loop

Kerri Richards, Kimberly Badovinac

Kerri Richards, MSc, Public Health Nurse; and Kimberly Badovinac, MA, Tobacco Prevention Coordinator, City of North York Public Health Dept., 5100 Yonge St., North York, Ontario M2N 5V7, Canada. The loop concept upon which the game is based was developed by Ron Wakelin of the University of Toronto, Faculty of Education. This article was submitted March 14, 1994, and accepted for publication May 20, 1994.

Activities and Strategies

Prepare a deck of 35 cards. Each card contains one question and one answer. Questions and answers on individual cards do not correspond. Teacher and / or students could develop the cards by generating their own questions and answers or by using examples provided.

Distribute one card per student after shuffling the deck. In classes with fewer than 35 students, students receive more than one card.

Start the loop by having the student with card number one read aloud the question on the card. Only the first card is numbered. The student with the correct answer responds and proceeds by reading the second question. The student with the answer to the second question responds and, in turn, reads the third question. This process is repeated until all questions have been answered. When an incorrect response is given, prompt students until the correct answer is provided.

All students participate in the game both by reading a question and providing an answer.

Sample questions and the corresponding key to the loop are provided in Figure 1.

APPENDIX VIII

FIGURE 1 -- TOBACCO LOOP KEY
 (Note that only the first card is numbered.)

Card	Answers	Questions	Card	Answers	Questions
1	END HERE: About 4,000	START HERE: What percentage of Canadians do not smoke?	19	Ashtray breath, yellow teeth and fingers, smelly hair and clothes, reduced sense of taste and smell, wrinkled skin, and less spending money.	Besides cigarettes, what are some additional costs of smoking?
2	About 70%	What percent of regular smokers start before age 20?	20	Lighters, ashtrays, cleaning costs (carpets, clothes, walls), replacing clothes or furniture that have cigarette burns, increased insurance, and more sick days.	People can stop smoking anytime they want. True or False.
3	About 80%	There are more deaths from tobacco use than from traffic accidents, suicides, and AIDS combined. True/False	21	False. It is easier not to start than it is to quit. Nicotine can be an addictive as heroin and cocaine.	Cigarettes sell for about \$6.00 a pack. If a smoker gave up smoking for a month, what could she buy instead?
4	True, almost five times more.	What is tar?	22	Anything that might cost \$180.	How would a smoker feel if he went without cigarettes?
5	A sticky, dark brown substance deposited in the lungs of smokers.	Why do smokers develop a morning cough?	23	He may get anxious, nervous, have trouble sleeping, or become sick. This is called withdrawal.	What is the best way to quit smoking?
6	Because of the tar build-up in their lungs. Someone who smokes a pack a day inhales about 1/2 pound of tar in a year.	If tar was removed from tobacco, it would no longer be addictive. True or False	24	Set a quit date, get support, and stop "cold turkey."	More than half of all fires in which children are killed are caused by careless smoking. True or False.
7	False. Nicotine, not tar, is the drug in tobacco.	When a smoking mom breast-feeds, her baby can absorb enough nicotine to get sick. True or False	25	True. Careless cigarette smoking is a leading cause of house fires.	People are more loyal to their friends if they smoke with them. True or False.
8	True. Her baby may vomit, become irritable, and have difficulty sleeping.	Why does your heart have to work harder when you smoke?	26	False. Refusing to smoke has nothing to do with loyalty or friendship.	What are the three major influences on a young person's decision to start smoking?
9	Nicotine makes your heart beat faster, causes your blood vessels to narrow, and your blood pressure to increase.	Smokers are three times more likely to have a stroke than non-smokers. True or False	27	Friends, family, and the media.	What is "indirect" pressure to smoke?

