



Department of Education
English Programs

Prince Edward Island Health Curriculum

Health

Grade 2

CURRICULUM

2006
Prince Edward Island
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This curriculum guide is intended to provide teachers with the overview of the outcomes framework for grade 2 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-2.6, R-2.3, or L-2.7. 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.

<p>Outcomes</p> <p>Students will be expected to</p> <ul style="list-style-type: none"> describe the effects of combining healthy eating and physical activity (W.2.1) examine the need for positive health habits (W.2.2) demonstrate appreciation for one's own body (W.2.3) 	<p>Elaborations-Strategies for Learning and Teaching</p> <p>Personal Health</p> <p>Get Ready</p> <ul style="list-style-type: none"> Visit www.nms.on.ca/Elementary/canada.htm Draw a picture showing foods that keep our bodies healthy. Draw a picture showing physical activities that help you feel healthy and strong. Display and discuss pictures. <p>Apply</p> <ul style="list-style-type: none"> Work with a partner to brainstorm: <ul style="list-style-type: none"> five reasons for participating in daily physical activity (e.g., it makes our bodies stronger and healthier, we have more energy, we have fun, we learn new things, we are calmer, it builds confidence. If we don't get enough daily activity, we have less energy, we have weaker muscles, we miss out on fun, we feel restless or tense.) Discuss and share ideas with class. Work with another partner to list: <ul style="list-style-type: none"> five reasons why healthy food is important (e.g., it makes us feel better, it gives us energy, we grow stronger, we have good teeth. If we don't make healthy food choices, we may feel tired, tense or cranky. We are more likely to feel rundown and get sick.) <p>Get Ready</p> <ul style="list-style-type: none"> As a class, make a timeline of a day in the life of a typical grade 2 student. Identify the points of the day at which you practise health habits; for example, brushing your teeth, eating a good breakfast, wearing sunscreen and walking safely to school. <p>Apply</p> <ul style="list-style-type: none"> Review the list of health habits from the timeline and use sticky dots to mark the three habits that you feel are the most important and that you would like to learn more about. Collect fact sheets, brochures and posters on the health habits you want to learn more about. Work in small groups to make a poster to show what one of the health habits looks and feels like. Share with the class. <p>Get Ready</p> <ul style="list-style-type: none"> As a class, discuss ways people learn and change as they grow: <ul style="list-style-type: none"> physical changes - weight/height physical skills - bouncing a ball intellectual skills - learning to add <p>Apply</p> <ul style="list-style-type: none"> Think about how you have changed as your body has grown. Complete these statements with words and pictures: <ul style="list-style-type: none"> "The best thing about being a baby was . . ." "The best thing about being a three-year-old was . . ." "The best thing about being my age is . . ." Share your ideas with a partner.
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WELLNESS CHOICES

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

<p>Tasks for Instruction and/or Assessment</p> <p>Presentation</p> <ul style="list-style-type: none"> Design a mini-poster using pictures and words to show the importance of combining healthy eating and daily physical activity. <p>Paper and Pencil</p> <ul style="list-style-type: none"> Draw pictures and use key words to show three ways healthy eating affects your life and three ways physical activity affects your life. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Healthy eating helps me . . .</td> <td style="width: 50%;">Physical activity helps me . . .</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p style="text-align: right;">(Appendix)</p> <p>Paper and Pencil</p> <ul style="list-style-type: none"> Divide a piece of paper in half. Draw two pictures to show the effects of a good night's sleep. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">This is me when I get enough sleep</td> <td style="width: 50%;">This is me when I don't get enough sleep</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p style="text-align: right;">(Appendix)</p> <ul style="list-style-type: none"> Complete a chart recording three things you can do now and three things you will be able to do when you grow older. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Now I can . . .</td> <td style="width: 50%;">When I grow older, I will be able to . . .</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p style="text-align: right;">(Appendix)</p>	Healthy eating helps me . . .	Physical activity helps me . . .			This is me when I get enough sleep	This is me when I don't get enough sleep			Now I can . . .	When I grow older, I will be able to . . .			<p>Resources/Notes</p> <p>Literature Support Resources</p> <p><i>Wash Me Grow</i></p> <p>Teacher Background Notes</p> <p>Importance of a Balanced Diet and Active Lifestyle (Appendix)</p> <p>Cross-curricular link - Science</p> <p>Animal Growth and Changes</p> <p>Air and Water in the Environment</p> <p>Literature Support Resources</p> <p><i>Terrific Teeth</i></p> <p><i>Healthy Habits</i></p> <p><i>Keep Clean</i></p> <p>Sun Safety Tips and Activities (Appendix)</p> <p>Science Curriculum Link - Animal Growth and Changes</p> <p>Literature Support Resources</p> <p><i>When I Feel Good About Myself</i></p> <p>Other Suggested Resources</p> <p>Body Talk 3 - My Special Body (Video)</p> <p>Confederation Centre Library</p>
Healthy eating helps me . . .	Physical activity helps me . . .												
This is me when I get enough sleep	This is me when I don't get enough sleep												
Now I can . . .	When I grow older, I will be able to . . .												

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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

Think and Be Safe

A Sick Day

Watch Me Grow

Terrific Teeth

When I Feel Good About
Myself

Keep Clean: A Look at
Hygiene

Healthy Habits

Relationship Choices

The Lion And The Mouse

Sophie And The Wonderful Picture

My Home Bay

The Story of Ferdinand

Give Maggie A Chance

Will There Be A Lap For Me?

Welcome to The Community

Friends of The Earth

Getting Along

Your Body Belongs to You

The Memory String

The Way I Feel

Mama and Daddy Bear's Divorce

Life Learning Choices

Understanding Differences

Lilly's Purple Plastic Purse

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 2

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 effects of combining healthy eating and physical activity
- examine the need for positive health habits
- demonstrate appreciation for one's own body
- classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals
- demonstrate an understanding of responsible use of medicine

Safety and Responsibility

Students will be expected to:

- describe and apply communication safety behaviour at home
- describe and apply safety rules when using physical activity and playground equipment
- identify members of personal safety support networks and how to access assistance
- describe consequences of inappropriate use of 911

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 that individuals make choices about how to express feelings
- become aware that the safe expression of feelings is healthy
- develop communication strategies to express needs and seek support

Interactions

Students will be expected to:

- demonstrate ways to show appreciation to friends and others

- demonstrate behaviours that show respect for others
- demonstrate an age-appropriate conflict resolution strategy

Group Roles and Processes

Students will be expected to:

- recognize and value strengths and talents that members bring to a group
- explain how groups can contribute to a safe and caring environment
- demonstrate an understanding of the importance of cooperation within the family
- explain how changes can occur within a family

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 organizational skills
- identify personal behaviours that show readiness to learn
- apply the decision-making process for age-appropriate issues
- recognize that it takes time and effort to accomplish goals

Life Goals and Career Development

Students will be expected to:

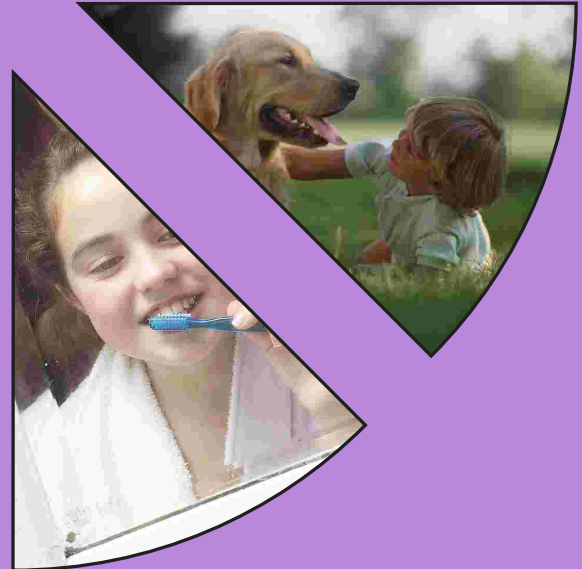
- demonstrate an understanding that individuals have similar and different interests, strengths and skills
- recognize that each individual has many roles in life

Volunteerism

Students will be expected to:

- explain why volunteerism is important
- select and perform volunteer tasks in the school

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- describe the effects of combining healthy eating and physical activity (W-2.1)
- examine the need for positive health habits (W-2.2)
- demonstrate appreciation for one's own body (W-2.3)
- classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals (W-2.4)
- demonstrate an understanding of responsible use of medicine (W-2.5)

Safety and Responsibility

Students will be expected to

- describe and apply communication safety behavior at home (W-2.6)
- describe and apply safety rules when using physical activity and playground equipment (W-2.7)
- identify members of personal safety support networks and how to access assistance (W-2.8)
- describe consequences of inappropriate use of 911 (W-2.9)

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 effects of combining healthy eating and physical activity (W-2.1)

- examine the need for positive health habits (W-2.2)

- demonstrate appreciation for one's own body (W-2.3)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- Visit www.nms.on.ca/Elementary/canada.htm
- Draw a picture showing foods that keep our bodies healthy.
- Draw a picture showing physical activities that help you feel healthy and strong.
- Display and discuss pictures.

