



Prince Edward Island Health Curriculum

Department of Education
English Programs

Health

Grade 1

CURRICULUM

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Prince Edward Island
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Reproduced/Adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

This curriculum guide is intended to provide teachers with the overview of the outcomes framework for grade 1 health education and to assist teachers in designing learning experiences and assessment tasks.

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Program Rationale and Philosophy

Health education involves learning about the habits, behaviors, interactions and decisions related to healthy daily living and planning for the future. The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the health curriculum is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others.

- Choices are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.
- To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home, school, peers, the community and the media. This program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information.
- Students develop decision-making skills that support informed personal health practices and responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.
- Students focus on safety and injury prevention and develop strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviors that may be injurious to their health. They also learn strategies to use in unsafe situations.
- Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding of their individual behaviors, as well as social and environmental factors which all have an impact on their health.
- In an environment of acceptance, understanding, respect and caring, students can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. There is an emphasis on healthy interactions and safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups.
- Students build and expand upon safe and supportive networks for self and others that link the home, school and community.
- Students develop the skill of goal setting and begin to realize their ability to influence or control many outcomes and results.

Meeting The Needs of All Learners

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge and skills. What is important is that within each lesson, there is something for everyone - something that meets the needs and learning styles of each and every student.

An effective approach for accommodating student differences is to begin lessons with a whole-group activity and shared experience. Students then choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages. Teachers should utilize materials and strategies that accommodate student diversity and ensure that all students have equitable opportunities to experience success as they work toward achieving designated outcomes.

Learning supports for students with special needs, including English as a second language (ESL) and English language learner (ELL) students, could include:

- alternate formats for print materials, such as audiotapes, large print, talking computer books and read alouds
- a scribe for written assignments and/or tests
- access to computers
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures.

The variety of learning experiences described in this guide and the suggestions for a variety of assessment practices will assist teachers in accommodating the diversity of learners.

Assessment and Evaluation

The terms “assessment” and “evaluation” are often used interchangeably, but they refer to quite different processes.

Assessment is the systematic process of gathering information on student learning.

Assessment Techniques

- Informal / Formal Observation - information is gathered while a lesson is in progress. When used formally, the student would be made aware of what is being observed and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. You might be observing the student’s participation level, use of a piece of equipment or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- Performance - encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.
- Journals - provide opportunity for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- Interview - promotes understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. They may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.
- Paper and Pencil - can be formative or summative. (Written assignment or test.)
- Presentation - requires students to analyze and interpret information and to then communicate it. These may be given orally, in written/pictorial form, project summary, or by using video or computer software.
- Portfolio - allows the student to be central in the process. Students can make decisions about what goes in it, how it is used, and how it is evaluated. It should provide a long term record of growth in learning and skills.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered. The assessment provides the data, and the evaluation process brings meaning to the data. When students are aware of the outcomes for which they are responsible and of the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate their learning.

General Curriculum Outcomes

Three general outcomes serve as the foundation for the health curriculum.

Wellness Choices

- **Students will make responsible and informed choices to maintain health and to promote safety for self and others.**

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others in the home, school and community begins in the early grades and continues throughout the program.

Relationship Choices

- **Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.**

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles.

They also learn to value the strengths and gifts of self and others, as well as their uniqueness.

Life Learning Choices

- **Students will use resources effectively to manage and explore life roles and career opportunities and challenges.**

Students begin to develop practices, knowledge and skills related to career development in grade one. They learn to respect the property of others and to understand the concepts of consequences and accountability.

Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy and personal property.

Students begin by recognizing the strengths, interests, attributes and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong.

Service learning experiences and explorations provide students with opportunities to learn, practice, and refine skills while making meaningful contributions to their families, schools and communities.

The general curriculum outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviors that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health and they demonstrate caring for others.

Specific Curriculum Outcomes

Each general curriculum outcome includes specific curriculum outcomes that students are expected to achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific curriculum outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

How To Use The Four-Column Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by:

- providing a range of strategies for learning and teaching associated with a specific outcome or a cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with resource suggestions.

Column 1: Outcomes

Column 1 provides specific curriculum outcomes describing what students are expected to know, be able to do, and, hopefully, value by the end of the year.

Specific outcomes are identified with an abbreviation: for example, W-1.6, R-1.3, or L-1.7. The letter in the abbreviation refers to the general outcome - Wellness, Relationship, or Life Learning Choices. The number after the hyphen is the grade level, and the final number refers to the order number of the specific outcome.

Sensitive Topics - The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity.

Column 2: Elaboration-Strategies for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. It is not necessary to use any or all of these suggestions.

Column 3: Tasks for Instruction and/or Assessment

This column provides suggestions for ongoing assessment that form an integral part of the learning experience.

Column 4: Resources/Notes

This column provides additional information for teachers including literature support resource titles, cross-curricular links, supplementary resources and web links. Appendix items such as teacher background notes and student information and activity sheets are also indicated in this column.

The Four-Column Spread

The curriculum has been organized in four columns in a two-page layout as illustrated below. The content of these columns is explained on pages 9 and 10.

WELLNESS CHOICES

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- describe the health benefits of physical activity (W-1.1)

- demonstrate positive hygiene and health care habits (W-1.2)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- As a class, make a list of sports that students enjoy
- Add other types of physical activities to the list
- On flip chart paper, post "Move, Move, Move Your Body." (Appendix) Sing together.

Apply

Brainstorm how physical activity can affect health. For example, if you are physically active you may:

- get sick less often
- be able to stay awake longer
- have more energy
- be a better athlete
- be stronger
- be able to play harder
- be a better learner
- have brighter eyes
- feel calmer and happier
- look better

- Encourage students to broaden their understanding of physical activity and identify the many opportunities they have to be physically active throughout the day. Discuss ways to make physical activity a regular part of their lives and emphasize that activities should:

- be fun
- include variety

Get Ready

- Brainstorm health-care habits that help you feel clean and healthy. Post this list.
- As a class, compile a top ten list of reasons to have good health care habits (see list W-1.1)
- Do a K-W-L chart (Appendix) on what students know about germs. View a video on germs and add information to the chart.

Apply

- In pairs, role play good health care and hygiene habits from the class list.
- Make a list of the ways germs are spread from person to person (through the air, through sneezing, through hand to hand contact, by sharing drinking or eating dishes)
- For each way germs are spread, discuss at least one way people can stop or limit the spread (using tissues, washing hands, not sharing personal items)
- Review Student Information Master: Wash Your Hands

WELLNESS CHOICES

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw a picture of three physical activities that you enjoy doing.

Journal

- Finish these statements with words or pictures:
 - "Physical activity is good for me because . . ."
 - "To get more active I will . . ."

Paper and Pencil

- Draw a picture that shows three health benefits of physical activity.
- Color "Be Active Be Healthy" Sheet. (Appendix)

Performance

- Working in pairs, prepare a 30-second public service ad for:
 - how to brush your teeth, or
 - how to wash your hands
 Videotape performances and play them back for discussion.

Paper and Pencil

- Draw a picture of the single best way to stop the spread of germs. (Answer: Washing hands regularly and thoroughly) Display these around the school.

Resources/Notes

W-1.1

Move, Move, Move Your Body
Student Song Sheet (Appendix)

Be Active Be Healthy
Coloring Sheet (Appendix)

W-1.2

Bill Nye the Science Guy's *Great Big Book of Tiny Germs* (Book) - Provincial Library
Keeping Clean (Video) - Provincial Library

Student Information Master:
Wash Your Hands

CIT Outcomes Link -

Inpiration 7.5 Software can be used for brainstorming activities.

Teacher Background
Kinds of Microbes (See Appendix)

Please Note:

The information and resources that are included about germs are not the focus of outcome W-1.2 but they may help you to address it.

Literature Support Resources

Brushing Well

Yikes - Lice!

Literature Support Kits

Each grade level has three main strands: Wellness Choices, Relationship Choices, and Life Learning Choices. There are three literature support kits to support curriculum outcomes. A list of the resources included in each of these kits is provided below, as well as in the kit itself, to help teachers with the management of inventory.

Wellness Choices

Signs All Around
Brushing Well
Fats, Oils, and Sweets
Drinking Water
The Dairy Group
The Grain Group
Eating Right
The Meat and Protein Group
The Fruit Group
The Vegetable Group
A Dog for You

Relationship Choices

Wilfrid Gordon McDonald Partridge
Whoever You Are
Priscilla and Rosy
Some Kids Are Deaf
Some Kids Wear Leg Braces
Some Kids Are Blind
Some Kids Use Wheelchairs
When I Feel Sad
When I Feel Scared
When I Feel Jealous
When I Feel Angry
When I Care About Others
Forgiveness
Sportsmanship
Politeness
Patience
Cooperation
Responsibility
Consideration
Peacefulness
Honesty
Respect
Friendliness
Caring
Tolerance
The Family Book

Life Learning Choices

Nurses
Police Officers
Doctors
Dentists
Fire Fighters
School Bus Drivers
School Principals
Omar On Ice
Nadia is a Food Bank Volunteer
Who Should...? Our World is Our Responsibility
I Am In Charge of Me
A Day in the Life of an EMT
Safety First

Teacher Notes

- Percentage of instructional time for elementary health grades 1-3:
4% (12 minutes/day, 1 hour/week, or 72 minutes/6 day cycle)

- **c.a.r.e. Kits**

All English Programs schools have been provided with a c.a.r.e. (Challenge Abuse Through Respect Education) kit (sixth edition). The c.a.r.e. kit is a personal safety program for students in grades 1-3, with a focus to prevent child sexual abuse.

See page 104 in the c.a.r.e. kit resource guide for grade level guidelines.

Part 1 - Use with Grade 1

Part 2 - Use with Grade 2

Part 3 - Use with Grade 3

Please provide parents with information about the program. The minimum expectation is to inform them by letter that the program is being used. However, some schools do have an information meeting or discuss the program at events such as “Meet-The-Teacher Night”.

Schools may choose to deliver the c.a.r.e. program component in different ways. Choose from the following:

- a). The school counsellor and classroom teacher team teach the program.
- b). The classroom teacher delivers the program. The school counsellor should be in the building when this is taking place. The school counsellor is invited to a session.
(The program is not designed to illicit disclosures, but they can occur.)
- c). The school counsellor delivers the program.

Larger schools may borrow an extra kit. Please contact the health curriculum specialist at the Department of Education.

- In column 4, **Other Suggested Resources** (books, videos, websites) are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes (videos, posters, reference materials, community programs, websites, resource people, etc.). Please ensure that the material you are using is appropriate, engaging, and accurate.
- Eastern School District teachers have access to a selection of materials from the Teachers’ Resource Centre. Western School District teachers are encouraged to visit the Little Red School House for resources. All teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video curriculum lists as well as other resources.
- Each school has a School Healthy Eating Toolkit from the PEI Healthy Eating Alliance.
- The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.
- Consider community opportunities when planning. Look for designated weeks or months such as Verbal Abuse Prevention week or Heart and Stroke Month, to address topics that complement the health curriculum.

Grade 1**WELLNESS CHOICES-General Curriculum Outcome**

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Curriculum Outcomes**Personal Health**

Students will be expected to:

- describe the health benefits of physical activity
- demonstrate positive hygiene and health care habits
- identify the specific physical changes that occur during early childhood
- identify physical characteristics that make themselves both similar to and different from others
- recognize the importance of basic healthy nutritional choices to well-being of self

Safety and Responsibility

Students will be expected to:

- identify symbols and safety rules for hazardous household products
- describe actions to use in unsafe or abusive situations
- describe fire safety behaviours and burn injury preventions
- describe appropriate safety behaviours in and around a school building and on and around a school playground
- demonstrate how to seek emergency help using 911
- describe appropriate behaviour around domestic and wild animals
- demonstrate a beginning understanding of what rabies is and what to do if bitten or scratched by an animal
- give examples of animals that sometimes carry rabies
- describe actions of a responsible pet owner

RELATIONSHIP CHOICES-General Curriculum Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes**Understanding and Expressing Feelings**

Students will be expected to:

- recognize and demonstrate various ways to express feelings
- identify physiological responses to feelings
- identify positive and negative feelings associated with stress/change

- compare and contrast positive and negative nonverbal communication and associated feelings

Interactions

Students will be expected to:

- identify characteristics of being a good friend
- explain how personal behaviours and attitudes can influence the feelings and actions of others
- demonstrate age-appropriate ways to resolve conflict with limited assistance

Group Roles and Processes

Students will be expected to:

- work cooperatively with a partner
- recognize and accept individual differences within groups and families

LIFE LEARNING CHOICES-General Curriculum Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Curriculum Outcomes**Learning Strategies**

Students will be expected to:

- demonstrate age-appropriate independence in completing tasks and activities
- explore different ways to know, or come to know, new things
- identify steps of a decision making process for an age-appropriate issue
- define a goal, and recognize that setting a goal helps accomplish tasks

Life Goals and Career Development

Students will be expected to:

- recognize interests, strengths and skills of self
- demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid, and unpaid

Volunteerism

Students will be expected to:

- describe ways people volunteer in the school and in the community
- select and perform volunteer tasks in the classroom

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- describe the health benefits of physical activity (W-1.1)
- demonstrate positive hygiene and health care habits (W-1.2)
- identify the specific physical changes that occur during early childhood (W-1.3)
- identify physical characteristics that make themselves both similar to and different from others (W-1.4)
- recognize the importance of basic healthy nutritional choices to well-being of self (W-1.5)

Safety and Responsibility

Students will be expected to

- identify symbols and safety rules for hazardous household products (W-1.6)
- describe actions to use in unsafe or abusive situations (W-1.7)
- describe fire safety behaviors and burn injury prevention (W-1.8)
- describe appropriate safety behaviors in and around a school building and on and around a school playground (W-1.9)
- demonstrate how to seek emergency help using 911 (W-1.10)
- describe appropriate behavior around domesticated and wild animals (W-1.11)
- demonstrate a beginning understanding of what rabies is and what to do if bitten or scratched by an animal (W-1.12)
- give examples of animals that sometimes carry rabies (W-1.13)
- describe actions of a responsible pet owner (W-1.14)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw a picture of three physical activities that you enjoy doing.