Card	Answers	Questions	Card	Answers	Questions
10	True. Stroke and heart disease are the leading causes of death in Canada.	What can happen to babies whose mothers smoke during pregnancy?	28	You see others smoke - friends, family, actors, models in ads. There is no direct encouragement to smoke, but smoking may be viewed as more desirable.	Tobacco advertising tries to do what?
11	Babies are smaller, have more difficult births, and have a higher infant death rate.	What happens to your body after just one puff on a cigarette?	29	Encourage young people to start smoking, smokers to keep smoking and smoke more, and quitters to start again.	How can we make wise decisions about tobacco use?
12	Faster heart rate, higher blood pressure, faster breathing, deposit of tar in lungs, and drop in skin temperature.	Why do smokers' wounds heal less quickly?	30	By knowing the facts, knowing how to say "no", knowing what is best for us.	Besides saying "no thanks," how else can you deal with pressure to smoke?
13	Smokers' circulation is poorer and their vitamin C levels are lower. Vitamin C is necessary to healing wounds.	What is emphysema?	31	Say you do not want a cigarette and give a reason, question why you are being pressured, leave the situation, suggest something else to do, or make a joke.	How long does it take for a cigarette butt to biodegrade?
14	A fatal condition which occurs when lungs have been damaged beyond repair.	What is carbon monoxide?	32	More than five years.	Tobacco is one of the most widely grown non-food crops. True or False.
15	The odourless, colourless, poisonous gas in tobacco smoke - the same gas found in car exhaust.	Can chewing tobacco cause cancer?	33	True. It is the top non-food crop in 120 countries.	What is the number one cause of indoor air pollution?
16	Yes. It can cause cancer of the lips, tongues, and throat.	Most athletes chew or smoke tobacco. True or False.	34	Environmental tobacco smoke (ETS).	You can not get sick from environmental tobacco smoke. True or False.
17	False. Chewing tobacco slows down reaction time. Smoking reduces physical strength and endurance and causes shortness of breath.	Smoking helps you stay thin. True or False.	35	False. ETS can cause coughing, sore eyes, headaches, breathing problems, and even lung cancer.	About how many chemicals are contained in environmental tobacco smoke? Answer on Card 1
18	False. Smoking does not make you thinner and not smoking does not make you fatter.	What are some of the negative social effects of smoking?			

APPENDIX IX**KINDERGARTEN - GRADE 5 ADDITIONAL RESOURCES**Kindergarten

Germs, Germs, Germs, Boliler Katz
Farley Goes to the Doctor, Emily Perl Kingsley
Franklin Goes to the Hospital, Paulette Bourgeois, 1-55074-734-7
Madeline, Ludwig Bemelman
I Know How We Fight Germs, Kate Rowan, 0-439-20710
Berenstain Bears and the Messy Room, Stan and Jan Berenstain
Berenstain Bears Visit the Dentist, Stan and Jan Berenstain, 0-394-84836-5
Just Going to the Dentist, Mercer Mayer, 0-307-12583-1
Andrew's Loose Tooth, Robert Munsch
My Tooth is Loose, Martin Silverman
Glasses For DW, Marc Brown
The Magic School Bus Inside Ralphie, Joanna Cole, 0-590-40025-8
Zebo and the Dirty Planet, Kim Fernandez, 1-55037-180-0
The Recyclers, Frances Kilbourne
Berenstain Bears Learn About Strangers, Jan and Stan Berenstain, 0-394-87334-3
The Secret of the Silver Horse, Department of Justice/Canada, 0-662-16696-5
Gregory the Terrible Eater, Mitchell Sharmat, 0-590-43350-4
Berenstain Bears and Too Much Junk Food, Stan and Jan Berenstain, 0-394-87217-7
This is the Way We Eat Our Lunch, 0-590-46888-X
The Cat Who Wore a Pot On Her Head, J. Slepian & A. Seidler, 0-590-43708-9
What's That Noise?, Michel Lemieux, 0-931103-69-7
Brown Bear, Brown Bear What Do You See?, Bill Martin, Jr., 0-8050-1744-5
Polar Bear, Polar Bear What Do You Hear?, Bill Martin, Jr., 0-590-45409-9
Horton Hears a Who, Dr. Seuss, 0-394-80078-8
Green Eggs and Ham, Dr. Seuss
Emily's House, Niko Scharer, 0-88899-158-4
Miss Mopp's Lucky Day, Leslie McGuire, 0-8193-1062-X
Effie, Beverley Allison, 0-590-74-031-8
It Looked Like Spilt Milk, Charles G. Shaw, 0-590-42875-6
Robert the Rose Horse, Joan Heilbroner
Only the Cat Saw, Ashley Wolff, 0-14-050853-8
Seven Blind Mice, Ed Young, 0-590-46971-1
Look Closer, Peter Ziebel, 0-590-48905-4
Mortimer, Robert Munsch, 0-920303-11-6
What Do I Touch, H. Ziefert & M. Smith, 0-00-138069-9
Arthur's Eyes, Marc Brown
Hand, Hand, Fingers, Al Perkins
Me and My Body, David Evans, 0-590-74513-1
My Body, Angela Rayston
My Five Senses, Margaret Miller
Your Five Senses, Ray Brockel, 0-516-01932-5
My Five Senses, Alik
My Five Senses - A Lion's Tale, Judy Nayer, 1-56784-067-1
Look Out For Roisey, An Early Learner Book, 0-8317-0931-6
I Like to See, Jean Tymm