Apply

- Work with a partner to brainstorm:
 - five reasons for participating in daily physical activity (e.g., it makes our bodies stronger and healthier, we have more energy, we have fun, we learn new things, we are calmer, it builds confidence. If we don't get enough daily activity, we have less energy, we have weaker muscles, we miss out on fun, we feel restless or tense.)
- Discuss and share ideas with class.
- Work with another partner to list:
 - five reasons why healthy food is important (e.g., it makes us feel better, it gives us energy, we grow stronger, we have good teeth. If we don't make healthy food choices, we may feel tired, tense or cranky. We are more likely to feel rundown and get sick.)

Get Ready

- As a class, make a timeline of a day in the life of a typical grade 2 student.
- Identify the points of the day at which you practise health habits; for example, brushing your teeth, eating a good breakfast, wearing sunscreen and walking safely to school.

Apply

- Review the list of health habits from the timeline and use sticky dots to mark the three habits that you feel are the most important and that you would like to learn more about.
- Collect fact sheets, brochures and posters on the health habits you want to learn more about.
- Work in small groups to make a poster to show what one of the health habits looks and feels like. Share with the class.

Get Ready

- As a class, discuss ways people learn and change as they grow:
 - physical changes - weight/height
 - physical skills - bouncing a ball
 - intellectual skills - learning to add

Apply

- Think about how you have changed as your body has grown. Complete these statements with words and pictures:
 - "The best thing about being a baby was . . ."
 - "The best thing about being a three-year-old was . . ."
 - "The best thing about being my age is . . ."
- Share your ideas with a partner.

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

- Design a mini-poster using pictures and words to show the importance of combining healthy eating and daily physical activity.

Paper and Pencil

- Draw pictures and use key words to show three ways healthy eating affects your life and three ways physical activity affects your life.

Healthy eating helps me . . . Physical activity helps me . . .

(Appendix)

Paper and Pencil

- Divide a piece of paper in half. Draw two pictures to show the effects of a good night's sleep.

This is me when I get enough sleep This is me when I don't get enough sleep

(Appendix)

- Complete a chart recording three things you can do now and three things you will be able to do when you grow older.

Now I can . . . When I grow older,
I will be able to . . .

(Appendix)

Resources/Notes

Literature Support Resources

Watch Me Grow

Teacher Background Notes
Importance of a Balanced Diet and
Active Lifestyle (Appendix)

Cross-curricular link - Science
Animal Growth and Changes
Air and Water in the Environment

Literature Support Resources

Terrific Teeth

Healthy Habits

Keep Clean

Sun Safety Tips and Activities
(Appendix)

Science Curriculum Link -
Animal Growth and Changes

Literature Support Resources

When I Feel Good About Myself

Other Suggested Resources

Body Talk 3 - My Special Body (Video)
Confederation Centre Library

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

- classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals (W-2.4)
- demonstrate an understanding of responsible use of medicine (W-2.5)

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- Working in small groups, cut out pictures from magazines or flyers of foods that would make healthy or "most of the time" snacks.

Apply

- Introduce *Canada's Food Guide to Healthy Eating*. Identify the food groups and record them on a class chart.
- Sort and categorize the different pictures of snacks into the *Canada's Food Guide to Healthy Eating* categories.
- Discuss the importance of each food group. For example,
 - grain products are **go foods** - give us energy for growing and staying active
 - vegetables and fruits are **glow foods** - they give us vitamins and minerals to keep our eyes and skin healthy, keep us feeling well and help our body fight illness
 - milk products are **grow foods** - they give us calcium and other nutrients to build strong bones and teeth
 - meat and alternatives are also **grow foods** - they give us the building blocks of our muscles, skin, hair, and blood
 - other foods don't fit into any of the four food groups. Some of these other foods are "sometimes" choices.

Get Ready

- Brainstorm reasons why people take medication. (colds, asthma)
- As a class, make a list of common forms of medication people take. (inhalers, pills, cough syrups)

Apply

- Discuss the difference between taking medications appropriately and taking inappropriate substances.
- Discuss the following questions:
 - Did an adult help you take the medication?
 - Did you take it at a certain time?
 - Did you measure it?
 - Could you eat food with it?
 - Where was it stored?
- Review handout "You and Your Pharmacist". (Appendix)

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 recipe book of healthy or “most of the time” snacks.

Paper and Pencil

- Observe one family dinner at home. Record all the foods on the table and classify them into the four groups.
- Draw a picture of five healthy snacks.
- Sort the following snacks into one of the groups in *Canada’s Food Guide to Healthy Eating*.

apple, muffin, yogurt, banana, oatmeal cookie, beef jerky, orange juice, carrot, crackers, cheese

Grain Products	Vegetables and Fruits	Milk Products	Meat and Alternatives	Other Foods
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(Appendix)

Paper and Pencil

- Draw a picture of you taking a medication and write three questions you could ask to find information you need to make sure you are using the medication safely.

I sometimes take medication for:

To use it safely, I need to know:

(Appendix)

Resources/Notes

Teacher Background -
Classifying Foods (Appendix)

Visit www.phac-aspc.gc.ca/guide/index_e.html to explore and order Canada’s Guide To Healthy Eating and Physical Activity.

The School Healthy Eating Toolkit - HEA

Literature Support Resource

A Sick Day

Handout and Activity Sheet - “You and Your Pharmacist” (Appendix)

Science Safety Binder (Grade 2)

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 and apply communication safety behavior at home (W-2.6)
- describe and apply safety rules when using physical activity and playground equipment (W-2.7)
- identify members of personal safety support networks and how to access assistance (W-2.8)
- describe consequences of inappropriate use of 911 (W-2.9)

Elaborations-Strategies for Learning and Teaching

Safety and Responsibility

Get Ready

- Brainstorm ways you communicate with other people from your home; for example, telephone, answering the door, talking with visitors, e-mail.

Apply

- Discuss safety tips for answering the door and telephone at home. Record tips on chart paper and post them.

Get Ready

- Brainstorm a list of physical activity and playground equipment you use for sports and recreation (eg., bicycle, scooter, inline skates, swings).

Apply

- Choose three pieces of equipment you use each week. Draw pictures of the safety rules for using each. Share your ideas with the class.
- Review Safe Cycling: Rules of the Rider (Appendix)

Get Ready

- Brainstorm support systems to keep you safe, such as Block Parents, 911, family members, teachers, police, clergy, neighbours.

Get Ready

- In Grade 1, students have learned how to seek emergency help using 911. The lessons and activities in the Appendix will allow students to review and demonstrate their knowledge, skills, and attitudes. The second part of Activity 1 deals with the consequences of inappropriate use of 911 which is the focus of this specific outcome.

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

Performance

- Role-play answering the door and telephone safely.

Performance

- Demonstrate safe behavior on playground equipment at recess.
- Complete activities provided in the appendix to reinforce safety behaviors.

Presentation

- Make a thank-you card for someone or group that helps you feel safe in your neighbourhood. Explain why they are important to the community.