Journal

- Finish these statements with words or pictures:
 - “Physical activity is good for me because . . .”
 - “To get more active I will . . . “

Paper and Pencil

- Draw a picture that shows three health benefits of physical activity.

Performance

- Working in pairs, prepare a 30-second public service ad for:
 - how to brush your teeth, or
 - how to wash your hands
 Videotape performances and play them back for discussion.

Paper and Pencil

- Draw a picture of the single best way to stop the spread of germs. (Answer: Washing hands regularly and thoroughly) Display these around the school.

Resources/Notes

W-1.1

Move, Move, Move Your Body
Student Song Sheet (Appendix)

W-1.2

Literature Support Resources

Brushing Well

Student Information Master:
Wash Your Hands (Appendix)

Teacher Background:
Kinds of Microbes (Appendix)

Other Suggested Resources

Bill Nye the Science Guy’s *Great Big Book of Tiny Germs* (Book) - Provincial Library
Keeping Clean (Video) - Provincial Library
Guest Speaker - Public Health Nurse

Please Note:

The information and resources that are included about germs are not the focus of outcome W-1.2 but they may help you address it.

CIT Outcomes Link

Inspiration 7.5 Software can be used for brainstorming activities.

Science Safety Binder (Grade 1)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- identify the specific physical changes that occur during early childhood (W-1.3)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- Invite students to bring in baby photos of themselves. Display on the board and label each photo with a number. Guess the identity of each baby and discuss how that person has physically changed. (This should be a voluntary activity.)

Apply

- As a class, complete a Venn diagram illustrating the ways children are physically the same as when they were babies and the ways they were different. Consider height, weight, hair, teeth and things you can do now, such as walking and talking.
- Discuss the advantages of these physical changes. Are there disadvantages?

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- Draw a picture of yourself and show three ways you've changed since you were a baby. Label these changes on your drawing.

Resources/Notes

Other Suggested Resources

When I Was Little

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- identify physical characteristics that make themselves both similar to and different from others (W-1.4) ♥
- recognize the importance of basic healthy nutritional choices to well-being of self (W-1.5)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- Discuss and define the concept of physical characteristics. Use examples to illustrate the concept.
- Brainstorm physical characteristics that are similar for all or most students in the class; for example, two eyes, two hands.
- List physical characteristics that are different; for example, eye color, hand size.

Apply

- Design a simple survey to gather information about the physical characteristics of class members. Use pictures, symbols, numbers and checkmarks to record your information.
- Collect data and display on graphs.
- Discuss the benefits of people being physically similar to one another. For example, you could share clothing, and desks would fit everyone.
- Discuss the benefits of people being physically different from one another.

Get Ready

- Discuss the concept of variety and why it is important to choose different kinds of food. For example, variety allows you to get all the nutrients you need to stay healthy. The **Literature Support Resources** may be used to assist students in recognizing a variety of healthy choices.
- As a class, brainstorm a list of favorite foods that might be eaten for breakfast. Sort foods into “healthy/most-of-the-time” and “not-so-healthy/sometimes” categories. (The School Healthy Eating Toolkit - Section 1)
- Discuss the advantages of eating more food from the healthy category. For example, your energy lasts longer, you feel better, and you learn better.

Apply

- Make a class top ten list of reasons to start the day with a healthy breakfast.
- Discuss how our bodies feel if we skip breakfast. For example, we may get a headache, be tired, be shaky or weak, be unable to concentrate, or be grumpy.
- As a class, discuss the ways water and other fluids keep our bodies healthy (See Teacher Background/Appendix and The School Healthy Eating Toolkit - Section 6)
- Develop a plan to encourage all students in class to drink water throughout the school day.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a drawing showing two ways you are physically similar to a friend and two ways you are physically different.

I'm similar to _____	I'm different from _____

(Appendix)

Paper and Pencil

- Design a page of healthy breakfast food to feature in the next class/school newsletter.
- Draw and label five “healthy or most-of-the-time” foods for breakfast.

Presentation

- Design a mini-poster showing why it's important to drink water everyday.
- Design paper badges to be awarded when children show a willingness to try unfamiliar foods. The badges can read, “I tried it!”

Resources/Notes

c.a.r.e kit - Message Card #1:
Everyone has a body
Three Raindrops and related activities.

Cross-curricular link -
Math Data Management and Probability

Literature Support Resources

The Meat and Protein Group

The Grain Group

Fats, Oils, and Sweets

Drinking Water

Eating Right

The Dairy Group

The Vegetable Group

The Fruit Group

The School Healthy Eating Toolkit

Teacher Background Notes (Appendix)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- identify symbols and safety rules for hazardous household products (W-1.6)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- As a class, read *Safety First* to begin to address the aspects of our lives where we need to be concerned about safety.
- Use an Idea Builder (Appendix) to discuss and define the term **hazardous**.
- Display a variety of household product containers (empty and cleaned) so students can see the hazardous label. (See Student Information Master.)

Apply

- As a class, create a list of situations in which hazardous materials are used at home. For example, situations such as cleaning the stove and getting rid of ants could be used.
- Discuss how hazardous materials can affect your health if you:
 - breathe fumes
 - spill toxic liquids on your skin or in your eyes
 - eat or drink a poisonous substance
- Review the shapes and symbols in Student Information Master: Is It Safe?
- Discuss basic safety rules for household substances including the following:
 1. Ask a grown-up before eating or drinking anything.
 2. Don't play with household substances.
 3. Tell a grown-up if you find poison.
 4. Call 911 if you think someone has been poisoned.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Interview

- Interview your parent about hazardous products in your home. Create ID labels for these.

Presentation

- Invite the school custodian to visit your class and talk about how and when hazardous materials in your school are used and stored safely.

Formal / Informal Observation

- Discuss:
 - “What should you do if you find a poison?”
 - “What should you do if you think another child has eaten or taken a drink of a hazardous product?”

Resources/Notes

Literature Support Resources

Safety First

Idea Builder (Appendix)

Student Information Master:
Is it safe? (Appendix)

Other Suggested Resources

Poisons Make You Sick - (Book)
by Dorothy Chlad (Provincial Library)

Children and Poisons

Children are at a significantly greater risk from poisoning exposure and death than adults because they are smaller, have faster metabolic rates and are less able to physically handle toxic chemicals.

In addition, their natural curiosity and desire to put things in their mouths increases their risk.

School Custodian - Guest Speaker

Poison Info

1-800-565-8161

(ate one sick one)
mnemonic device

Science Safety Binder (Grade 1)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Pencil and Paper

- Divide a page into three and draw a picture of three different actions you can take in an unsafe situation.

In an unsafe situation, I can:		

(Appendix)

Presentation

- Complete a fire escape plan with your family. Show two ways to get out of each room. Draw a meeting place outside the home.

Performance

- Ask a parent to help you test the smoke alarms in your home.
- On the count of three, pretend your shirt is on fire. As you do the three steps to put out the fire, say the key words aloud. (Stop, Drop, Roll)

Resources/Notes

c.a.r.e. kit

Science Safety Binder (Grade 1)

Literature Support Resource

Fire Fighters

(Life Learning Choices Package)

Student Information Master:

Fire Safety (Appendix)

Teacher Background Notes (Appendix)

Fire and Burn Prevention

Invite a firefighter to speak to the class.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- Create a class display with the heading I am safe because . . . Students can draw pictures of safe behaviors and the teacher can write a caption describing that behavior. For example:
 - I walk in the hallways.
 - I keep my hands and feet to myself.
 - I look both ways before I cross the street.

Presentation

- Create a paper doll chain and label each doll to represent one person in your support network.

Performance

- Using disconnect, or toy phones, role-play calling 911 to report emergency situations.

Resources/Notes

Literature Support Resource

Signs All Around

Ready, Set, Go (Appendix)

Traffic Sign Savvy (Appendix)

Other Suggested Resources

The Berenstain Bears Learn About Strangers

Science Safety Binder (Grade 1)

Invite a guest speaker (e.g., crossing guard)

Literature Support Resources

911 Activities (Appendix)

911 Video (1 per school)

911 Flashcard Program -
(PEI 911 Administration Office - 368-4073)

Invite guest speaker
(e.g., firefighter, police officer)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- describe appropriate behavior around domestic and wild animals (W-1.11)
- demonstrate a beginning understanding of what rabies is and what to do if bitten or scratched by an animal (W-1.12)
- give examples of animals that sometimes carry rabies (W-1.13)

- describe actions of a responsible pet owner (W-1.14)

Elaborations-Strategies for Learning and Teaching

Safety and Responsibility (Cont'd)

Get Ready

- Discuss the “Three Times Rule” before approaching a pet.
 - Ask parents if it’s okay.
 - Ask owner if it’s okay.
 - Ask pet by allowing it to smell your hand.

Invite a veterinarian, local public health nurse or PEI Humane Society representative to come to class to speak about being safe around animals.

Get Ready

- Invite students to bring in photos of their pets. As a class, make a list of the ways pet owners keep their pets clean and healthy.
- Read aloud and discuss *A Dog for You*.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- Have students cut out pictures of a variety of animals and sort them into the following categories: pets, barnyard animals and wild animals.

Informal / Formal Observation

- Read “Old MacDonald Had a Farm” and categorize the animals into various groups, eg. possible pets, barn animals.

Presentation

- Create a list of pets that the children in class have or that family relatives or friends have. Then encourage the children to create a list of local wild animals. Have the children create a poster of animals they should not approach.

Performance

- Encourage students to create a play and act out what they should do if they were scratched or bitten by an animal. (Tell an adult, wash the bite or scratch with soap and water right away, explain what the animal looked like and where it was located.)

Presentation

- Find, cut out and paste pictures of animals into a poster showing which “domestic” and “wild” animals can carry rabies. (Animals - appendix).

Paper and Pencil

- Complete “A Responsible Pet Owner” booklet. (Appendix)

Resources/Notes

Rabies Information (Appendix)
(Send home Parent Communication Sheets)

Activities / Appendix

Invite guest speaker
(e.g., veterinarian, public health nurse,
PEI Humane Society representative)

Other Suggested Resources

Old MacDonald Had a Farm

Science Safety Binder (Grade 1)

Rabies is a dangerous disease for both animals and people. Rabies is spread by being bitten, scratched, or licked by an animal that has rabies. Rabies is life threatening for people, so they must be treated immediately. Rabies is always fatal in animals that are not vaccinated.

Wild animals that can carry the rabies virus in our province are raccoons, coyotes, skunks, foxes, and bats. Dogs, cats, cows and other farm animals can get rabies unless they receive special medicine called a rabies vaccination.

Birds, fish and reptiles such as snakes and lizards, cannot get rabies.

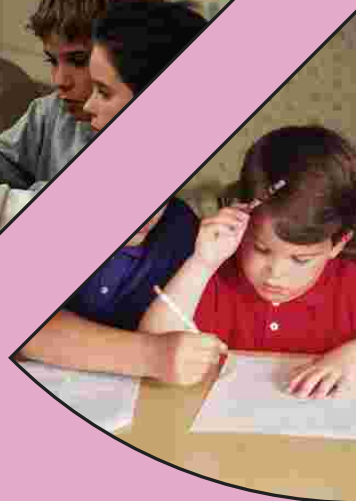
Cross-curriculum link - Science
Characteristics of Living Things

Literature Support Resources

A Dog For You

Activity/Appendix

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- recognize and demonstrate various ways to express feelings (R-1.1)
- identify physiological responses to feelings (R-1.2)
- identify positive and negative feelings associated with stress/change (R-1.3)
- compare and contrast positive and negative nonverbal communication and associated feelings (R-1.4)

Interactions

Students will be expected to

- identify characteristics of being a good friend (R-1.5)
- explain how personal behaviors and attitudes can influence the feelings and actions of others (R-1.6)
- demonstrate age appropriate ways to resolve conflict with limited assistance (R-1.7)

Group Roles and Processes

Students will be expected to

- work cooperatively with a partner (R-1.8)
- recognize and accept individual differences within groups and families (R-1.9)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- recognize and demonstrate various ways to express feelings (R-1.1)
- identify physiological responses to feelings (R-1.2)

Elaborations—Strategies for Learning and Teaching

Understanding and Expressing Feelings

Get Ready

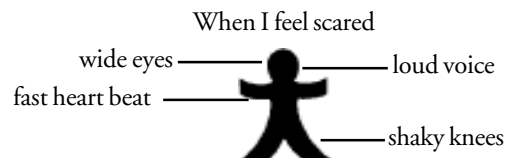
- Brainstorm a list of common feelings. Record on chart paper and post in classroom.
- Add word balloons with words you might say when you are expressing one of those feelings.