A Book About Your Skeleton, Ruth Below Gross, 0-590-48312-9
What Do Fairies Do With All Those Teeth, Michel Luppens
Loose Tooth, Steven Kroll
What Am I Made Of?, 1-55068-036-6
Skeletons and Movement, 0-7502-0051-0
First Science Books, Viking Kestrel, 0-670-81196-3
First Science Books (series), 0-670-81197-1
Safety First (series), Eugene Baker
Try It Again, Sam, Judith Viorst
Smoke Free, Health and Welfare Canada
When I Grow Up, 0-439-17704-9
Nice New Neighbours, 0-688-10997-7
Frog and Toad Are Friends, 0-590-04529-6
Days and Frog and Toad, 0-590-40109-2
Frog and Toad All Year, 0-590-31207-3
The Stranger, 0-7055-1412-9
Stone Soup, 0-689-71103-4
The Magic School Bus Meets the Rot Squad, 0-590-40023-1
Shy Charles, 0-14-054537-9
When I Get Bigger, 0-307-11943-2
The New Baby, 0-307-11942-4
Just Lost, 0-307-62844-2
I Was So Mad, 0-307-61939-7
Fraidy Cats, 0-590-46438-8
Madeline, 0-590-71771-5
Body Battles, 0-590-44973-7
The Skeleton Inside You, 0-06-445087-2
Inside Your Busy Body, 0-448-40189-4
The Magic School Bus Inside the Human Body, 0-590-41427-5
The Very Lazy Ladybug, 0-439-26026-4
The Small Cut, World Book, L-9507-2
I've Got Chicken Pox, True Kelley, 0-5254-5185-4
Garbage, 0-7802-2025-0
Zebo and the Dirty Planet, 1-55037-180-0
Franklin's Bicycle Helmet, P. Bourgeois, 1-55074-728-6
My Accident, 1-86955-645-3
All Join In, 0-86867-832-5
Processed Food, 0-7802-2021-8
Getting Fit, 0-7802-0686-X
People Dance, 0-7802-2017-X
Out In The Weather, 0590541080
My Five Senses, A Lion's Tale, Judy Nayer, 1-56784-067-1
Bib Sarah's Little Boots, P. Bourgeois, 0-921103-70-0 Growth
I Read Signs, 0-590-48659-4
Signs, 0-688-07331-X

Grade 1

The Secret of the Silver Horse, Department of Justice, Canada, ISBN: 0-662-16696-5
The Berenstain Bears Get In A Fight
Franklin Is Bossy; Oh Yeah?