Paper and Pencil

- Complete “Are You Ready To Use 9-1-1?” (Appendix)

Performance

- Role play scenarios between a caller and a 9-1-1 call taker. (Appendix)

Resources/Notes

CIT Outcomes Link
Social, Health, Ethical - E 2.8
Telecommunications - B10.1, B10.2

Teacher Background Notes
Ideas for Promoting Safety (Appendix)

Safe Cycling:
Rules of the Rider (Appendix)

Cross-curricular link - Science
Relative Position and Motion

Invite a guest speaker to discuss bicycle safety

Science Safety Binder (Grade 2)

Literature Support Resource

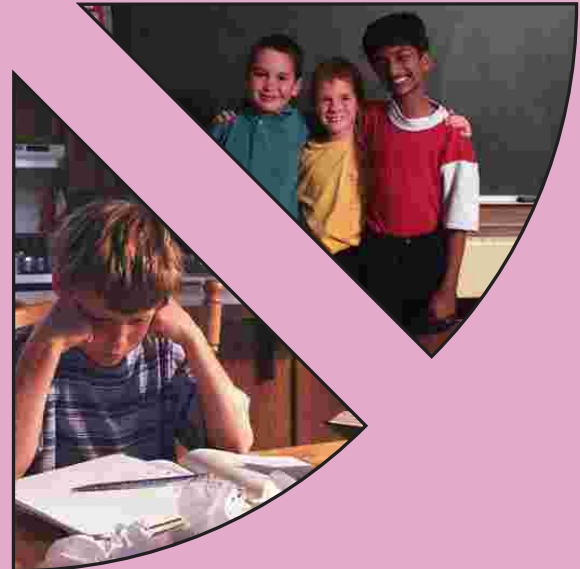
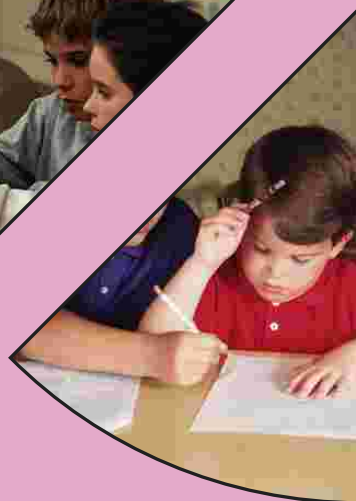
Think and Be Safe

911 Notes/Activities (Appendix)

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

Science Safety Binder (Grade 2)

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- recognize that individuals make choices about how to express feelings (R-2.1)
- become aware that the safe expression of feelings is healthy (R-2.2)
- develop communication strategies to express needs and seek support (R-2.3)

.....

Interactions

Students will be expected to

- demonstrate ways to show appreciation to friends and others (R-2.4)
- demonstrate behaviors that show respect for others (R-2.5)
- demonstrate an age-appropriate conflict resolution strategy (R-2.6)

.....

Group Roles and Processes

Students will be expected to

- recognize and value strengths and talents that members bring to a group (R-2.7)
- explain how groups can contribute to a safe and caring environment (R-2.8)
- demonstrate an understanding of the importance of cooperation within the family (R-2.9)
- explain how changes can occur within a family (R-2.10)

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 that individuals make choices about how to express feelings (R-2.1)

- become aware that the safe expression of feelings is healthy (R-2.2)

Elaborations-Strategies for Learning and Teaching

Understanding and Expressing Feelings

Get Ready

- Read and discuss *The Way I Feel* by Janan Cain.
- Use old magazines to find and display pictures of people expressing different feelings.
- Discuss the feelings in the pictures. What are the clues that tell you what people are feeling? Identify body language as well as facial expression.

Apply

- In small groups, take turns describing events or situations that give you a strong feeling, such as happiness, sadness, anger, excitement or loneliness. Discuss how most children experience most of these feelings at one time or another.
- Choose one feeling and create a web about that feeling. Include ideas like:
 - things that can trigger the feeling
 - things you do when you have that feeling
 - things you say when you have that feeling.

Get Ready

- As a class, brainstorm a list of feelings. Record them in the first column of a triple T-chart.
- On the chart, write down one healthy and one unhealthy way to express each feeling.

Feeling	Healthy way to express	Unhealthy way to express

- Discuss the fact that frustration and anger are two of the most frequent negative feelings we have and they can be difficult to express in a healthy way.
- Discuss why responses like hitting are unhealthy.

Apply

- In pairs, role-play a healthy way to express feelings you might have in different situations. For example:
 - you can't figure out how to stop on your inline skates without falling down
 - your parents tell you they're taking you to Disney World for spring break
 - your best friend tells your secret to someone else
 - your best friend has just moved to another city
 - your dog is sick.

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

Presentation

- Choose a feeling and draw a picture about an experience that influenced the feeling.
- Complete drawings to show the different choices you have when expressing feelings.

Positive ways to express feelings	
I can show that I feel happy by ...	I can show that I feel sad by ...
I can show that I feel frustrated by ...	I can show that I feel excited by ...

(Appendix)

Presentation

- Use old magazines to find pictures of people expressing their feelings in healthy ways. Make a collage called Express Your Feelings.

Journal

- Generate a top ten list of healthy ways to express frustration and anger or feelings in general. For example:
 - count to ten
 - say the alphabet
 - write down what made you angry
 - talk about your angry feeling
 - pound a pillow.

Resources/Notes

Literature Support Resources

The Way I Feel

CIT Curriculum Link
Word Processing A7.2

Feelings 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.

Outcomes

Students will be expected to

- develop communication strategies to express needs and seek support (R-2.3)

Elaborations-Strategies for Learning and Teaching

Understanding and Expressing Feelings (Cont'd)

Get Ready

- Read a story about asking for help, such as Aesop's fable The Lion and the Mouse.
- Discuss how you must be brave to ask for help.
- Review Student Information Master: How To Ask For Help.

Apply

- Discuss situations in school in which you might need to ask for support from a trusted adult.
- Working with a partner, role play asking for help in serious situations, such as:
 - you are not feeling well and think you might be sick to your stomach
 - a student from another grade took your lunch and won't give it back
 - an adult you don't know is waiting outside the school door and asks you to come with her
 - a bigger student tickles you every recess. It hurts and makes you uncomfortable. When you ask him to stop, he says, "Don't be a baby."


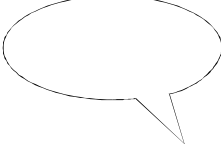
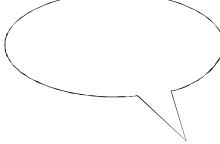
GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Journal

- If you needed help, list three people you could ask.

Write words in the balloons to show what you could say.

If I need help, I can ask:		
I can say		
		

(Appendix)

Resources/Notes

Literature Support Resource

The Lion and The Mouse

Your Body Belongs To You

Review Student Information Master:
How to Ask For Help (Appendix)

c.a.r.e kit - Message Cards #4, #5, and #6

Teacher Note

The c.a.r.e. kit comes with *Your Body is Yours*. This book will be used with Grade 1 students. Use *Your Body Belongs to You* with grade 2 students.

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 ways to show appreciation to friends and others (R-2.4)
- demonstrate behaviors that show respect for others (R-2.5)

Elaborations-Strategies for Learning and Teaching

Interactions

Get Ready

- Read the story *Chester's Way* by Kevin Henkes or another book about friendship. Discuss how the characters show appreciation to one another.

Apply

- As a class, brainstorm a list of 10 things you can do to show you appreciate a friend.
- Brainstorm a list of 10 words or phrases that you can say to show another person your appreciation.
- Make "kind words" mailboxes to put on your desk. Over the next week, make sure you write at least one kind note to each person in your class.
- Some people find it hard to accept a compliment. With a partner, role-play one person giving a compliment and the other accepting it with a simple "thank-you".

Get Ready

Note: Outcomes similar to R-2.5 exist in other curricula. It is not specific to Health.

- Working in pairs, use pictures and words from old magazines to create collages called Respect for Others. Display and discuss.

Apply

- As a class, create a triple T-chart of What Showing Interest in Others looks, sounds and feels like. Discuss.
 - e.g. - listening
 - acknowledging their feelings
 - giving kind words or encouragement
 - offering to keep them company.
- Remind students that it is not always necessary to know all the details of a problem in order to be supportive.
- In pairs, role-play offering support to a friend in situations, such as:
 - Sally is disappointed because she has to stay in at recess to make up the test she missed yesterday. She wanted to play soccer with you.
 - Mark is new to the school and is sitting alone at lunch.
 - Randy seems quite sad in class and has not signed up for an activity during this week's free time.

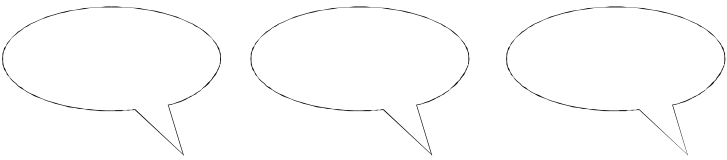
GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw a picture and fill in the word balloons to show three things you will do and three things you will say to show that you appreciate your friends.

My friends will know I appreciate them because I will:
I will also say:



(Appendix)

Journal

- Think of a time when another person showed respect for you. Draw a picture to show how you felt.
- Finish these statements:
 - “It’s important to show respect to others because . . .”
 - “I show respect by . . .”
 - “When I am respected I feel . . .”

Paper and Pencil

- Complete the rating scale on how you show respect for others. Draw a star beside one behavior you would like to improve.