Get Ready

- Your body tells you things all day long. Think about how your body says:
 - “I am sleepy.” (by yawning)
 - “This is funny.” (by laughing)
 - “I am hungry.” (with tummy growling)
 - “I am cold.” (by shivering or getting goosebumps)
 - “I am happy.” (by smiling)
- Have students act out a message your body sends. Have the class guess the message.

Apply

- Draw an outline of a body. On chart paper or on the blackboard brainstorm and label possible effects of a particular feeling on the body.





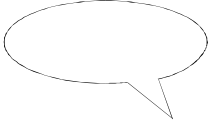
- Discuss how different people may have different responses to feelings. For example, some people cry when they are excited and some people laugh. Your body may respond differently to the same feeling at different times of your life.
- Discuss how your body works with you to be a good learner.
 - show listening (eye contact, head nodding, hand and feet still)
 - help you be a neat writer (sit up straight, feet flat on floor, eyes on paper, fingers loosely grip pencil)
 - say “thank you” to another person / smile, eye contact, clear voice, stand or sit straight

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Journal

- Draw a picture showing three ways you expressed different feelings this week. Write what you said in the word balloons. Write one line under each picture to explain what you did.

How I show I am		
_____	_____	_____
		
_____	_____	_____
_____	_____	_____

(Appendix)

- Use words and pictures to finish these statements:
 - “My body tells me I’m happy by . . .”
 - “My body tells me I’m sad by . . .”
 - “My body tells me I’m scared by . . .”
 - “My body tells me I’m annoyed by . . .”
 - “My body tells me I’m interested by . . .”

Resources/Notes

Literature Support Resources

When I feel Sad

When I feel Scared

When I feel Angry

When I feel Jealous

Feeling Poster (Appendix)
(Creative Therapy Associates)


GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Imagine that you have just moved to a new school and this is your first day in class. You don't know anyone and you are afraid you'll get lost in the school. Name some feelings you might have. Include at least one positive feeling.

In this new situation I might feel . . .



The image shows three heart-shaped boxes arranged horizontally. Each heart has a horizontal line drawn across its middle, intended for a student to write a feeling inside.

(Appendix)

- Draw a cartoon about positive touching. Use word balloons to show what each person is saying and thought balloons to show what each person is thinking.

Resources/Notes

Stress - is the way your body and feelings react to a pressure or change. Stress can result from a positive situation, such as performing in a concert, or a negative situation, such as having your best friend move away.

c.a.r.e. kit

Message Card #2 and #3

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a drawing of three characteristics of a good friend. Put a star beside the drawing of one thing you want to do more of.

A good friend is . . .		
_____	_____	_____

(Appendix)

Paper and Pencil

- Draw a picture of one of the strategies from Student Information Master 5.

Presentation

- Design a greeting card that could have a positive influence on the feelings and actions of another person.

Paper and Pencil

- Use drawings and key words to complete a chart showing how you can influence the feelings and actions of others.

Three ways I can help others have a good time at recess are:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Appendix)

Resources/Notes

Literature Support Resources

<i>Priscilla and Rosy</i>	<i>Consideration</i>
<i>Friendliness</i>	<i>Caring</i>
<i>Cooperation</i>	<i>Forgiveness</i>
<i>Tolerance</i>	<i>Politeness</i>
<i>Sportsmanship</i>	<i>Peacefulness</i>
<i>Responsibility</i>	<i>Respect</i>
<i>Honesty</i>	<i>Patience</i>

Other Suggested Resources

- Sun and Moon* (book)
- A Little Bit of Winter* (book)

Literature Support Resources

- When I Care About Others*
- Wilfred Gordon MacDonald Partridge*

Other Suggested Resources

- Chrysanthemum* (book)
- Howay for Wodney Wat* (book)

Student Information Master:

Twenty Ways you can be a Friend to Others (Appendix)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- demonstrate age-appropriate ways to resolve conflict with limited assistance (R-1.7)

Elaborations–Strategies for Learning and Teaching Interactions

Get Ready

- Use an idea builder (W-1.6 - Appendix) to explore and define the concept of conflict.
- As a class, brainstorm a list of conflicts grade 1 students may have:
 - on the playground
 - in the classroom
 - at home

Apply

- Read and discuss Student Information Master: Work It Out!
- Discuss strategies for calming down, such as breathing slowly, counting to 10 or using self-talk.
- Present a case study showing two sides of a situation that could result in a conflict. For example:

Suzanne - I brought my birthday money to school so I could buy popcorn for two of my friends. I got really mad when I heard Carl telling everybody I stole my popcorn money out of his lunch bag. That's not true!

Carlos - I left my lunch money inside my lunch bag on the table by my desk. When I went to get it, the money was gone. My friend saw Suzanne by the table. Then she had all that money to buy popcorn. I bet she took my money. I want it back.

- Discuss “What might happen if Suzanne and Carlos do not talk about this problem?”
- Review what good listening looks like, including:
 - showing you're interested
 - paying attention
 - not interrupting
- By telling another person how you feel, you can sometimes avoid a conflict. Use these three sentence starters to help you.

I feel . . .
 When you . . .
 I want . . . (tell what would make things better for you)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

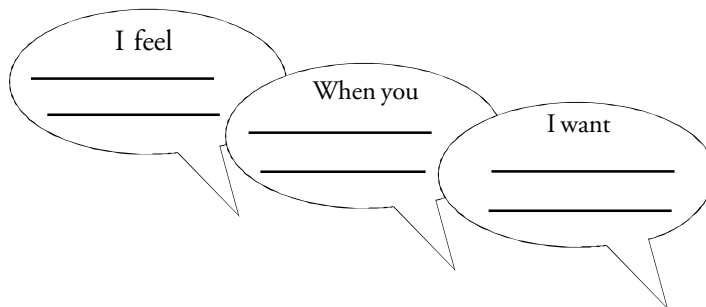
Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Discuss/display strategies for calming down or working out a conflict. (Student Information Master: Work It Out!)

Paper and Pencil

- Complete the word balloons to show what you could say if another student took your crayons without asking.



(Appendix)

Presentation

- Design mini-posters encouraging students in your school to:
 - stay calm
 - use words to solve problems
 - walk away

Display the posters in hallways.

Performance

- Use role-playing situations, such as the following, to practise telling another person how you feel.
 - Your friend Tyler asks you to wait for him by the outside door at recess. You wait for almost the whole recess and he doesn't show up. When you see him next recess, what will you tell him?
 - During library time, another student picks up the book you have chosen from the table and walks to the checkout desk. What will you say?

Resources/Notes

Student Information Master:
Work It Out! (Appendix)

Verbal Abuse Prevention Week
(October)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- With a partner, paint a picture by sharing one brush and one piece of paper. Work together to decide what will be in the painting, who will paint first, and what colours you will use.

Paper and Pencil

- Listen to your teacher read each statement from Student Activity Master (Appendix) and circle the number that best describes how you worked with your partner today.

Paper and Pencil

- On a chart, draw two ways that you are similar to one person in your family, and two ways you are different from that person.

How I'm similar to _____	How I'm different from _____

(Appendix)

Resources/Notes

Student Activity Master:
Rating Scale: Partner Work (Appendix)

Idea Builder (Appendix - W-1.6)

Other Suggested Resources

Just A Little Bit

CIT Outcomes Links

Concept Mapping, A4.3

Graphics A5.1, B5.1

Social, Health, Ethical E2.1, E2.2, E2.3

Literature Support Resources

Whoever You Are

Some Kids Are Deaf

Some Kids Wear Leg Braces

Some Kids Are Blind

Some Kids Use Wheelchairs

The Family Book

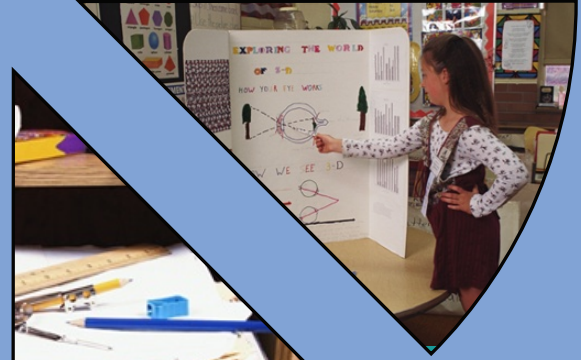
Cross-curricular link - Science
Materials, Objects and Our Senses

Teacher Note (R-1.9)

Use gender neutral terms such as “parents or guardians” rather than “mothers and fathers” to promote respect for all families.

Brainstorming Activities -
Inspiration 7.5

Life Learning Choices



Notes:

PEI Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- demonstrate age-appropriate independence in completing tasks and activities (L-1.1)
- explore different ways to know, or come to know, new things (L-1.2)
- identify steps of a decision making process for an age-appropriate issue (L-1.3)
- define a goal, and recognize that setting goals helps accomplish tasks (L-1.4)

Life Goals and Career Development

Students will be expected to

- recognize interests, strengths and skills of self (L-1.5)
- demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid (L-1.6)

Volunteerism

Students will be expected to

- describe ways people volunteer in the school and in the community (L-1.7)
- select and perform volunteer tasks in the classroom (L-1.8)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- demonstrate age-appropriate independence in completing tasks and activities (L-1.1)

- explore different ways to know, or come to know, new things (L-1.2)

- identify steps of a decision making process for an age-appropriate issue (L-1.3)

Elaborations–Strategies for Learning and Teaching

Learning Strategies

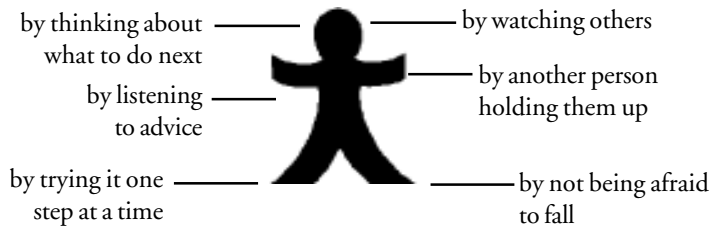
Get Ready

- As a class, discuss what it means to do something independently and why that is an important skill.
- Brainstorm a list of at least 25 things grade 1 students can do independently. Put them in categories. For example:

At School	At Home
- write a story	- get dressed
- add two numbers together	- make a snack
- Brainstorm a list of at least 25 things grade 1 students should not do on their own.
- Discuss why it is appropriate to have adult assistance for some tasks.
- Think about five things you can't do on your own right now but would like to do independently within the year.

Get Ready

- Look at a picture of a grade 1 student learning something new (e.g., riding a bike). Make a web of all the ways that student is learning about the new activity.



- Brainstorm a list of ways you can get to know a new student in your class.

Get Ready

- Discuss what a good decision is and the advantages of making good decisions. For example:
 - it makes you feel good
 - it helps you get something done
 - it helps someone else
- As a class, brainstorm a list of decisions that have been made today.
- Discuss a decision-making model, such as Use Your Decision Making Steps (Appendix). Use these steps to talk through some decision-making situations, such as:
 - You have to finish three math tasks before recess.
 - You left your lunch at home on the kitchen table.
 - You can't find your pencil.
 - You spilled your water bottle at your desk.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw three tasks or activities you completed by yourself this week.
- Complete a self-assessment on how you worked in class today.

Presentation

- In small groups, make pictures showing all the ways you could explore and learn about a new thing such as:
 - a puppy
 - a slide on a playground
 - a playhouse
 - a book
 - a sweater
 - your desk

Informal / Formal Observation

- Use a decision-making chart for the following situation:
At recess, Lee asks you to play soccer and Amy wants you to look at trading cards. What will you do?

Resources/Notes

Student Activity Master:
Self Assessment (Appendix)

Literature Support Resources

Who Should . . . ?

I am in Charge of Me

“What am I?” game. Each player puts on a blindfold and chooses an object. Players try to figure out what the object is by touching, smelling, and making sounds with it. Each player tells a partner all the things he or she found out about the mystery object. Then, the player takes off the blindfold, looks at the object and tells his or her partner three more things about the object.

Cross-curricular link - Science
Materials, Objects and Our Senses

Student Activity Master:
Use Your Decision-Making Steps
(Appendix)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- define a goal, and recognize that setting a goal helps accomplish tasks (L-1.4)

Elaborations—Strategies for Learning and Teaching

Learning Strategies (Cont'd)

Get Ready

- Use an idea builder (Appendix) to explore and discuss the concept of goals.

Apply

- As a class, brainstorm a list of jobs or activities students in the class need to get done by the end of the week.
- Choose one task and identify:
 - steps to take to accomplish it.
 - why this task is necessary or important
- Discuss how “knowing what you want helps make it happen.”

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw pictures to show your goals for the week.

This Week		
I want to finish:	I want to try:	I want to get better at:

(Appendix)

Resources/Notes

Idea Builder (Appendix - W-1.6)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Presentation

- Draw a picture of yourself holding five bears. In each bear, draw a picture of a special strength or skill you have.

Paper and Pencil

- Use picture and key words to complete the All About Me chart.

All About Me	
At school, I can	At home, I can
On the playground, I can	With my friends, I can

(Appendix)

- Use drawings and key words to show your understanding of paid and unpaid work in the community.