The Moccasin Goalie, William Roy, Brownridge, ISBN: 1-55143-054-1
 Magic School Bus Series
 Grouchy Lady Bug - Eric Carle
 Teaching Conflict Resolution Through Children's Lit, William J. Kreidler, Scholastic
 Let's Talk About Being Messy, Joy Berry
 Squeakers, Stephen Cosgrove
 You (How Your Body Works), Leslie McGuire
 Crickle Crack, Stephen Cosgrove
 Skills For Growing/Lions Quest
 The Magic School Bus Inside the Earth, Scholastic, 0-596-40160-1
 Germs Make Me Sick, ISBN 0-06-445154-2
 Once Upon a Breath (the story of a wolf, 3 pigs and asthma) 0-9680678-1-6
 Garbage, 0-590-24295-4
 Processed Food, 0-590-24293-8
 Hiking with Dad, 0-590-24300-4
 Communities 0-590-24275-4
 Getting Glasses, 0-590-24283-0
 Clifford's Manners, 0-590-44285-6
 Nutrition, LeMaster, Leslie Jean, (Children's Press, 1985) ISBN 0-516-01271-1
 I Went to the Market, Domjan, Joseph, (Czech folksong) (Holt, Rinehart and Winston, Inc.)
 Mr. Penino's Cabbage, Currey, Anna & D. Wilmer, (Gallery Books, 1989) ISBN 1-878363-02-6
 Health, Jacobsen, Karen, (Children's Press, 1981)
 A Fine Picnic, Hoffman, Mary, (Belitha Press, 1986) ISBN 0-356-11859-2
 Sam Goes Shopping, Border, Rosemary, (McDonald and Co. Ltd., 1983) ISBN 0-356-11434-1
 Wednesday Is Spaghetti Day, Cocca-Leffler, Maryann, (Scholastic, 1990) ISBN 0-590-42895-0
 Eating Out, Oxenbury, Helen, (Walker Books Ltd., 1983) ISBN 0-7445-0037-0
 Fruit, Linton, Margaret & T. Terry, (Evans Brothers Ltd., 1979) ISBN 0-237-29221-1
 Lunch Boxes, Ehrlich, Fred, (Puffin Books, 1991) ISBN 0-14-054393-7
 About Things We Eat, (Ginn & Co., 1971)
 Pancakes for Breakfast, DePaola, Tomie, (Harcourt, Brace, Jovanovich, Pub., 1978) ISBN 0-15-670768-3
 Houghton, Emma. Living With Deafness (Raintree Steck - Vaughn Publishers, 2000) ISBN 0-8172-5742-X
 Houghton Emma. Living With Asthma (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Blindness (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Cerebral Palsy (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Diabetes (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Down Syndrome (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Epilepsy (Raintree Steck - Vaughn Publishers, 2000)
 Houghton Emma. Living With Leukemia (Raintree Steck - Vaughn Publishers, 2000)
 Brown, Marcia. Touch Will Tell (Franklin Watts, 1979) ISBN 0-531-02384-2
 Asimov, Issac. Why Do Some People Wear Glasses? (Gareth Stevens Publishing, 1993) ISBN 0-8368-0809-6. Free catalogue of children's books from this publisher 1-800-461-9120
 Allington, Richard L. Tasting (Raintree Publishers Inc., 1980) ISBN 0-8172-1292-2
 Litchfield, Ada B. A Button in Her Ear (George J. McLeod, Ltd.)
 Showers, Paul. Your Skin and Mine (Thomas Y. Crowell Co., 1965) ISBN 0-690-91126-2
 Ward, Brian R. The Ear and Hearing (Franklin Watts, 1981) ISBN 0-531-04289-8
 Ward, Brian R. The Eye and Seeing (Franklin Watts, 1981) ISBN 0-531-04290-1
 Showers, Paul. How You Talk (Thomas Y. Crowell Co., 1966) ISBN 0-690-42136-2
 Gaskin, John. The Senses (Franklin Watts, 1985) ISBN 0-531-10051-0