Presentation

- **Special Me Activity**
Draw an outline of the human body on a piece of chart paper (see notes). Write the name of a student on the paper. All other students are to give one word/phrase that makes the person indicated on the chart special. The teacher writes these on the chart which is displayed in the class and later taken home by the student. (A chart is done for each student at some point.)

Resources/Notes

Inspiration 7.5 Software may be used for brainstorming

CIT Outcome Links

A4.1, A4.3, A4.4, A4.5, B4.1

Other Suggested Resources

Chester’s Way - Grade 2 Language Arts
Reflexions Theme: A Seed is a Promise

Literature Support Resources

Understanding Differences
(Life Learning Choices package)

Give Maggie a Chance

Other Suggested Resources

Hooway For Wodney Wat

I Hate English - Grade 2 Language Arts

Reflexions Theme: New Perspectives

Student Activity Master: Rating Scale
I Show Respect For Others

Special Me Activity Variations:

- actual pictures of students on chart paper
- silhouettes
- with a partner, trace each other’s body on full paper

Cross-curricular link - Language Arts
The School Experience

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 an age appropriate conflict resolution strategy (R-2.6)
- recognize and value strengths and talents that members bring to a group (R-2.7)

Elaborations-Strategies for Learning and Teaching

Interactions (Cont'd)

Get Ready

- Read a story about conflict, such as Munro Leaf's *The Story of Ferdinand the Bull*. Discuss how the characters resolve conflict.

Apply

- Review Student Information Master: How To Solve Conflicts (Appendix). Discuss each step.
- Discuss strategies that show other people that you understand their point of view.
- Use these strategies to role-play the following situations:
 - Allan let Annie use his markers. But when his pencil broke, Annie wouldn't loan him one of hers. Allan was annoyed. He didn't think it was fair. But Annie was thinking that the last time she loaned Allan something she never got it back.
 - Your sister ate the cookies you were saving to put in your lunch.
 - Vicki is making a dragon with clay. Arnie decides to make a dragon too. "Copycat!" says Vicki. "Why can't you think of your own ideas?"

Get Ready

Note: Outcomes similar to R-2.7 exist in other curricula. It is not specific to Health.

- Read a story that illustrates how different characters each contribute to solving a problem or making something better.

Apply

- Each student outlines his or her handprint on a sheet of paper and writes his or her name underneath. Spread all the handprints on the floor. Students move around the room, writing one word on each piece of paper to describe a strength or talent that person brings to the class.

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

- Draw pictures and write words to show your strategy for resolving a conflict, such as:
 - Marty borrowed your markers without asking.

How I'll stay calm	What I'll say I feel _____ when _____ I need _____	What I'll try
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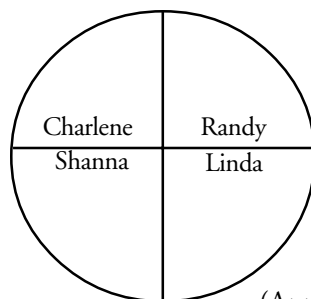
(Appendix)

Journal

- Write a journal entry about one strength or talent that another person wrote on your paper that surprised you.

Paper and Pencil

- Make a circle and divide it into four sections. Write the name of four different classmates in each section. Draw a picture of at least one strength or talent that each of these friends contributes to your class.



(Appendix)

Resources/Notes

Literature Support Resources

The Story of Ferdinand the Bull - Munro Leaf
Getting Along

Student Information Master:
How to Solve Conflicts (Appendix)

Literature Support Resource

Sophie And The Wonderful Pictures

Other Suggested Resources

Seven Blind Mice (Book)

Ultimate Writing Creativity Center Software may be used for Journal Writing.

CIT Outcome Link
Word Processing A7.2, B7.1, B7.2

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

- explain how groups can contribute to a safe and caring environment (R-2.8)
- demonstrate an understanding of the importance of cooperation within the family (R-2.9) ♥
- explain how changes can occur within a family (R-2.10) ♥

Elaborations-Strategies for Learning and Teaching

Group Roles and Processes

Get Ready

- As a class, create a triple T-chart showing what a safe and caring classroom looks, sounds, and feels like.

Apply

- Brainstorm a list of ways students can help make a classroom a safe and caring environment.
- Choose one of these ways and draw a picture of it. Display on a class bulletin board.
- Discuss how individuals and groups can contribute to a safe and caring environment in the classroom, on the playground, and at home.

Get Ready

- Remind students that, just as every person is different, every family is also different.
- As a class, list the basic needs that families of all kinds attempt to meet. (food, clothing, shelter, love, protection)

Apply

- Talk with students about chores and the jobs that need to be done around a house.
- Discuss ways that families can have fun together and why it's important to play together. (It gives you time to talk, you respect each other more, you feel good.)

Get Ready

- Describe some of the big changes that can affect the members of a family.
- Read literature support resource books that deal with this subject.

Apply

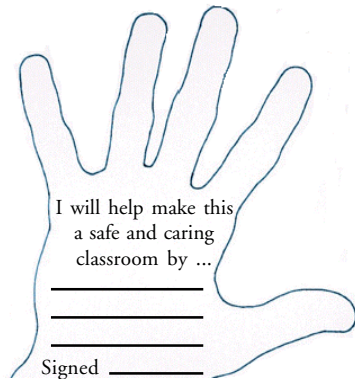
- Identify ways that family members can help each other when big changes happen.
- Talk about patience and why it is important when dealing with change.

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

Presentation

- Invite students to make a promise of what they will do this year to help create a positive learning environment. Write the promises on outlines of students' hands and create a display.



(Appendix)

Journal

- List chores that you already routinely do. Add two new ways that you could help out at home.
- Think of three things you would like to do with your family. Give other family members a chance to add to the list. With your family, choose an activity from the list and make a plan for doing it.

Performance

- Have students consult the teacher librarian to make a bibliography for the class on topics such as divorce, remarriage, death, illness, and moving. Display the list in the classroom. A library display of these books might also take place and students could borrow titles to take home.

Journal

- Choose a big change that has or could happen to you and your family. Write all the feelings you might have as you get used to the change.

Resources/Notes

Literature Support Resource

Friends Of The Earth

Welcome To The Community

Teacher Note (R-2.9)

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

Literature Support Resource

Will There Be A Lap For Me?

Mama and Daddy Bear’s Divorce

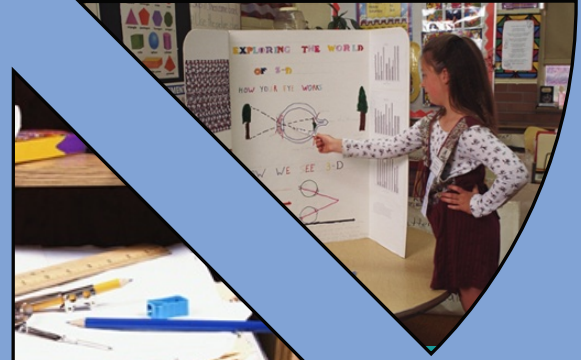
My Home Bay

The Memory String

Teacher Note

Significant changes in families can affect individual family members differently. Some changes, like a divorce or the death of a family pet, can cause considerable emotional trauma for children. Remind students that everything they feel is okay. Help students understand that sometimes it helps to talk about their feelings with an adult. Also, remind them that not all big changes are bad. Help students see that our lives are full of change and most of them are probably good. In fact, even changes that are difficult in the beginning may turn out to be good.

Life Learning Choices



Notes:

PEI Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- demonstrate organizational skills (L-2.1)
 - identify personal behaviors that show readiness to learn (L-2.2)
 - apply the decision-making process for age-appropriate issues (L-2.3)
 - recognize that it takes time and effort to accomplish goals (L-2.4)
-

Life Goals and Career Development

Students will be expected to

- demonstrate an understanding that individuals have similar and different interests, strengths and skills (L-2.5)
 - recognize that each individual has many roles in life (L-2.6)
-

Volunteerism

Students will be expected to

- explain why volunteerism is important (L-2.7)
- select and perform volunteer tasks in the school (L-2.8)

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

Outcomes

Students will be expected to

- demonstrate organizational skills (L-2.1)
- identify personal behaviors that show readiness to learn. (L-2.2)

Elaborations-Strategies for Learning and Teaching

Learning Strategies

Get Ready

- As a class, create a list of reasons why it is important to be organized and get school work done on time.
- Create a list of tools and habits you can use to stay organized and get school work done. For example:
 - homework books or agendas
 - homework bag
 - arriving on time
 - getting down to work right away.