An example of people who are paid for their work in the community is: <div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div> They help people by: <div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>	An example of people who do volunteer work in the community is: <div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div> They help people by: <div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div>
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Resources/Notes

Literature Support Resource

Omar On Ice

Literature Support Resource

Community Helpers:

School Bus Drivers

School Principals

Police Officers (W-1.10)

Nurses

Firefighters (W-1.8, W-1.10)

Doctors

Dentists

A Day In The Life Of An Emergency Medical Technician (W-1.10)

Cross-curricular link - Social Studies

Unit 4: Needs and Wants

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Paper and Pencil

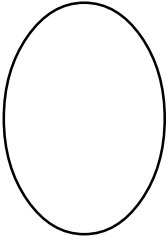
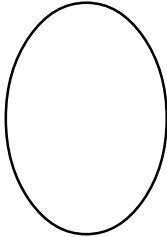
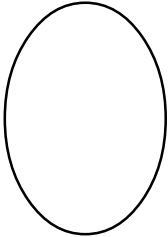
- Use key words and drawings to complete the following chart(s).

Volunteer jobs I would like to do in the school or community when I'm older:		
_____	_____	_____

Volunteers help children in our school by:		
_____	_____	_____

(Appendix)

- Use key words and drawings to show the volunteer jobs you did in the classroom this week.

Here are the volunteer jobs I did in the classroom this week.		
		
_____	_____	_____

(Appendix)

Resources/Notes

Literature Support Resource

Nadia is a Food Bank Volunteer

Idea Builder (Appendix - W-1.6)

Cross-curricular link - Social Studies

Unit 4: Needs and Wants

Cross-curricular link - Social Studies

Unit 4: Needs and Wants

Appendix Grade 1

Unless otherwise stated, the following materials have been reproduced/adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

Student Song Sheet

Move, Move, Move Your Body (To the tune of Row, Row, Row Your Boat)

Move, move, move your body,
It is good to play,
Running, skipping, jumping, biking,
Do it everyday.

Stretch, stretch, stretch your body,
Up and down and around,
Arms, legs, shoulders, and neck,
Do it everyday.

Strong, strong, muscles and bones,
Help to keep you fit,
Lift, and push, and pull, and jump,
Do it everyday.

Teacher Background

W-1.2

Kinds of microbes

The word **germ** is a nonscientific term for microbes.

Four kinds of microbes cause most communicable diseases.

- One-celled organisms called bacteria live almost everywhere on Earth. Most of them are harmless. However, bacteria do cause strep throat, tuberculosis and many other communicable diseases.
- Microscopic particles called viruses can reproduce only inside living cells. Viruses cause diseases, such as colds, flus, measles and polio.
- A group of living organisms called fungi include yeast, mushrooms and molds. Fungi cannot make their own food; they feed off other organisms. Disease-producing fungi can cause infections of the scalp and feet.
- There are other one-celled organisms called protists. Protists are much larger than bacteria. Malaria and sleeping sickness are caused by protists.

Microbes spread:

- by direct contact, such as cold and flu germs passing directly from one person's hand to another person.
- by indirect contact-some germs live outside the body and are found on items such as dishes, spoons or toothbrushes.
- through the air-sneezes travel through the air at 150 km/hr and a single droplet contains 10 000 to 100 000 microbes; if you breathe in these invisible droplets, bacteria or viruses can invade your body.

KWL

W-1.2

What is the concept?

What I know about:

- 1.
- 2.
- 3.
- 4.

What I WANT to know or WONDER about or think I WILL learn:

- ?
?
?
?

How I might FIND OUT about...

What have I learned?

Wash *your* hands

W-1.2

Washing your hands is the best way to stop the spread of germs that cause colds, flu and sore throats. Most common infections are spread by hands.

When to wash your hands

- ✓ before meals
- ✓ after using the toilet
- ✓ after blowing your nose
- ✓ after playing with toys shared with other children.

How to wash your hands

- ✓ Use soap and water.
Washing with water alone does not get rid of germs.
- ✓ Do not use antibacterial soap.
- ✓ Rub your hands together for at least 20 seconds
(or the time it takes to sing Twinkle, Twinkle Little Star).
- ✓ Rinse your hands for 10 seconds.
- ✓ Dry your hands with a towel.



Similarities and Differences

W-1.4

Name: _____

Date: _____

Make a drawing showing two ways you are physically similar to a friend and two ways you are physically different.

I'm similar to _____	I'm different from _____

Teacher Background

W-1.5

Importance of healthy eating

A balanced, healthy diet is essential for good health. This is particularly true for children because they are growing and developing.

Variety plays an important role in choosing a healthy, balanced diet. Variety means eating many different kinds of foods, prepared in different ways, on a regular basis. Choosing a variety of foods, rather than eating the same kinds of foods day in and day out, promotes an adequate intake of essential nutrients and keeps diets exciting.

Importance of breakfast

Eating breakfast helps both children and adults meet their nutrient requirements and improve intellectual function. Research shows that children who eat breakfast perform better at school and are less likely to suffer from problems, such as inattentiveness and absenteeism. In addition, breakfast eaters tend to maintain a healthy weight and have lower blood cholesterol levels.

Importance of Fluid

Every cell in your body depends on water to work properly. Your organ systems need water and other fluids to do their jobs. Water is the main ingredient of digestive juices, blood and perspiration. More than half your body weight is water. Water makes up over 70 percent of your brain.

Your body uses more than two litres of water every day. You can replace some of this water with the water in the food you eat. The rest should come from the liquids you drink.

Research indicates that dehydration can affect learning. By the time we are thirsty, we are already dehydrated. With thirst, the percentage of water in the blood goes down while the salt concentration in the blood goes up, causing rises in blood pressure and stress levels. If we become dehydrated, the chemical balance in our brains is negatively altered.

A number of schools are now encouraging students to keep water bottles at their desks. It's important that the water bottles be emptied each evening and brought home for a thorough cleaning with hot soapy water.

Ideas for promoting healthy food choices and adequate daily fluid intake

Students can:

- eat a healthy breakfast every day
- drink fluids throughout the day, every day
- keep water bottles at their desks or in their backpacks
- demonstrate a willingness to try unfamiliar foods

Teacher Background

W-1.5

Parents can:

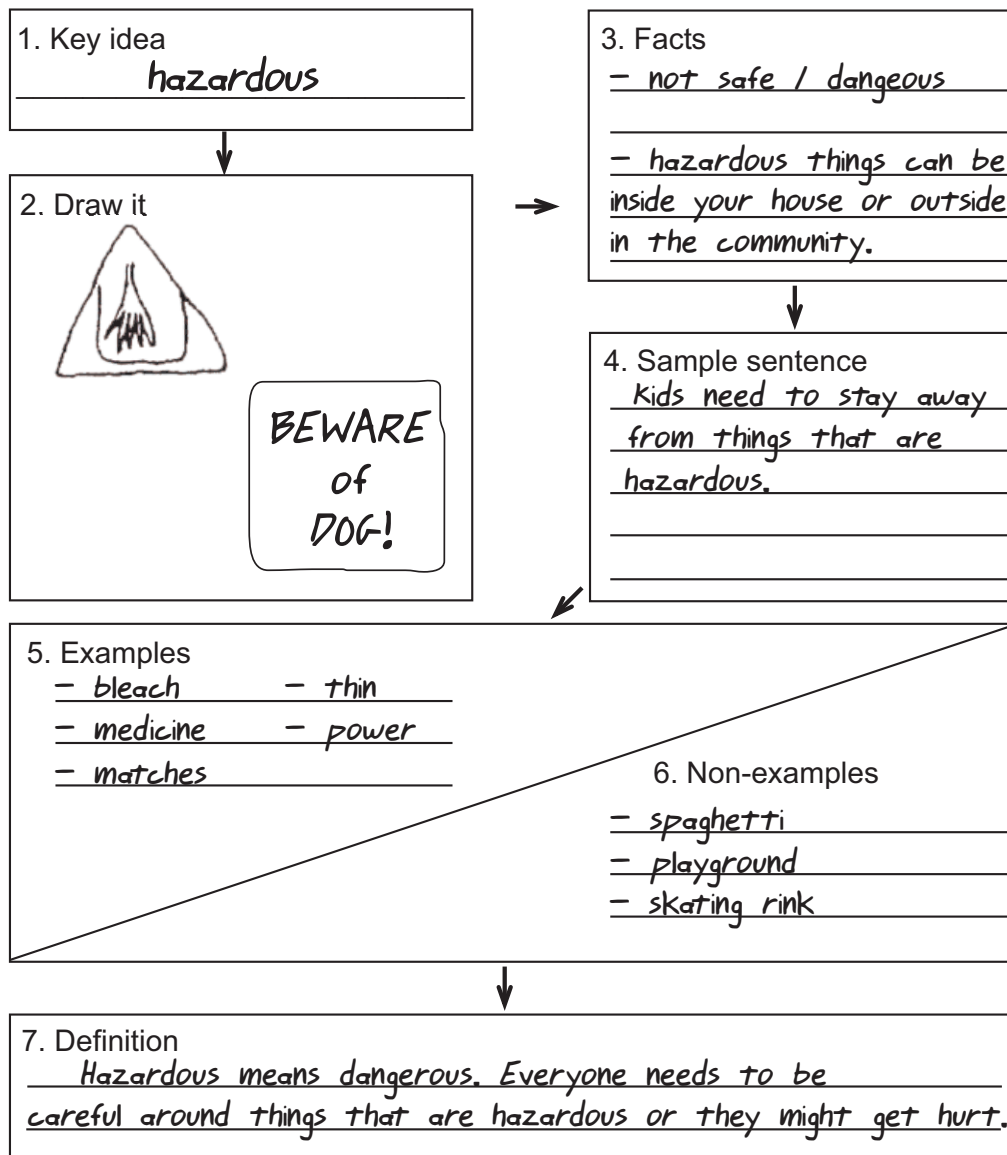
- model eating a healthy breakfast and drinking adequate fluids during the day
- provide opportunities for children to become involved in planning and preparing nutritious breakfasts for the family
- cue children to consume water throughout the day, and particularly before, during and after periods of physical activity
- provide children with water bottles for use throughout the day
- offer children a wide variety of foods for meals and snacks, including breakfast
- encourage the family to try foods that are unfamiliar.

Communities can:

- provide opportunities for children to explore unfamiliar foods through recreational and cultural activities that involve food demonstrations by local cultural groups, associations or societies, and others.

Idea Builders

Idea builders create a context for introducing and/or clarifying new concepts or ideas. They help students make connections between what they know and what they will be learning. They help students gather information related to a concept by identifying essential and nonessential characteristics, examples and nonexamples. They encourage students to examine concepts from multiple perspectives, to develop inductive and divergent thinking, and to focus their attention on relevant details.



In health instruction, Idea builders can be used for basic concepts, such as immunization, assertiveness or hazardous materials. They are especially helpful for English as a Second Language (ESL) students or students with special needs who require support in understanding new concepts.

Idea Builder

W-1.6

Name: _____

Date: _____

1. Key idea



2. Draw it



3. Facts



4. Sample sentence



5. Examples

6. Non-examples



7. Definition

Is it Safe?

W-1.6

Name: _____

Date: _____

Hazardous product symbols

A symbol is made up of a picture and a frame.

The picture tells you the type of danger:



Poison



Flammable



Explosive

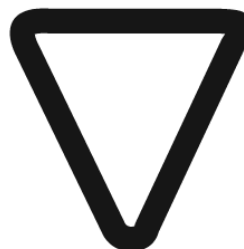


Corrosive

The frame tells you if it is the chemical inside the container that is hazardous, or if it is the container that is hazardous:



The contents inside the container are dangerous.



The container is dangerous.

Unsafe Situations

W-1.7

Name: _____

Date: _____

Draw a picture of three different actions you can take in an unsafe situation.

In an unsafe situation, I can:

Teacher Background

W-1.8

Fire and burn prevention

In Canada, more than 400 people die and more than 2500 are injured in fire-related accidents every year. Young children are especially vulnerable to burn-related injury and death. They do not perceive danger, have less control of their environment, and have a limited ability to react promptly and properly to a burn situation. Children's skin is thinner than that of adults, and burns at lower temperatures and more deeply.

For example, a child exposed to hot tap water at 60^o C for three seconds will sustain a third-degree burn-an injury requiring hospitalization and skin grafts. Scald burns caused by tap water most often occur in the bathroom and are associated with more deaths and injuries to young children than those caused by other hot liquids. Burns resulting from exposure to tap water tend to be more severe and cover a larger portion of the body.

Children and fire are a deadly combination, but many parents, teachers and other adults underestimate this problem. Some children engage in fire play out of curiosity, without realizing the danger. Some use fire play as a bid for attention. Children may play with fires intentionally as a way of acting out their anger or frustration. Children playing with fire can result in dangerous levels of injuries, property loss and even death.