Grade 2

Just Going to the Dentist, Mercer Mayer, 0-307-12583-1
 Itchy, Itchy Chicken Pox, Grace Maccarone
 My Body is My House, Jeanne Englemann, 0-89486-334-7
 The Big Sneeze, Leslie Jane, 0-7802-3335-2
 Look Who's Taking a Bath, Jean Bethell, 0-590-30150-0
 Marsha Makes Me Sick, Barbara Bottner, 0-307-26302-9
 I Want to be a Doctor, Liza Alexander, 0-307-12625-0
 Huggly Takes a Bath, Tedd Arnold, 0-590-11760-2
 The Berenstain Bears Go to the Doctor, S. and J. Berenstain, 0-394-84835-7
 Boy Soup or When Giant Caught a Cold, Loris Lessinski, 1-55037-416-8
 The Berenstain Bears and the Bad Habit, S. and J. Berenstain, 0-394-87340-8
 Once Upon a Breath (the Story of Wolf, 3 Pigs and Asthma), Aaron Zevy, 0-9680678-1-6
 The Berenstain Bears Learn about Strangers, S. and J. Berenstain, 0-394-87334-3
 A Troll Question Book, Troll Associates
 Pollution, Sandra Iverson, Wonder World Series II
 The Clean-Up Surprise, Christina Loomis
 Dennis and the Big Clean-Up, Adrian Raeside
 WASTE, K. Davies and W. Oldfield
 Lucy Helps in the Garden, Rosemary Border
 Lets Look After Our World, Diana Noonan, 962-291-701-1
 Inside Out, Taking Care of Your World, Judith Campbell, 0-88996-334-7
 Fred's T.V., Clive Dobson, 0-920668-59-3
 Something From Nothing, Phoebe Gilman, 0-590-73802-X
 The Canadian Jr. Green Guide, Teri Degler, 0-7710-7157-4
 What We Can Do For Our Environment, Minister of Supply and Services, Canada,
 0-662-17535-2
 Something Big Has Been Here, Jack Prelutsky, 0-590-45509-5
 Jillian Jiggs to the Rescue, Phoebe Gilman, 0-590-24178-8
 Mrs. Armitage on Wheels, Quentin Blake, 0-00-663394-6
 Red Flag, Green Flag People, Joy Williams
 Little Red, T. Ludski & G. Martin, 1-895017-00-9
 Skating on Thin Ice, Louise Everett, 0-8167-0993-9
 50 Below Zero, Robert Munsch, 0-920236-91-X
 Red Light, Green Light, Margaret Wise Brown, 0-590-44559-6
 A Chair For My Mother, Vera B. Williams, 0-688-04074-6
 I Want to be a Firefighter, Linda Lee Maifair, 0-307-12626-9
 Fire! Fire! Said Mrs. McGuire, Bill Martin, Jr., 0-15-227562-2
 Listen Up, Tiger, Disney, 1-57973-095-7
 Canadian Police Officers, Paulette Bourgeois
 Fruit, Gallimard
 Peanut Butter Rhino, Vincent Andriani
 Pizza Party, Grace Macarone
 Joe's Shopping, Elizabeth Thom
 Baby Brown Bear's Big Bellyache, E. B. Coco
 A Giant-Size Hamburger, Carol Krueger
 Wednesday Is Spaghetti Day, Maryann Cocca-Leffler
 Something Good, Robert Munsch
 Exercise and Rest, Anne G. Jones, 0-8136-2865-2
 What You Do Is Easy, What I Do Is Hard, Jake Wolk, 0-688-13440-8
 Four Famished Foxes and Fosdyke, Pamela Duncan Edwards, 0-06-024925-0