Apply

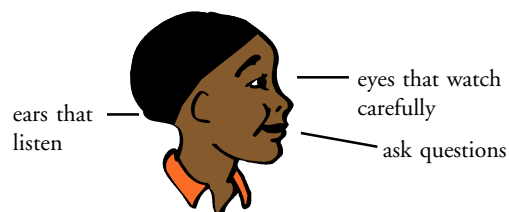
- List three good things that happen when you arrive at school on time. For example:
 - you find out what you are supposed to do
 - you hear important announcements
 - you have time to talk to your friends.
- Create a model of an organized written assignment sheet.
 - name and date at the top
 - skip lines between important pieces of information.

Get Ready

- Look at several pictures of children engaged in specific activities and discuss: Do these children look ready to learn? What are some signs that they are ready to learn?

Apply

- Discuss why **readiness to learn** is an important first step in learning.
- Draw an outline of a body on a piece of chart paper. Discuss what readiness to learn looks like from the top of the head to the bottoms of the feet. For example:



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

Tasks for Instruction and/or Assessment

Resources/Notes

Presentation

- Design a poster of tips for keeping organized in the classroom.

Journal

- Draw a picture and write three sentences explaining an organizational skill you would like to improve.
- Draw a picture showing three things you do to keep yourself organized in class.

Performance

- Show readiness to learn behaviors by role-playing situations, such as:
 - You want to try a new sport. Give at least three examples of why you feel you're ready to learn this new sport.
 - Your teacher has promised to do an exciting science demonstration. The students in class look like they are really ready to learn the new concept. How could the students show her this?
 - You just joined a new sports team and you want to let the coach know you really want to learn. How could you demonstrate this?

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

Outcomes

Students will be expected to

- apply the decision-making process for age-appropriate issues (L-2.3)
- recognize that it takes time and effort to accomplish goals (L-2.4)

Elaborations-Strategies for Learning and Teaching Learning Strategies

Get Ready

- Read *Lilly's Purple Plastic Purse* by Kevin Henkes or another book in which the character makes a decision.
- Brainstorm decision-making situations from your own life over the past month.
- Discuss the advantages of making good decisions. For example:
 - you feel better
 - things get done faster
 - people respect you.
- Discuss the decision-making tree model and use it to come up with solutions for the following situations.
 - when you stopped to play on the monkey bars on the way to class, you lost your field trip money.
 - two different friends ask you to be their science project partner.
 - you have to stay in at recess because your homework is incomplete. It's your turn to be goalie for the soccer game this recess.

Get Ready

- List accomplishments of students in your class over the past year.
- Brainstorm a list of new things students in your class would like to accomplish this school year.
- Interview adults and ask them about goals they are working on right now. Discuss how long it will take to achieve these goals and what kinds of effort will be necessary.
- Using the list of new things students would like to accomplish, put the items in order from goals that would take the least time to reach, to goals that would take the most time. Compare and discuss.

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 the decision-making tree to show a solution for one of the following situations.
 - Henry forgets to bring his homework back to school each morning. He has to stay in to finish it. He would rather be playing soccer with his friends.
 - On the way home from school, Jane loses her house key. She can't get into her house.
 - Philip can't wear his indoor shoes anymore because his feet have grown and the shoes are too small. Without indoor shoes, he won't be allowed to participate in physical education class.

Paper and Pencil

- Choose an individual goal to work on and record it on the goal sheet. (Student Activity Master: Goal Sheet) Choose a goal you can reach this month. Tape the goal sheet to your desk as a friendly reminder.

Resources/Notes

Literature Support Resource

Lilly's Purple Plastic Purse - Kevin Henkes

Student Activity Master:
Decision-Making Tree (Appendix)

Other Suggested Resources

Boss For A Week - Grade 2 Language Arts
Reflexions Theme: New Perspectives

Student Activity Master: Goal Sheet
(Appendix)

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

Outcomes

Students will be expected to

- demonstrate an understanding that individuals have similar and different interests, strengths and skills (L-2.5)

- recognize that each individual has many roles in life (L-2.6)

Elaborations-Strategies for Learning and Teaching

Life Goals and Career Development

Get Ready

- As a class, discuss and clarify the terms interests, strengths and skills.
- Create a class list of Things We're Interested In and Things We're Good At.

Get Ready

- Discuss how each person plays many roles in life. For example, your teacher wears the hat of a story reader, discussion leader, classroom organizer and playground supervisor.
- Working with a partner, brainstorm roles each of you have at school, at home and in the community.

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

Tasks for Instruction and/or Assessment

Interview

- Interview family members to find out about the interests and abilities of people in your family.

Journal

- Draw a picture of yourself and list at least five different roles you have (or hats you wear) at home and at school.

Resources/Notes

Literature Support Resource

Understanding Differences

Cross-curricular link - Social Studies

Unit 3: Economics

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

Outcomes

Students will be expected to

- explain why volunteerism is important (L-2.7)

- select and perform volunteer tasks in the school (L-2.8)

Elaborations-Strategies for Learning and Teaching

Volunteerism

Get Ready

- Review the concept of volunteerism and brainstorm examples of volunteerism at school and in the community.
- Invite students to give reasons why volunteerism is important to both the community and the volunteer.

Volunteering is important . . .

To the community, because

- important work gets done
- more people can participate in more things

To volunteers, because

- it is an opportunity to try new things
- it is an opportunity to meet new people

Get Ready

- Brainstorm a list of volunteer jobs that students can do around the school and on the playground.
- Discuss what happens when there is a job no one wants to do.

Apply

- Make a list of volunteer jobs each student in the class will do around the school or playground over the next month.
- Choose a job that you will do. Design a reminder card and tape it to 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

Interview

- Interview an adult who volunteers in the community. Find out why they think volunteerism is important. Present this information orally to a small group or class.

Paper and Pencil

- Use key words and drawings to show the volunteer job you did around the school this month.

The volunteer job I did was:	This helped others because:	Some of the skills I used for this job were:
		
I did this job _____ times.		

(Appendix)

Resources/Notes

Volunteers for Literacy or other school volunteers.

Cross-curricular link - Social Studies

Unit 3: Economics

Cross-curricular link - Social Studies

Unit 3: Economics

Appendix Grade 2

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).

Teacher Background

W-2.1

Importance of a balanced diet and active lifestyle

A balanced, nutritionally adequate diet, along with an active lifestyle, contributes to health and well-being. In combination, these two health habits play a significant role in reducing the risk for a number of health concerns, including obesity, heart disease, high blood pressure, osteoporosis and diabetes. Children who enjoy a balanced, healthy diet and regular physical activity are less likely to become overweight and are more likely to become physically active adults.

Incorporating healthy eating and regular physical activity into daily life poses a challenge for many children. Research indicates that children today are less physically fit and active than children of past decades. In addition, many children's food choices do not meet the recommendations laid out in Canada's Food Guide to Healthy Eating.

Children need both knowledge and a variety of skills in order to adopt a balanced, healthy diet and an active lifestyle. Knowledge can help children gain appreciation of the benefits of healthy eating and daily physical activity. Skills, such as decision-making, goal setting and self-monitoring, are also necessary for using these behaviors on an ongoing basis throughout life.

Ideas for promoting healthy food choices and active living

Students can:

- commit to choosing healthy foods and participating in daily physical activity
- generate ideas for incorporating healthy foods into their personal eating patterns
- brainstorm ways to be more active on a daily basis
- ask parents and other adults for support and assistance in promoting healthy eating and regular physical activity in their daily lives.

Parents can:

- model healthy eating and active living behaviors for children
- talk to children about the benefits of healthy eating and active living on overall health and well-being
- provide children with opportunities to experiment with a variety of healthy foods and different forms of physical activity
- teach skills that help children choose healthy foods and participate in daily physical activity; for example, budgeting, decision-making, food selection and preparation, time management
- volunteer to supervise or participate with children during physical activity outside the home.

Communities can:

- provide information on making healthy food choices and overcoming barriers to healthy eating
- support initiatives to help ensure that all children have access to healthy, nutritious foods; for example, school milk, lunch or snack programs, community kitchens, vending machines, cafeterias and snack shacks
- provide and promote active living programs and facilities for children.