Fire Safety

W-1.8

Name: _____

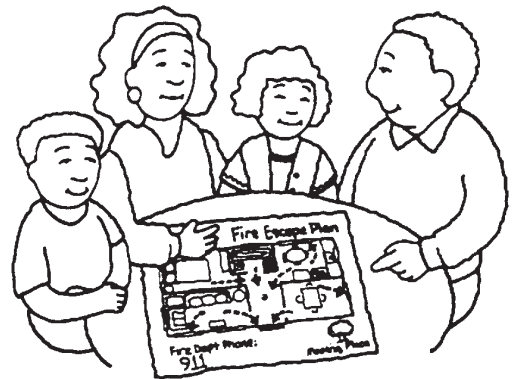
Date: _____

1. Encourage your family to test the smoke detector in your home once a month.



2. Know what to do when the smoke detector or alarm sounds.

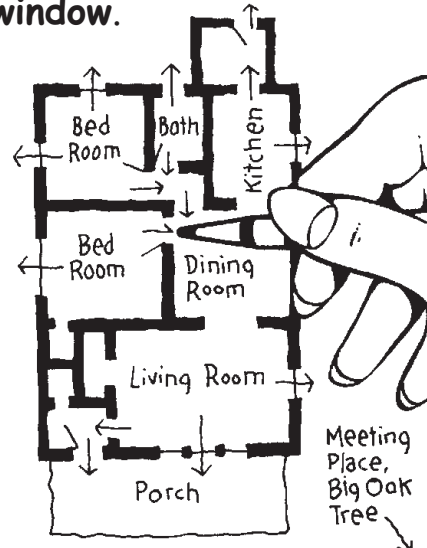
- ◆ Know two ways out of every room.
- ◆ Leave the building.
- ◆ Go to your meeting place.
- ◆ Stay out of the building.



The first way out is the door.
The second way out is the window.



If there is smoke, crawl under the smoke.

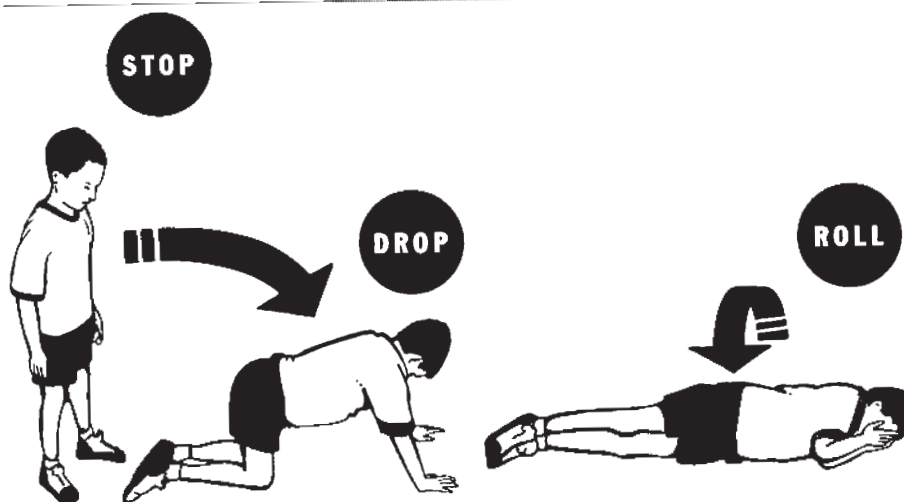


Fire Safety

W-1.8

...continued

3. If your clothes catch fire: stop, drop and roll.



4. Tell an adult if you find matches or lighters.



Road rules

W-1.9

READY, SET, GO!
HOW MANY ROAD RULES DO YOU KNOW?

The road rules...



Walk on the sidewalk. If there are no sidewalks, you should always walk on the side of the road that is facing traffic so that you can see drivers and they can see you.



Cross the road at the corner or at a marked crosswalk.



Never run out from driveways or between parked cars.



Stop and check for cars at all driveways, curbs, and alleys.

Follow these safety tips...

Stop - before you cross the road

Look - look both ways, left and right

Listen - for traffic

Wait - until all traffic stops

Look - drivers in the eye to be sure they see you, then cross the road



Traffic Sign Savvy

W-1.9

KNOWING the meaning of safety signs is great!
OBEYING the signs will keep you safe!

Yield.

- This sign is in the shape of a triangle.
- It is red and white.
- It means to stop only when necessary to avoid interference with other traffic that is given the right-of-way.



Stop.

- This sign is in the shape of an octagon.
- It is red and white.
- It means to come to a complete stop at an intersection.



School Crosswalk.

- This sign is in the shape of a rectangle.
- It is black and white.
- It means there is a school crosswalk.



Bicycle Route Marker.

- This sign is in the shape of a square.
- It is green and white.
- It means there is a separate pathway for bicycles.



Bicycle Crossing Ahead.

- This sign is in the shape of a diamond.
- It is yellow and black.
- It means there is a bicycle crossing ahead.



911 Activity 1

W-1.10

Topic

The telephone

Grade level

Grade 1

Learning outcome

Students will know how and be able to . . .

- ✓ recall the 9-1-1 emergency number and their home phone numbers
- ✓ locate phones they could use to call 9-1-1 at home, at school and in the community.

Introducing the activity

Instructions: Write the missing numerals on the pictures of the phone. Write your home phone number and the emergency number in the boxes.

Variation, extension

- Combine this activity with a “phone search” (see below). On the chalkboard, sketch different types of phones (e.g., rotary, cellular, pay phone) and ask students to supply the numerals.
- Draw three or four phone pads on the chalkboard without numerals. Have a race to see which student can write in all the numerals first.

Phone Search

Lead a discussion:

- Do you know your home phone number?
- When might you need to know it?
- How many phones in your home? Your school? Where are they?
- Does anyone have a phone in his or her family car?
- Is there a pay phone located between your home and school?
- How many pay phones do you know about in your community?

Randomly ask students to recite their home phone number, or to come to the chalkboard and write it. They may need to know their home phone number if they are lost or there is an emergency.

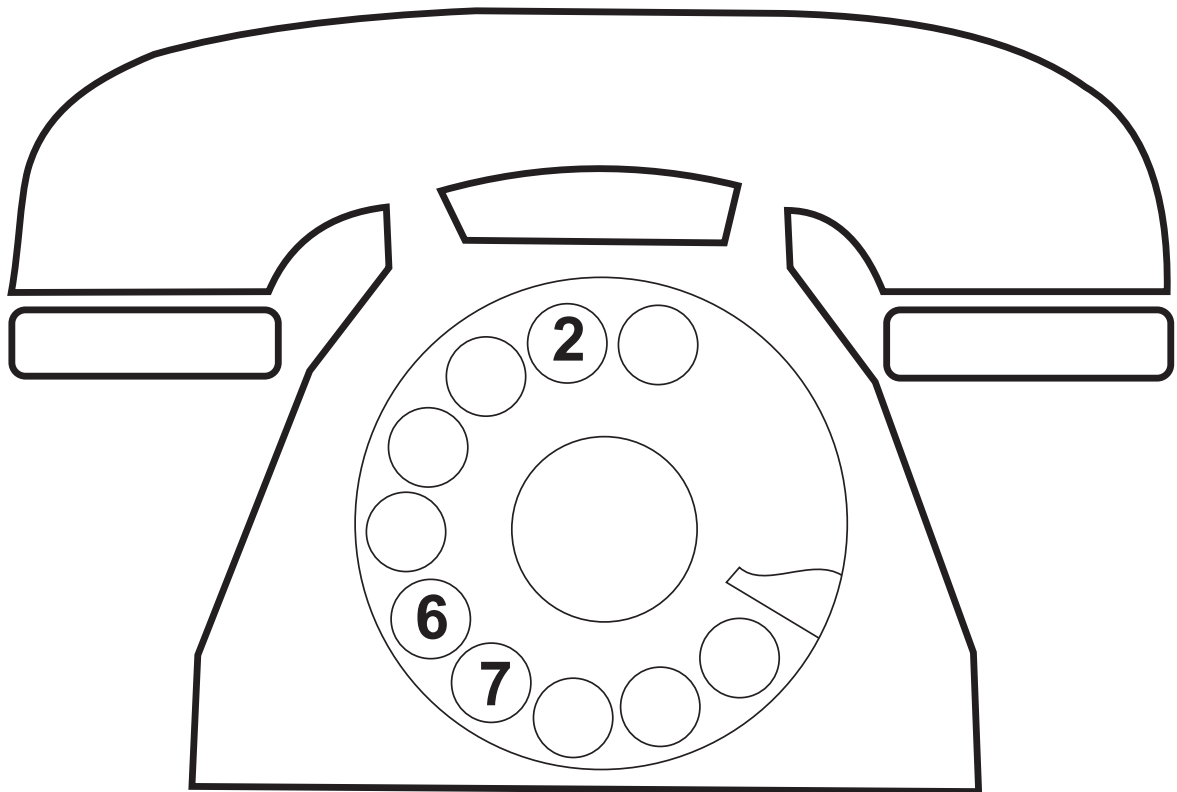
Mark pay phones on a map. Note that 9-1-1 can be called from any pay phone. No money is needed.

Discuss the different kinds and shapes of phones and how to use them; e.g., rotary dial phones, phones with multiple lines, cordless phones, pay phones, cellular phones. Where possible, bring samples which can also be used as a dialling exercise.

911 Activity 1

W-1.10

9 1 1



My phone number is

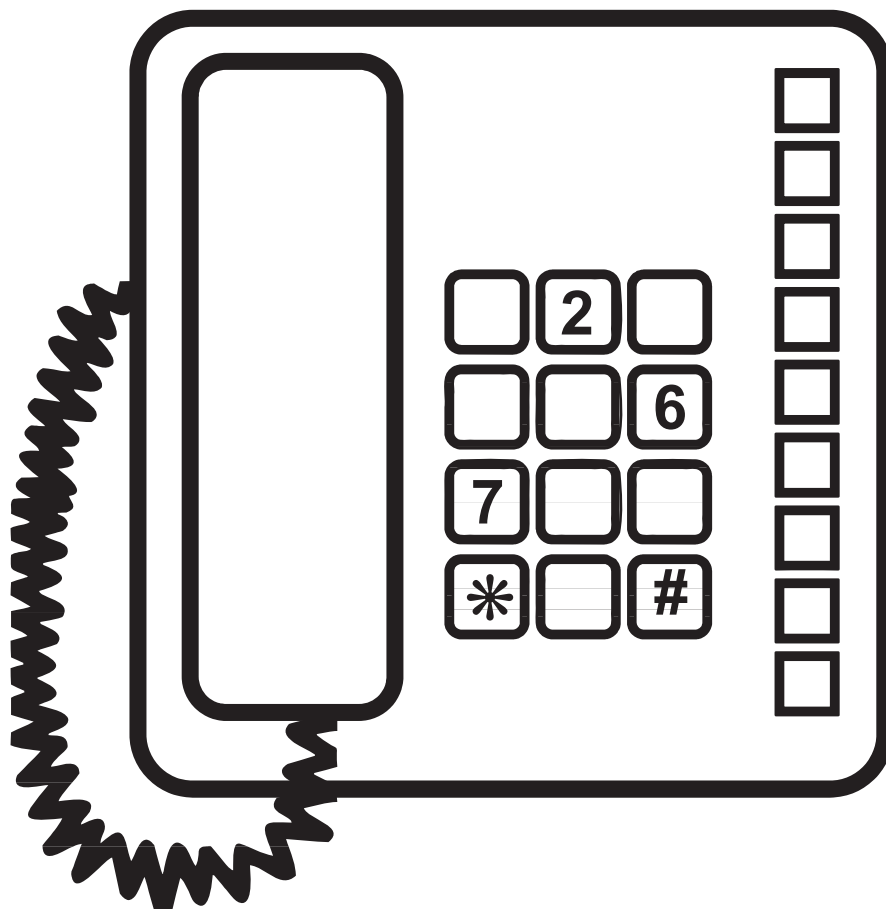
-

Emergency phone number

911 Activity 1

W-1.10

9 1 1



My phone number is

-

Emergency phone number

911 Activity 2

W-1.10

Topic

What is an emergency?

Grade level

Grade 1

Learning outcome

Students will know how to recognize and respond to situations that require emergency help.

Introducing the activity

Instructions: Cut the pictures apart and sort them into two piles: “emergency” and “not an emergency.” On a separate sheet of paper, print the heading: “This is an emergency.” Paste the pictures that show an emergency on to the sheet. On a second page write “This is not an emergency” and paste the non-emergency pictures below the heading. Colour the pictures.

Variation, extension

Lead a discussion: *What can you do if an emergency happens to you, or you see it happen to someone else?*

Discuss the different types of emergencies and how your students should respond to them. Note that appropriate responses may vary, depending on your community or neighbourhood.

It is important that your students be aware of these dangers and how they should respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Steer the discussion away from graphic details, using a reassuring tone, and emphasize the fact that help is always available to them. If an adult isn't there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

9 1 1

What is an emergency? W-1.10



911 Activity 3

W-1.10

Topic

How to call 9-1-1?

Grade level

Grade 1

Learning outcome

Students will know how and be able to describe the steps involved in calling 9-1-1.

Introducing the activity

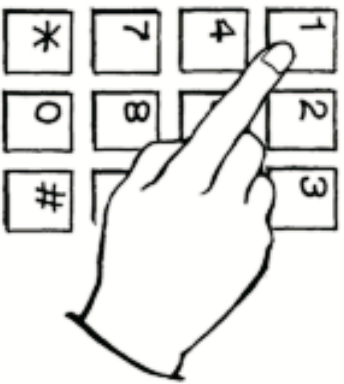
Instructions: Colour the pictures, then cut them apart. Arrange them in the correct order and then paste them on to another sheet of paper or make them into a booklet. Number the pictures. Use the pictures to tell the story of what you would do if you needed emergency help.