The Well-Fed Bear, Teri Simpson, 0-86867-764-7
 Chocolatina, Erik Kraft, 0-8167-4736-9
 Quick as a Cricket, Audrey Wood, 0-590-46900-2
 Is the Spaghetti Ready?, Frank B. Edwards, 0-921285-66-3
 Mike and the Magic Cookies, J. Buller and S. Schade, 0-448-40386-2
 My Parents Think I'm Sleeping, Jack Prelutsky, 0-590-25338-7
 My Body, Patricia Carratello
 The Magic School Bus, Joanna Cole, 0-590-41427-5
 Inside the Human Body
 Lions-Quest Skills for Growing 2, Unit 4: Growing Up Drug Free, 1-56095-202-4
 Drugs, Alcohol and Smoking, Anne G. Jones, 0-8136-2866-0
 Where There's Smoke, Janet Munsil, 1-55037-291-2
 Taking Diabetes to School, Kim Gosselin
 Glasses Who Needs 'Em?, Lane Smith
 Willy the Wimp, Anthony Brown
 A Difficult Day, Eugenie Fernandes
 The Enormous Elephant (an excerpt from the book Alpha stories)
 Clifford and the Grouchy Neighbours, Norman Bridwell
 Franklin's Bicycle Helmet, Paulette Bourgeois
 Arthur's Chicken Pox, Marc Brown
 Richard Scarry's Please and Thank You book
 Postman Pig and His Busy Neighbours by Richard Scarry
 My Tooth Is About To Fall Out, Grace Maccarone
 Processed Food, Brian Enting
 Garbage, Sandra Iverson
 Getting Glasses, John Parsons
 Getting Fit, Sandra Iversen
 Old Teeth, New Teeth, Diana Noonan
 Jack DePert at the Supermarket, Carolyn Heke
 Germs! Germs! Germ!, Hello Reader (Scholastic), Bobbi Katz
 Drug Safety, Community Safety Net
 Emotions S & S Learning Materials
 Nutrition, Creative Teaching Press, Theme Series
 Safety, S. & S. Learning Materials
 Kid's Earth Book, Theme Series, Creative Teaching Press
 Our Trash, S. & S. Learning Materials
 Take Care of Our Earth, Gare Thompson
 Kids Can Help, Lynne Woolstencroft
 Save the River, Sarah Glasscock
 Our Environment, Teacher Created Materials, Thematic Unit
 Long Live Earth, Meighan Morrison
 Food, Fact, Fun & Fiction (Grade 1-3), S. & S. Learning Materials
 Body Systems and Organs, K-3, Step-By-Step, Science Series, Carson-Dellosa Publishing Co.
 The Jumbo Book of Science (136 experiments from Ontario Science Center, Kids Can Press Ltd.)
 Saint John Ambulance Program
 For self-esteem, co operative learning, and good warm-up activities: Tribes: a process for social
 development and co operative learning, Jeanne Gibbs, ISBN 0-9327 62-08-5

Grade 3

Skinnybones, Barbara Park
 Tales of a Fourth Grade Nothing, Judy Blume

The Stories Julian Tells, Ann Cameron
A Bear Called Paddington, Michael Bond
Energize, Carol Apacki
Danny, Champion of the World, Roald Dahl, 14-032873-4
Dear Mr. Henshaw, 0-440-71794-9
Taste of Blackberries, 0-690-80511-X
Sadako and the Thousand Paper Cranes, 0-434-16824-4
Lions Quest Program - Skills For Growing
Skills for Growing, ISBN 0-933419-74-0
Innovations In Science (Food For Thought), ISBN 0-03-922279-9
Education Nutrition, Grades 1, 2, 3
Learn Not To Burn Resource Book
Bertrand et les bonnes manieres, Norman Bridwell, ISBN 0-439-98549-8
Pour l'amour de notre Terre, P.K. Hallinan, ISBN 0-8249-8539-7
Mon corps et moi - dictionary, ISBN 9782894281048

Grade 4

Interactions, Nelson (Publishers)
For proper nutrition: I Use Trousse Info-Jeux-Nutrition, Coeur atout: Fondation des maladies du coeur
For self-esteem: mon monde de qualité, Carleen Glasser, Chenelière/McGraw-Hill
Too Much TV 679-86149-1
And The Bully 679-86532-2

Grade 5

For self-esteem and good warm-up activities: Tribes: a process for social development and co operative learning, Jeanne Gibbs, ISBN 0-932762-08-5