Name: _____

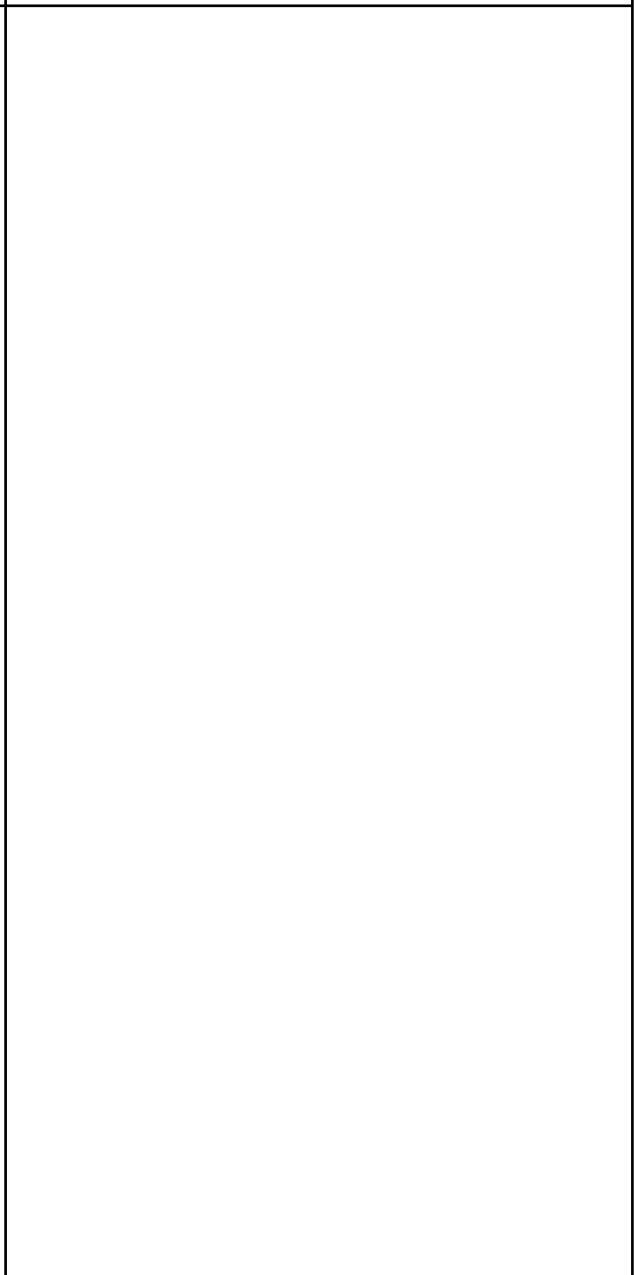
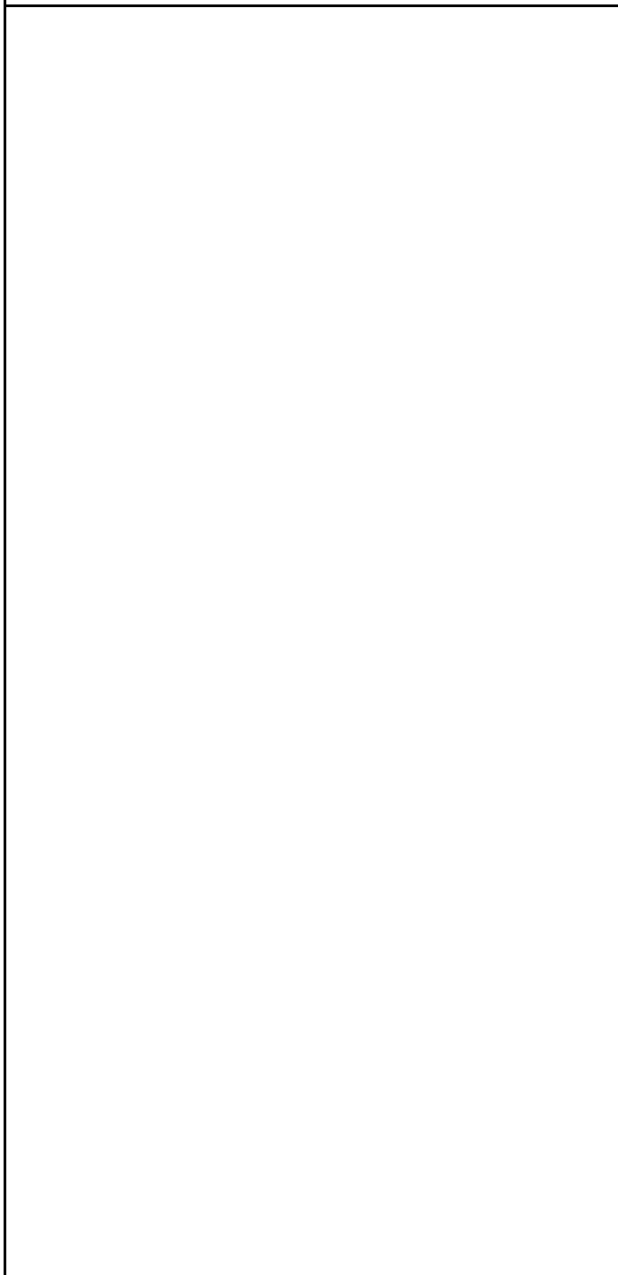
Date: _____

W-2.1

Draw pictures and use key words to show three ways healthy eating affects your life and three ways physical activity affects your life.

Healthy eating helps me:

Physical activity helps me:



Name: _____

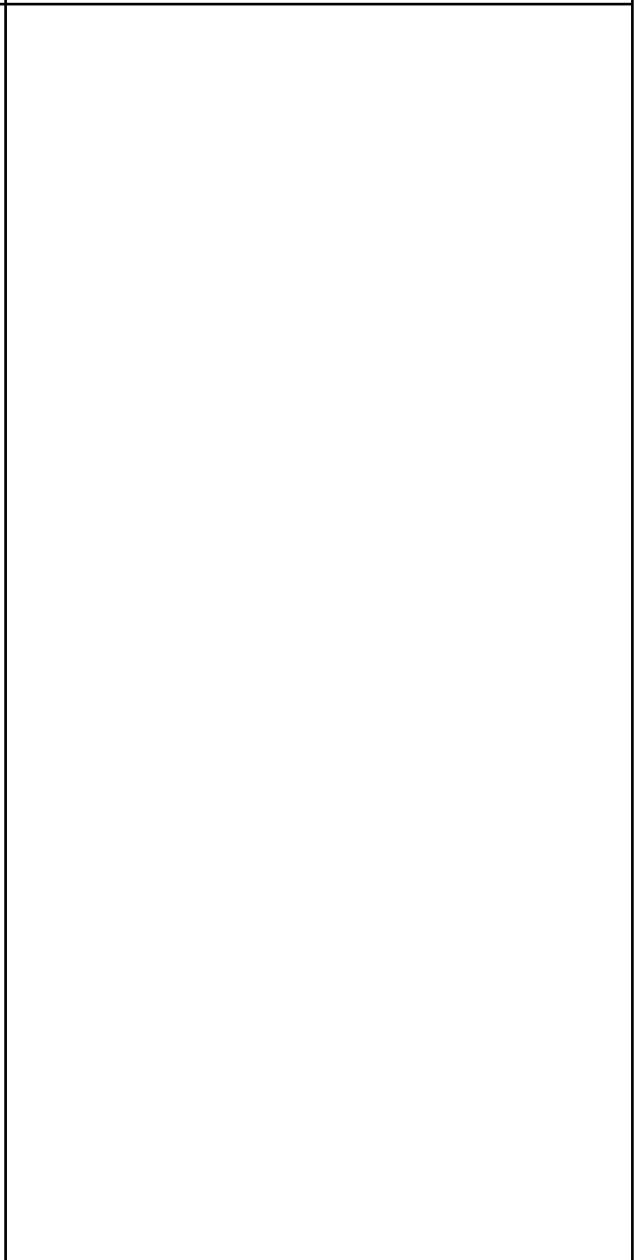
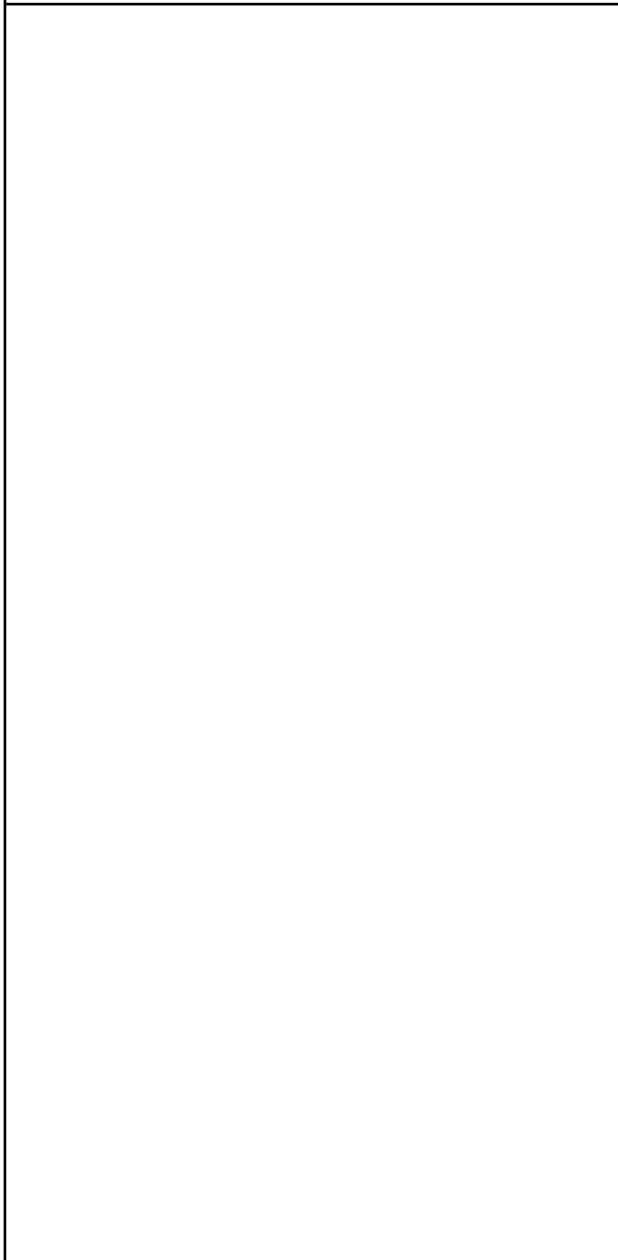
Date: _____