Correct order:

- | | | | |
|----|---------------------|----|--------------------------------|
| 1. | Help! Emergency! | 6. | Dial 1 again. |
| 2. | Lift the receiver. | 7. | The call taker asks questions. |
| 3. | Hear the dial tone. | 8. | Help is on the way. |
| 4. | Dial 9. | 9. | Don't hang up. |
| 5. | Dial 1. | | |

Variation, extension

- Ask the children to take the sheets or booklets home and read them to parents or caretakers.
- Ask the children to make a cover for their booklets. They could use pasta, string, etc. to make the numbers 9-1-1.
- Replace the sentences with blank lines and ask them to write the correct instructions below each picture.
- Remove some sentences and some pictures. Ask the children to supply the missing instruction or draw the missing picture.
- Use the large flash cards in a group discussion of what is happening and arrange cards in the correct order.



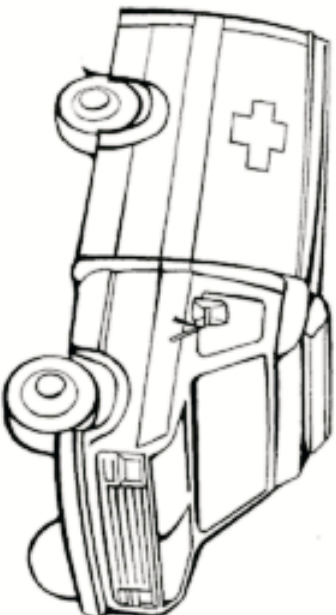
Dial 1



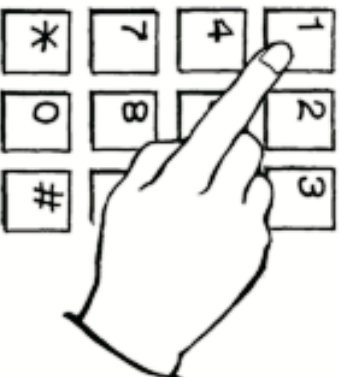
Don't hang up.



Help! Emergency!



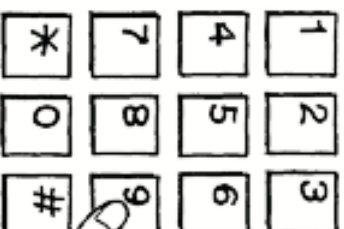
Help is on the way.



Dial 1



Hear the dial tone.



Dial 9

W-1.10

Lift the receiver.



The call taker asks questions.

911 Activity 4

W-1.10

Topic

Where do you live?

Grade level

Grade 1

Learning outcome

Students will know and be able to state their civic address (number, street name, community).

Introducing the activity

Discuss the reasons for having and displaying one's civic address. This makes it easier to locate the residence in the case of an emergency.

Write each student's name on one side of a piece of paper and his or her address on the other side. The address should include the apartment number, house number, street name and community name. Place the papers, address side up, around the room. The children try to find their own addresses, then turn the paper over to see if they are right.

Variation, extension

Depending on the level of the students, ask them to read and follow the directions on the activity sheet or read the directions with them first.

Lead a discussion:

- Why do you have a number on your house? What is it used for? Who needs to see it?
- What kinds of numbers are the easiest to see from the road?
- If you were at someone else's house or apartment, how could you find out the address?

Every residence in Prince Edward Island now has a civic address. This makes it easier to locate the residence quickly in the case of an emergency. The house or building number should be clearly displayed, preferably in large numerals that contrast with the colour of the building and that are illuminated at night.

Assign this as a take-home activity, especially if your students live in a rural area.

Where do you live?

W-1.10



1. Draw a picture of the house or apartment building where you live.
2. Write the number of the house or building on the front door. If you live in an apartment, write the apartment number on the window where you live.
3. The name of my street or road is _____.
4. If you don't know the street name and house number (civic address), ask a parent. If your parent doesn't know, he or she can find out by calling the toll-free number 1-877-894-0385. You will need to know your address if there is an emergency at home.

A large, empty rectangular box with a black border, intended for a student to draw a picture of their home and write their address information.

Remember!

- Telephones are **not** toys.
- We use telephones when we need to talk to someone right away.
- We can use a telephone to call for help in an emergency
- **Never** call 911 as a joke.
- **Never** call 911 to ask for information.
- **Never** call 911 just to see if it works.

911

Help will come.

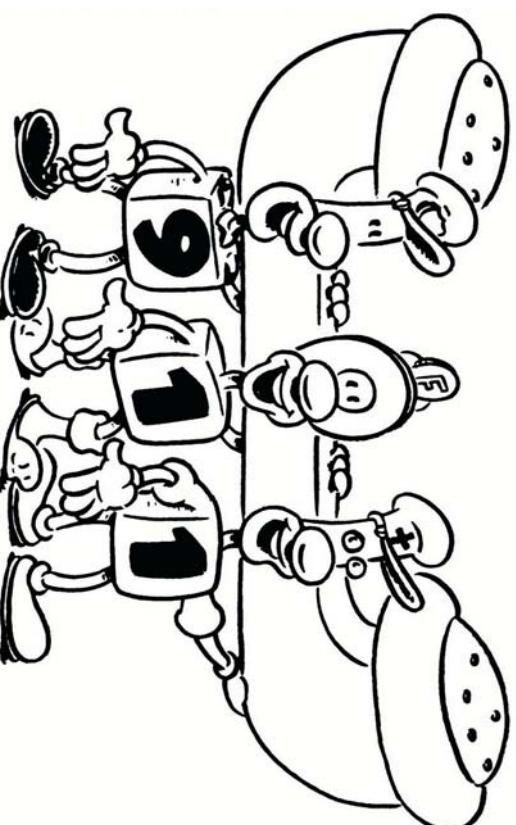


PO Box 911
Charlottetown
Prince Edward Island
Canada C1A 7L9



www.gov.pe.ca/911

My own
phone book



W-1.10

W-1.11

Dear Parent:

Students in Grade 1 on Prince Edward Island will be learning about animal and pet safety and about rabies this year.

In the past, four cases of animal rabies have been positively identified on Prince Edward Island. Three cases occurred in foxes in 1992 and one in 2004 in a cat. In all four of these animals the source of the rabies was a bat bite and the rabies strain was bat rabies. There has also been concern about raccoon rabies reaching PEI from Maine and Western New Brunswick, since raccoons can hitch a ride on trucks coming from that area.

Since rabies from any species of animals can be fatal to humans, it is important that students understand what they should do in order to protect themselves.

Presently in Prince Edward Island a person should see a doctor if bitten by a bat. A person should also seek medical attention if he or she receives a bite from an unprovoked fox, raccoon, skunk, or coyote. A bite is provoked if the animal is being teased or petted, is feeding, or has babies. In addition, a person should seek medical attention if bitten by a dog or cat or any warm-blooded animal that appears ill, overly aggressive, or unusually calm.

This education program was developed by the Provincial Rabies Committee and the Department of Education to teach basic information about rabies, as well as provide general safety advice for children when seeing or in contact with wild or domesticated animals and pets.

Thank you for your support.

Sincerely,

Classroom Teacher

Principals and Teachers Your Rabies-free PEI Education Package

What is Rabies?

Raccoon rabies has moved up the eastern seaboard of the United States from Florida to Maine and in 2000 reached New Brunswick in the area near the border with Maine. The virus has moved quite rapidly and measures are now being taken to prevent its spread across New Brunswick.

Raccoons tend to move over large distances in the wild and also often hitch rides on vehicles such as trucks. When the vehicle stops, the raccoon jumps off and if infected by raccoon rabies, could introduce the virus into the area where the raccoon makes its new home.

It is therefore important that all Islanders be aware of the measures which can be taken to prevent rabies in animals. It is also vital to educate children and adults as to the things they can do to prevent this disease which is deadly in humans.

Please note that raccoon rabies has not reached PEI at this time. In PEI there has been rabies in three foxes and one cat after these animals were bitten by bats. Any bat bite to a human is of concern and if anyone is bitten, the person should be seen by a physician. A human should be seen if bitten, scratched, or licked by any animal whose behavior is suspicious of rabies (unusually aggressive or quiet, is stumbling, confused or is frothing at the mouth). It is also useful to have people become accustomed to washing a bite, lick, and/or scratch with soap and water as soon as possible after it occurs.

There are some situations in which it is not abnormal for a dog or cat to bite such as if approached while feeding or when it has rabies. Many cats and dogs will bite if a person tries to pet them, particularly if the person is unfamiliar to the animal. Similarly, a wild animal in a trap or cage will bite if approached. However, if a person is suddenly attacked by a dog, cat or other animal for unknown reason and if the animal appears ill or behaves abnormally, the person should be seen by a physician.

This education program is aimed at preparing children and adults for the possible arrival of raccoon rabies to PEI and of how to deal with bites by a rabid animal. It is important to vaccinate pets, and children should be aware of how to prevent bites from dogs, cats, and wild animals. An awareness of the potential dangers of this life-threatening disease will help to promote safe ways of interacting with pets and wildlife.

What is Rabies?

W-1.11

Prevent Rabies in Prince Edward Island

Rabies is a deadly disease that is totally preventable.
Learn how to keep your family safe.



Love the pet
that's your
own.
Leave other
animals
alone.

Vaccinate your pets

What Is Rabies

The rabies virus is carried by saliva (mouth fluids) and can be spread by bites, licks, or scratches. The virus can cause disease in raccoons and also in other animals as well as humans.

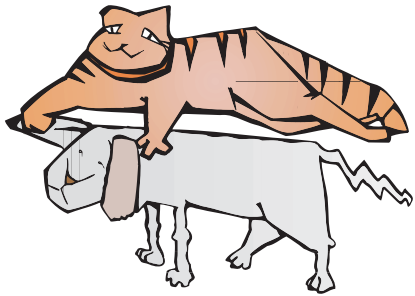
When a human is bitten, licked, or scratched by an animal which has raccoon rabies, the person must be treated immediately to prevent rabies.

Rabies among raccoons in New Brunswick is moving toward Prince Edward Island. We have a lot of raccoons on the Island and they often come in contact with wild animals, pets, and sometimes even humans.

It is important that you protect yourself from rabies.



To Protect Yourself and Your Family, You Should:



1. Vaccinate Your Pet

If your pet comes into contact with a raccoon with rabies, your pet could get rabies and die. The best way to protect your pet and your family from raccoon rabies is to have your dog or cat vaccinated for rabies.

2. Reduce Contact With Raccoons, Skunks and Foxes

- Don't let your pets roam outdoors because they could come in contact with an animal that has rabies.
- Remove all outdoor food sources for wild animals by putting lids on composters and garbage cans.
- Feed your pets indoors or in an area outdoors where other animals can't come in contact with your pets.
- Cover entrances to places where raccoons can enter and live.



3. Don't Take Chances

- If you don't know an animal, don't touch it - no matter how cute it looks. Keep at a distance and be safe.
- Don't touch a pet or wild animal that appears sick or hurt. Never touch a dead animal. Tell an adult you know so that the adult can make sure the animal is cared for.
- If your pet is fighting with a wild animal, don't go near them. Tell an adult who will decide what to do.
- If a strange animal bites, licks, or scratches you, tell an adult and wash the area with soap and water right away.
- If an animal behaves strangely, it could have rabies. It may appear sick, confused, or even very friendly. Move away from the animal and do not touch it.



PRINCE EDWARD ISLAND
VETERINARY MEDICAL ASSOCIATION



Prince
Edward
Island
CANADA
Department of Health

Rabies Poem

W-1.11

Guess who lives behind this fence?
Guess who lives out back?
Safe at home and not running loose,
It's our pet dog Jack.

Around Jack's neck,
You'll see his tags.
They tell you who he is,
If he's had his rabies shots,
and exactly where he lives.

Rabies is a disease you can get,
From a dog or a cat,
From a skunk or a raccoon,
From a fox or a bat.

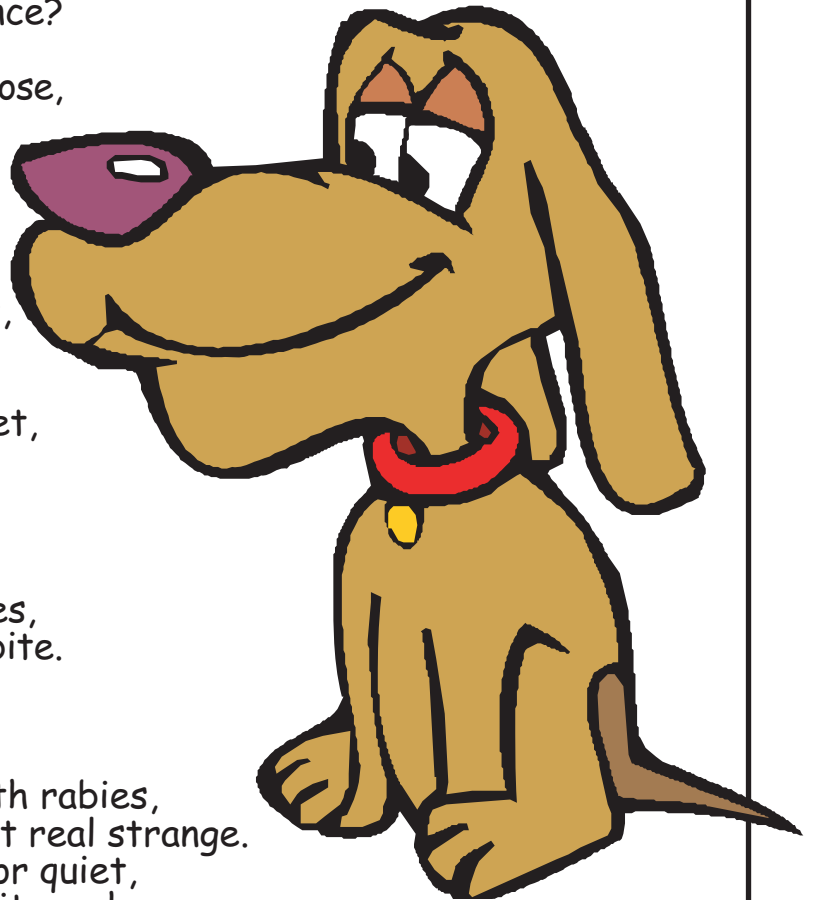
The way you usually get rabies,
Is from a scratch, a lick, or a bite.
The teeth break the skin,
It's not a pretty sight.