Books on Nutrition/Physical Fitness

LeMaster, Leslie Jean. Nutrition (Children's Press, 1985) ISBN 0-516-01271-1
Domjan, Joseph. I Went to the Market (Czech folksong) (Holt, Rinehart and Winston, Inc.)
Currey, Anna and D. Wilmer, Mr. Penino's Cabbage (Gallery Books, 1989) ISBN 1-878363-02-6
Jacobsen, Karen. Health (Children's Press, 1981) ISBN 0-516-01622-9
Hoffman, Mary. A Fine Picnic (Belitha Press, 1986) ISBN 0-356-11859-2
Border, Rosemary. Sam Goes Shopping (McDonald and Co. Ltd., 1983) ISBN 0-356-11434-1
Cocca-Leffler, Maryann. Wednesday Is Spaghetti Day, (Scholastic, 1990) ISBN 0-590-42895-0
Oxenbury, Helen. Eating Out (Walker Books Ltd., 1983) ISBN 0-7445-0037-0
Linton, Margaret & T. Terry. Fruit (Evans Brothers Ltd., 1979) ISBN 0-237-29221-1
Ehrlich, Fred. Lunch Boxes (Puffin Books, 1991) ISBN 0-14-054393-7
About Things We Eat (Ginn & Co., 1971)
DePaola, Tomie. Pancakes for Breakfast (Harcourt, Brace, Jovanovich, Pub., 1978) ISBN 0-15-670768-3

APPENDIX X

ON-LINE RESOURCES

The following web sites provide excellent information, activities and lesson plans. Teachers are encouraged to view web sites primarily for their own background information and lesson preparation or possibly for student research projects (as appropriate).

- <http://www.media-awareness.ca> (Media Awareness Network)
- <http://www.paguide.com/> (Canada's Physical Activity Guide)
- <http://www.cahperd.ca/e/free/index.htm> (Canadian Health and Physical Education)
- <http://www.goforgreen.ca/asrts/index.html> (Sport, Recreation and Active Living)
- <http://www.hc-sc.gc.ca/english/educators.htm> (Health Canada resources for teachers by topic)
- <http://www.intramurals.ca/resources/index.html> (Canadian Intramural Recreation Association)
- <http://www.safekidscanada.ca/> (Safe Kids Canada)
- <http://www.siecus.org> (Sex Information and Education Council of Canada)
- <http://www.heartandstroke.ca> (Heart and Stroke Foundation)
- <http://www.cancer.ca/> (Cancer Society)
- <http://www.lung.ca/> (Lung Association)

APPENDIX XI

INFORMATION LETTER FOR PARENTS/GUARDIANS

Printed on School Letterhead

Dear Parents/Guardians:

We are pleased to inform you that the Department of Education is introducing a new elementary health curriculum for grades Kindergarten to grade 5. The curriculum consists of four strands:

- **Protecting Yourself, Your Family and Your Community** – This strand includes lessons that teach and reinforce skills that promote personal safety - good touch, bad touch, for example; the prevention of disease, illness and injury; the safety of others; and the protection of the environment.
- **Personal Wellness** – This strand includes lessons which promote health and well-being - for example, a positive body image and nutrition - with an emphasis on making informed decisions that contribute to a healthy, active lifestyle.
- **Physical Growth and Development** – This strand includes lessons about the five senses; the body systems - for example, the digestive, circulatory and respiratory systems; and growth and development - physical changes, hygiene, individual differences and puberty, for example.
- **Use, Misuse and Abuse of Materials** – This strand includes lessons which focus on the effects of substance use and misuse - that is, drugs, alcohol and tobacco; understanding the effect of advertising on attitudes and behaviours; and positive decision making along with refusal skills.

Keeping children safe and healthy is of great importance to both parents and educators. Healthy students are more productive students and are more likely to grow up to be healthy, happy adults. The intent of the curriculum is to assist and support parents in teaching their children knowledge and skills to promote health. All of the lessons are developmentally appropriate for children and build on what they have learned in previous grades. As educators, we realize that it is impossible to study every potential circumstance or health issue separately. The curriculum supports the development of skills to make healthy choices.

We encourage you to talk with your children about what they are learning in health. Your interest and support are greatly appreciated.

Sincerely,