W-2.1

Draw two pictures to show the effects of a good night's sleep.

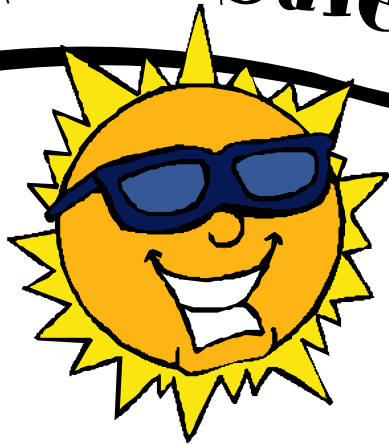
This is me when I get enough sleep

This is me when I don't get
enough sleep



Sun Safety Tips

W-2.2



Being sun safe means protecting yourself from the sun. Here are some tips that will keep you safe from the sun!

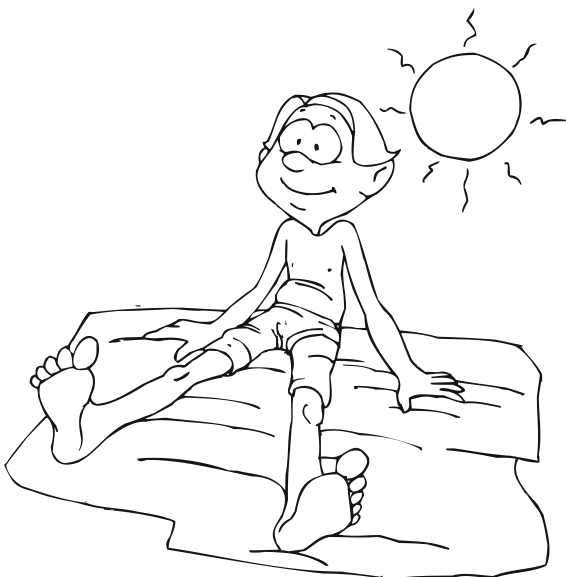
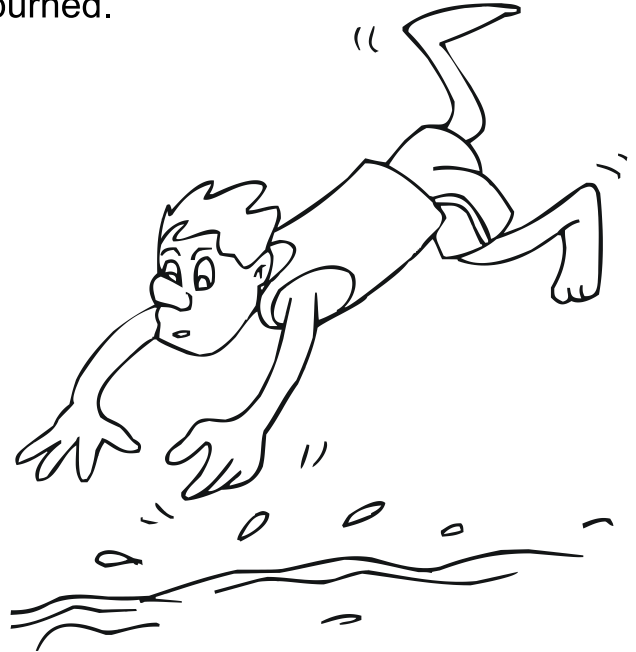
- Limit time spent in the sun.
- Avoid the sun's rays between 10 a.m. and 4 p.m.
- Be careful NOT to get a sunburn.
- Stay in the shade whenever possible - find shade trees or bring an umbrella.
- Wear clothing that protects your skin - long-sleeved shirts, long pants and wide-brimmed hats.
- Wear sunglasses that block 100% of the UVA and UVB radiation.
- Apply sunscreen and lip balm with at least a SPF (Sun Protective Factor) of 15 often and use lots of it.
- Limit your exposure to the reflective surfaces like snow and water. UV rays can be reflected off of sand, tile, water, snow, and buildings. It is important to practice all the sun protective behaviours even when you are in the shade.
- Make sun safety a family habit.

Colour the Sunburn

W-2.2



Use a red crayon to colour all the parts of a person's body that get sunburned.

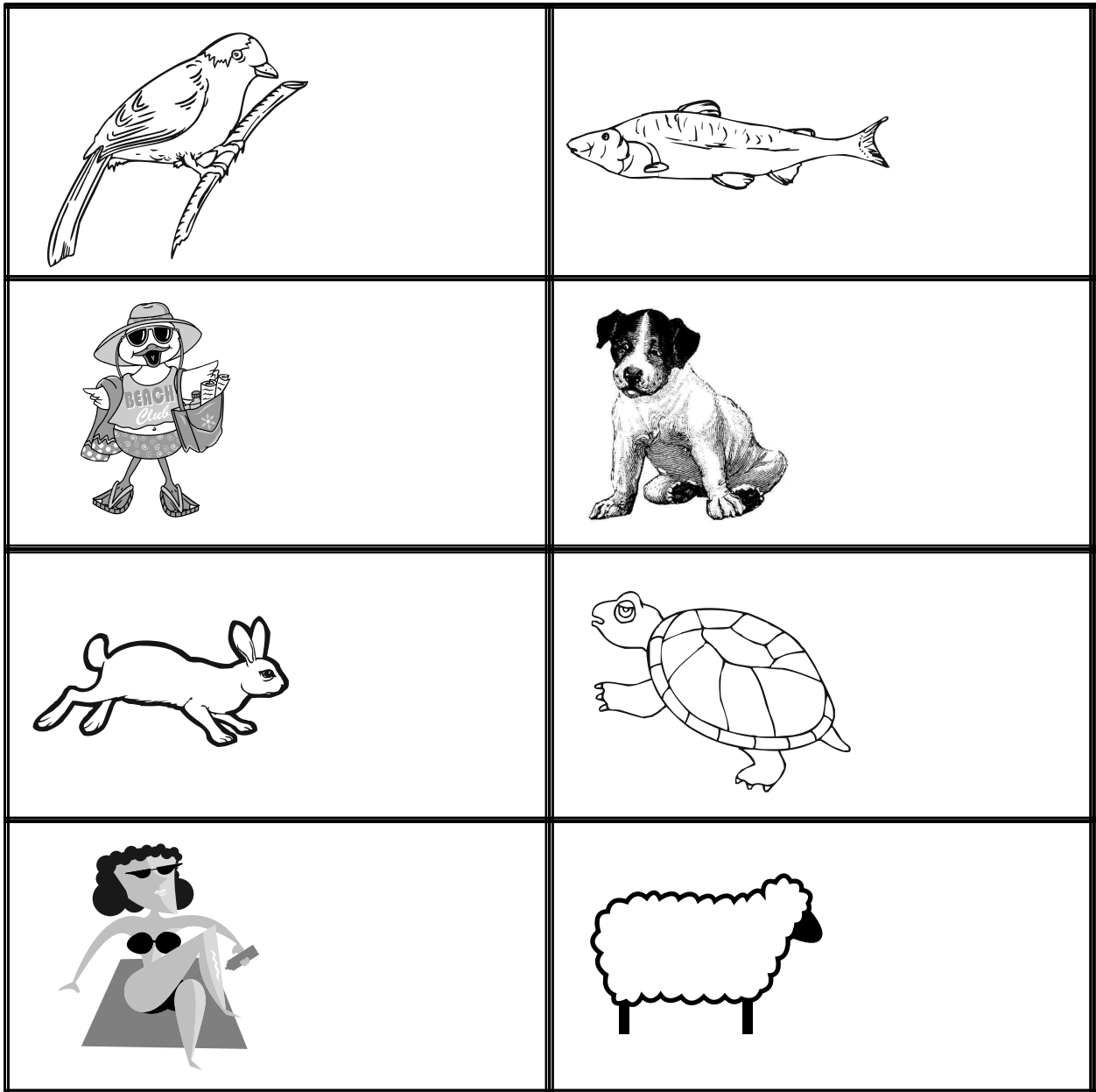


Cover Up - Keep Safe

W-2.2

Instructions:

Take a look at each picture. Decide what protection is being used in each picture and write your answer beside the picture.