An animal with rabies,
Will sometimes act real strange.
Very mean or quiet,
There can be quite a change.

If an animal has fur,
Remember what we say.
The smartest thing you can do,
Is always stay away.

If an animal is someone's pet,
Here's what you should do.
Ask permission to pat the pet,
And thank the owner when you're through.

The last thing we will tell you,
Just before you go.
Is if you're bitten, tell an adult,
It's important that they know.



Rabies Poem - part 1

W-1.11

What are some of the things in the poem that a responsible pet owner would do? _____

What is rabies? _____

How can you catch rabies? _____

Rabies Poem - part 2

W-1.11

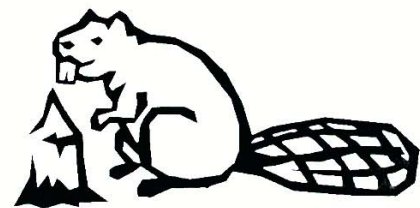
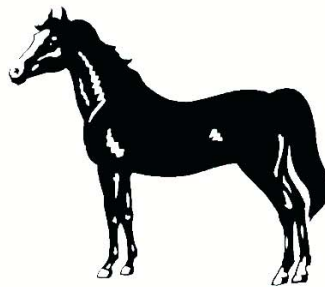
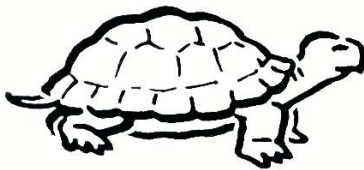
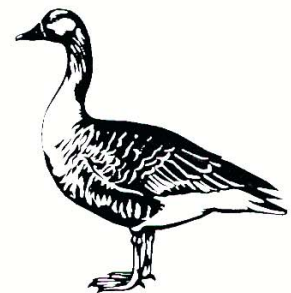
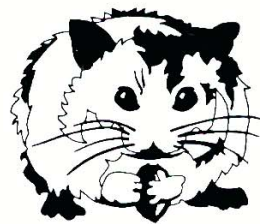
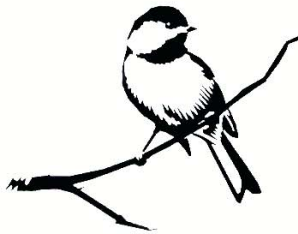
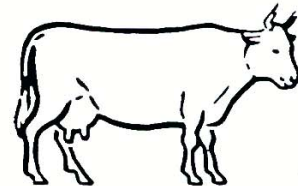
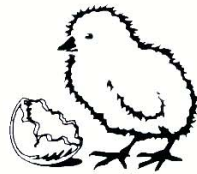
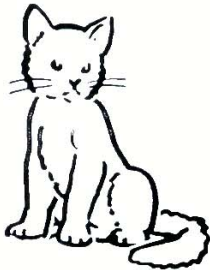
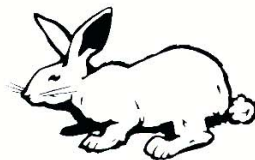
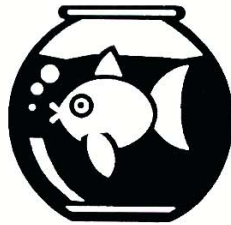
How might an animal that has rabies act? _____

What should you do if you see someone's pet? _____

What should you do if an animal bites or scratches you? _____

Animals

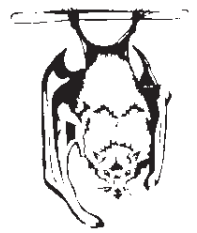
W-1.13



Rabies-Free Ontario Education Package developed by the Ontario Physical and Health Education Association (OPHEA) in partnership with Ontario Government ministries responsible for rabies education and control.

Animals

W-1.13



Teacher-led discussion

W-1.13

Explain to the students the “Three Times Rule” before petting:

- Ask parents if it’s ok.
- Ask owner if it’s ok.
- Ask pet by allowing it to smell your hand.

When is it a good time to pet an animal and when is it a bad time to pet an animal?

Good time to pet an animal

- when you have used the “Three Times Rule”

Bad time to pet an animal

- when it has food
- when it is eating
- when it is hurt
- when it has babies close by
- when it is afraid
- when it is unfamiliar or unattended
- when it is protecting or guarding something

Role-Play

Ask the students to role-play what to do if they:

- see a strange animal
- see a familiar animal
- are bitten or scratched by an animal.

Will it Bite me?

- Hand out **Black Line Master “Will It Bite Me?”**.
- Using the information above as the answer key, have the students look at each picture and circle yes if they think the dog might growl or bite them if they were to go near the dog. Circle no if they think the dog would not growl or bite if they were to go near them.
- Discuss the answers.

Review and Reflection

The following five safety rules may be used as a guide for class discussion:

- Leave strange dogs alone.
- Before you pet a dog always ask the owner, “May I pet your dog?”
- If a dog is angry, hurt or afraid leave it alone. Some dogs protect their yards, cars, and houses!
- If a dog growls at you or chases you, stand still. Stay quiet. The dog will probably sniff you and go away.
- If a dog bites you, tell an adult. Tell what the dog looked like and where it was.

Will it Bite Me?

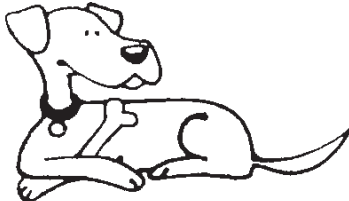
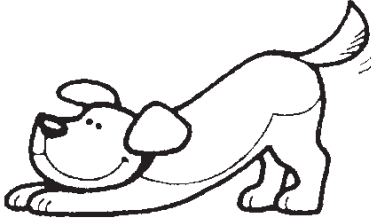
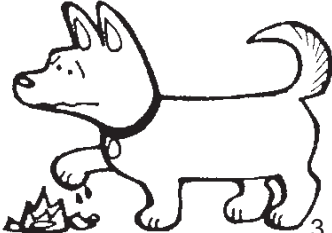
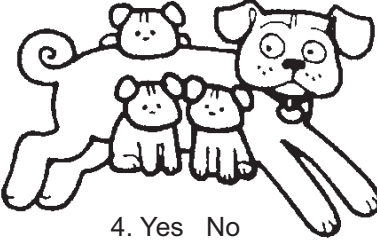
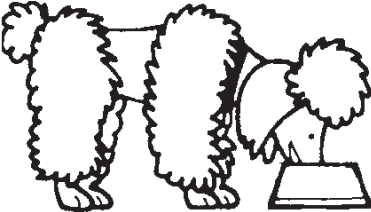


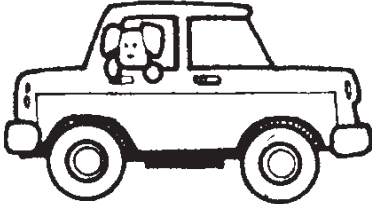

W-1.13

Name: _____

Date: _____

When is a dog most likely to bite? When it is angry, hurt, or afraid? Or when it is protecting or guarding something, trying to keep something safe?

In each picture below, circle YES if you think the dog might growl or bite if you went near her. Circle NO if you think she would not growl or bite.

 <p>1. Yes No</p>	 <p>2. Yes No</p>	 <p>3. Yes No</p>
 <p>4. Yes No</p>	 <p>5. Yes No</p>	 <p>6. Yes No</p>
 <p>7. Yes No</p>	 <p>8. Yes No</p>	 <p>9. Yes No</p>

Safety rules to remember:

- 1) Leave strange dogs alone.
- 2) Before you pet a dog, always ask the owner, "May I pet your dog?"
- 3) If a dog is angry, hurt, or afraid, leave it alone. Go get an adult to help the dog.
- 4) If a dog has something it might want to guard or protect, leave it alone. Some dogs protect their yards, cars, and houses!
- 5) If a dog growls at you or chases you, stand still. Stay quiet. The dog will probably sniff you and go away.
- 6) If a dog bites you, tell an adult. Tell what the dog looked like and where it was.

A

**Responsible
Pet Owner**

by: _____

W-1.14

1.

A pet I would like to have is:

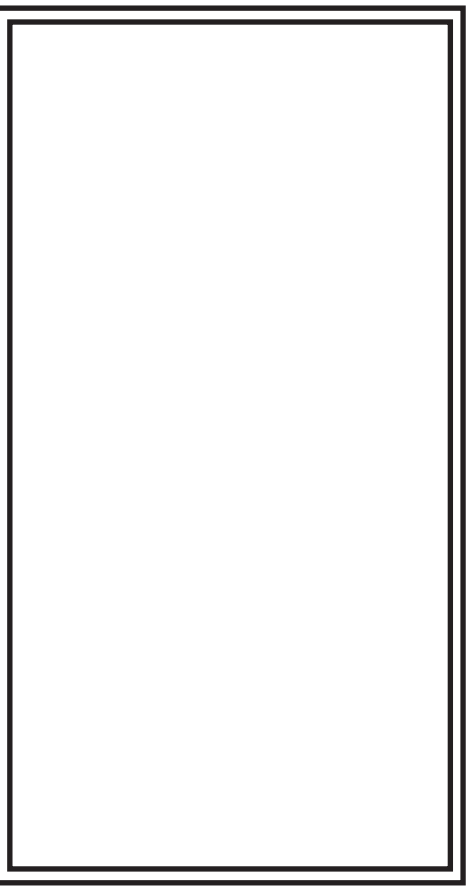
I would take care of my pet by:

2.

A responsible pet owner should:

1. _____

2. _____

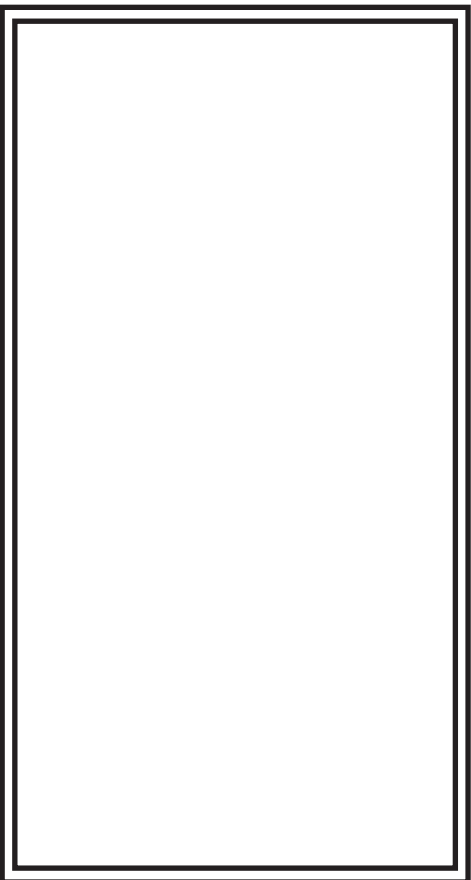


3.

A responsible pet owner should:

3. _____

4. _____

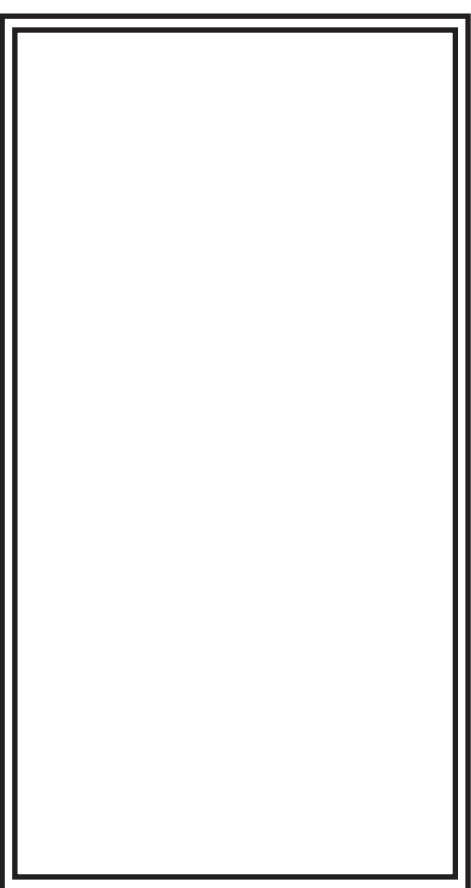


4.

To keep wild animals away from your home, you should:

1. _____

2. _____



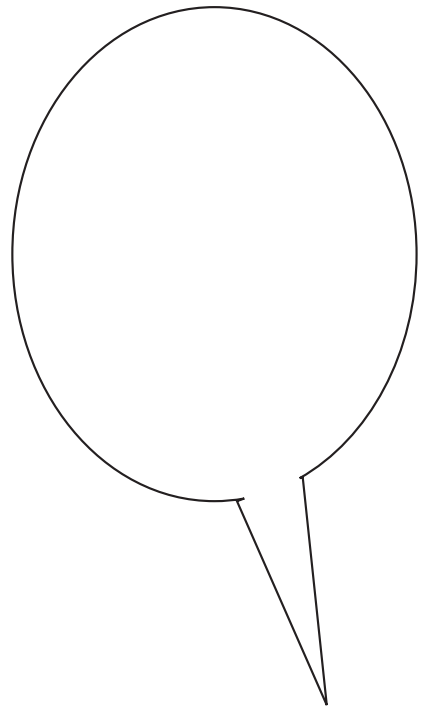
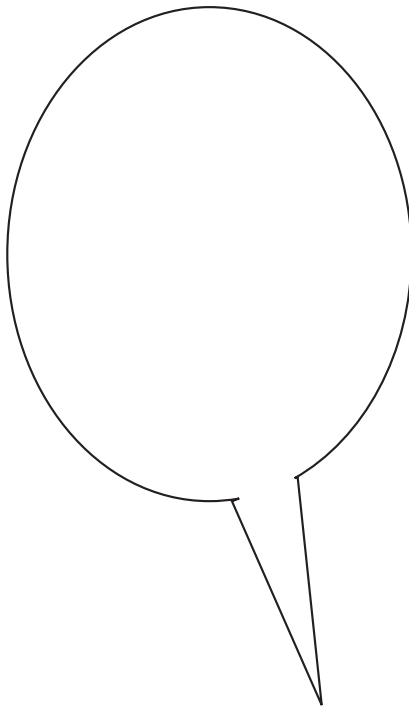
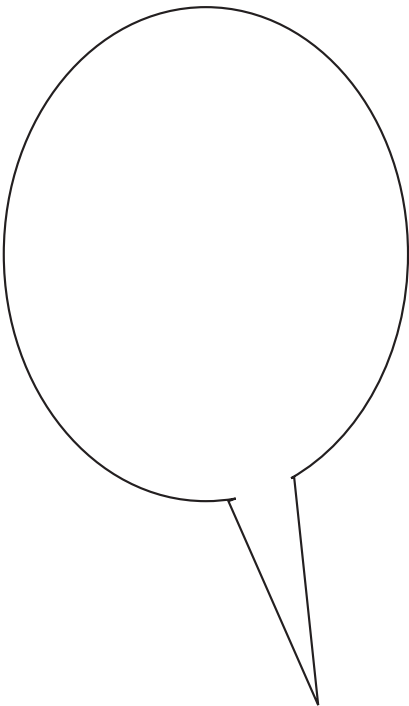
Name: _____

Date: _____

R-1.1

Draw a picture showing three ways you expressed different feelings this week. Write what you said in the word balloons. Write one line under each picture to explain what you did.

How I show I am:





Exhausted



Confused



Ecstatic



Guilty



Suspicious



Angry



Hysterical



Frustrated



Sad



Confident



Embarrassed



Happy



Mischievous



Disgusted



Frightened



Enraged



Ashamed



Cautious



Smug



Depressed



Overwhelmed



Hopeful



Lonely



Lovestruck



Jealous



Bored



Surprised



Anxious



Shocked



Shy

Name some feelings

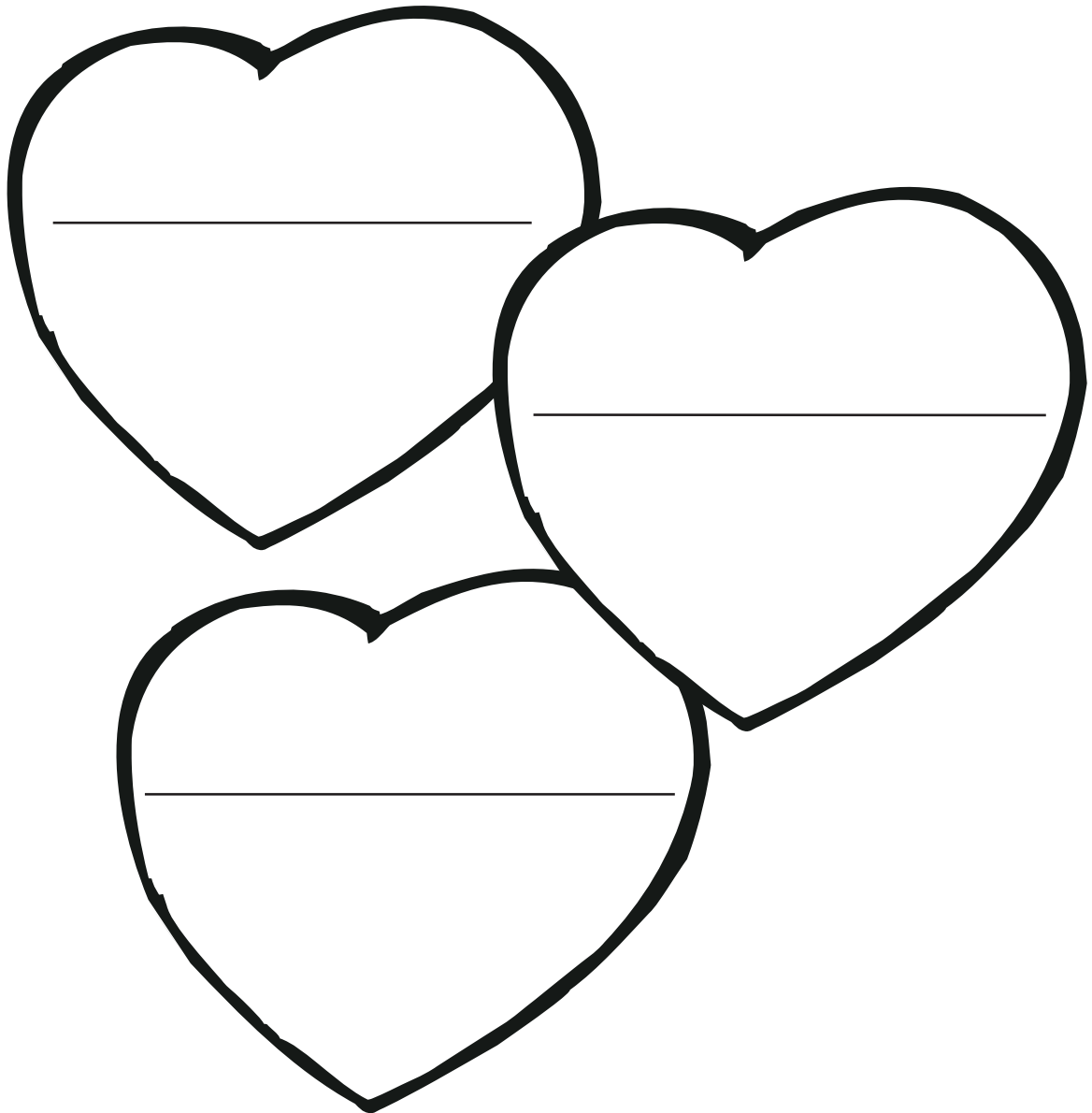
R-1.3

Name: _____

Date: _____

Imagine that you have just moved to a new school and this is your first day in class. You don't know anyone and you are afraid you'll get lost in the school. Name some feelings you might have. Include at least one positive feeling.

In this new situation I might feel...



Three large heart outlines are arranged in a cluster. Each heart has a horizontal line drawn across its middle, providing space for writing a feeling.

A Good friend!

R-1.6

Name: _____

Date: _____

Make a drawing of three characteristics of a good friend. Put a star beside the drawing of one thing you want to do more of.

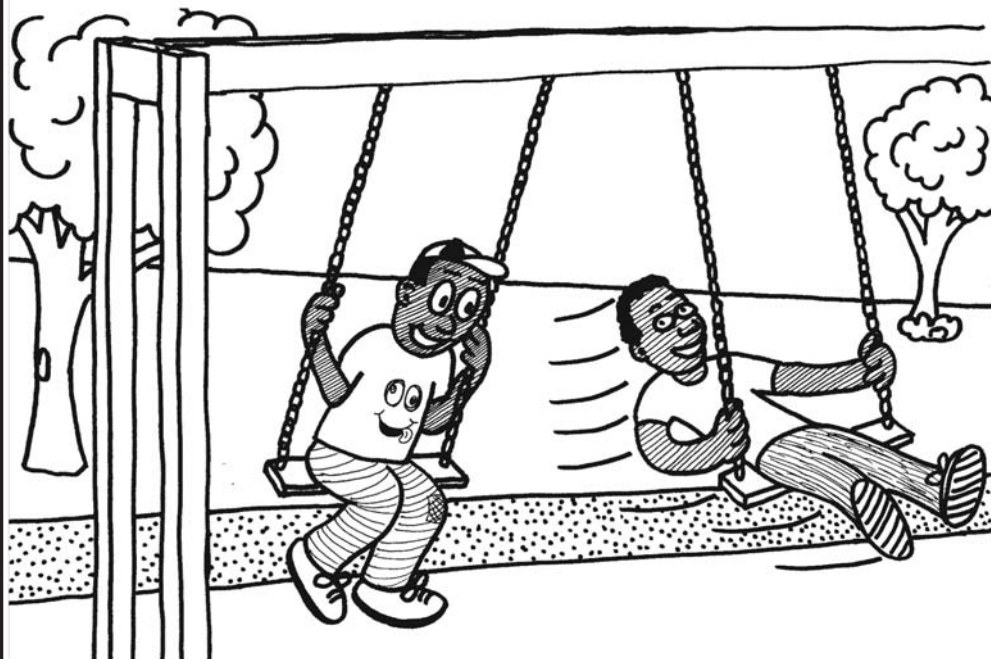
A good friend is....

<hr/>	<hr/>	<hr/>

Twenty ways **you** can be a friend to others

R-1.6

1. Ask them to play with you.
2. Ask them what they would like to play.
3. Let them go first.
4. Play fair.
5. Be a good sport.
6. Ask them about their ideas.
7. Listen to their stories.
8. Offer to share things.
9. Offer to help them with things.
10. Be honest.
11. Help them feel better when they make mistakes.
12. Stick up for them.
13. Offer to do them a favor.
14. Listen to them.
15. Encourage them when they try new things.
16. Give them compliments.
17. Keep secrets and promises.
18. Apologize if you hurt their feelings.
19. Forgive them if they do something wrong.
20. Let them have other friends.



R-1.6

Name: _____

Date: _____

Use drawings and key words to complete a chart showing how you can influence the feelings and actions of others.

Three ways I can help others have a good time at recess are:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Work *it* out!

R-1.7

Name: _____

Date: _____

1. Calm down.
2. Talk it out.
3. Ask questions.
4. Don't blame, call names or use put-downs.
5. Try different ideas.
6. Ask for help.

WE NEED TO SOLVE
THIS PROBLEM.



Name: _____

Date: _____

R-1.7

Complete the word balloons to show what you could say if another student took your crayons without asking.

I Feel

When You

I Want

Name: _____

Date: _____

R-1.8

Rating scale

Partner work

1	2	3	4
never	sometimes	usually	always

I cooperate with my partner:

- by smiling
- by looking at them
- by sitting quietly
- by nodding
- by saying words like, "Good idea"
- by asking them questions
- by saying thank you
- by doing my share

Name: _____

Date: _____

R-1.9

On a chart, draw two ways that you are similar to one person in your family, and two ways you are different from that person.

How I'm similar to _____	How I'm different from _____

Name: _____

Date: _____

L-1.1

Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today-

	Yes	Sometimes	No
1. I listened carefully.	★	★	★
2. I followed directions.	★	★	★
3. I asked myself, "What do I need to do?"	★	★	★
4. I got started right away.	★	★	★
5. I tried my best.	★	★	★
6. I worked on each task until it was finished.	★	★	★
7. I checked over my finished work.	★	★	★
8. I told myself, "Good job."	★	★	★

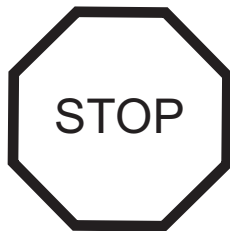
Name: _____

Date: _____

L-1.3

Use your decision-making steps

1.



What do I need to make a decision about....?

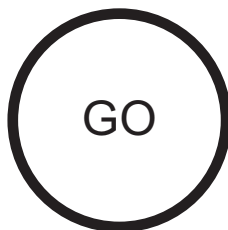
or

2.



What do I need to think about?

3.



Choice (what I did)

4.



What did I learn?

Goals for the Week

L-1.4

Name: _____

Date: _____

Draw pictures to show your goals for the week.

This Week		
I want to finish:	I want to try:	I want to get better at:

All about ME

L-1.5

Name: _____

Date: _____

Use pictures and key words to complete the All About Me chart.

All About Me	
At school, I can	At home, I can
On the playground, I can	With my friends, I can

Paid and Unpaid Work

L-1.6

Name: _____

Date: _____

Draw pictures and use key words to show your understanding of paid and unpaid work in the community.

An example of people who are paid for their work in the community is:

An example of people who do volunteer work in the community is:

They help people by:

They help people by:

Volunteers

L-1.7

Name: _____

Date: _____

Use key words and drawings to complete the following chart(s).

Volunteer jobs I would like to do in the school or community when I'm older:

_____	_____	_____
-------	-------	-------

Volunteers help children in our school by:

_____	_____	_____
-------	-------	-------

Volunteers

L-1.8

Name: _____

Date: _____

Use key words and drawings to show the volunteer jobs you did in the classroom this week.