Name: _____

Date: _____

W-2.3

Complete the chart recording three things you can do now and three things you will be able to do when you grow older.

Now I can...	When I get older I will be able to . . .

Teacher Background

W-2.4

Classifying Foods

Classifying foods into similar groups is a key feature of Canada's Food Guide to Healthy Eating. Grouping similar types of food helps highlight the nutritional contributions of each group. In addition, it provides people with a clear picture of the broad range of nutritious foods that can be used to create a sound approach to healthy eating.

Foods in *Canada's Food Guide to Healthy Eating* are classified into four food groups according to their origin (or agricultural base) and the key nutrients they contribute. For example, fluid milk and foods made from milk, such as yogurt, cheese and pudding, are grouped together in the milk products group. Beef, chicken, eggs, tofu and peanut butter are all protein sources and as a result all fall into the meat and alternatives group.

Some foods do not fit into any of the four food groups. These foods are referred to as other foods. These foods add taste and enjoyment to eating. A wide variety of nutritious and less nutritious foods fall into the other foods category, including:

- foods that are mostly fat, such as margarine, butter or oils
- high-fat and/or high-salt snack foods, such as potato chips, taco chips or salted pretzels
- foods that are mostly sugar, such as candy, jam, syrup, granulated sugar, brown sugar or chocolate bars
- beverages and condiments, such as water, tea, coffee, soft drinks, ketchup or mustard.

It is inappropriate to call other foods "bad foods" or "junk foods." While some of these provide lower levels of key nutrients, others, such as water, are essential for life.

Combination or mixed foods, such as casseroles or sandwiches, are made up of foods from more than one food group. These are classified according to the ingredients or components they contain. For example, a serving of lasagna includes foods from all four food groups: noodles are grain products, tomato sauce and vegetables are vegetables and fruit, cheese is a milk product, and ground beef is a meat and alternatives.

Snacks play a crucial role in helping children meet their nutritional needs. Children have relatively high nutrient needs because they are active and growing. At the same time, many children have small appetites and are unable to take in large amounts of food at one time. Recognizing these facts, it is often difficult for children to meet their nutrient needs without two or three snacks each day.

Teacher Background

W-2.4

Snacks should consist of nutrient-rich foods from the four food groups. Some examples are: crackers and cheese; yogurt; whole-grain muffins; fresh, frozen, canned or dried fruits and vegetables, and granola bars. Other less-typical foods also makes excellent snacks. Children should be encouraged to choose a wide variety of foods from the four food groups when snacking.

Regular snacks are essential for children. However, if good oral hygiene practices are not followed, dental cavities can become a concern. Recognizing this, dental health professionals recommend that children limit high sugar or sticky snack foods, such as dried fruit. In addition, children should brush their teeth after each meal and any sugary or sticky snack.

Ideas for promoting healthy snack choices

Students can:

- commit to eating healthy or “most of the time” foods when choosing snacks
- enjoy regular meals and snacks (three meals plus two or three snacks each day)
- ask their parents for help in preparing school lunches or snacks.

Parents can:

- involve children in the selection and preparation of a wide variety of nutritious snack foods
- talk to children about the agricultural origins of the foods they eat; for example, milk comes from cows; pudding comes from milk, which comes from cows; crackers are made from wheat flour made from wheat
- provide nutritious snacks at regular intervals throughout the day.

Communities can:

- implement healthy snack programs in schools
- support policies that make healthy snack foods widely available in schools, while discouraging less-nutritious foods choices, such as soft drinks
- include healthy food choices at school events, such as submarine sandwiches that include low-fat meats, vegetables, cheeses and whole-grain buns.

Name: _____

Date: _____

W-2.4

Sort the following snacks into one of the groups in *Canada's Food Guide to Healthy Eating*.

apple	banana	orange juice	cheese
muffin	carrot	oatmeal cookie	
yogurt	crackers	beef jerky	

Grain Products	Vegetables and Fruits	Milk Products	Meat and Alternatives	Other Foods

Name: _____

Date: _____

W-2.5

Draw a picture of you taking a medication and write three questions you could ask to find information you need to make sure you are using the medication safely.

I sometimes take medication for:

To use it safely, I need to know:

1.

2.

3.

You and Your Pharmacist

W-2.5



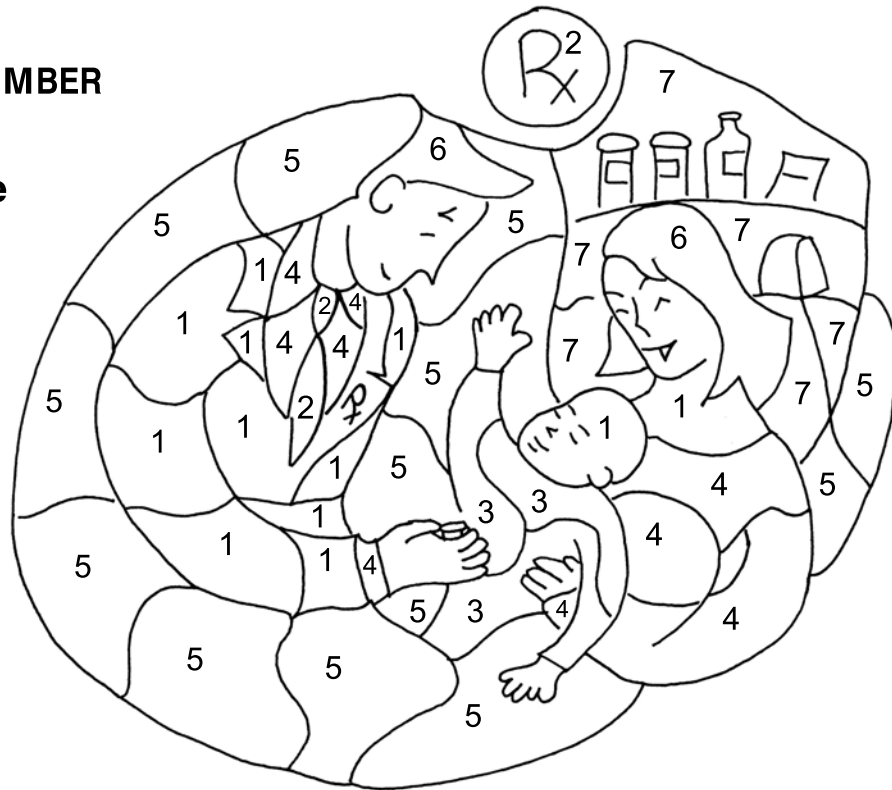
- ♥ Your pharmacist knows all about medicines.
- ♥ Sometimes medicine tastes bad, but it will make you feel better when you are sick. Always take it as you are told - not more and no less!
- ♥ Most pharmacists work in hospitals and pharmacies. Some pharmacists work in laboratories looking for new medicines.
- ♥ Pharmacists make sure you always get the right medicine, and tell you how and when to take it.
- ♥ Medicine should never be kept in the bathroom or kitchen because these rooms sometimes get hot and steamy. This is bad for the medicine.
- ♥ Never take someone else's medicine and never give them any of yours. Do not even share medicine with your best friend.
- ♥ Always ask an adult before you take candies about which you are unsure. They could be medicine that just looks like candy.
- ♥ Cough drops are not candy because they also have medicine in them.
- ♥ Your pharmacist is your friend.
If you have any questions at all, ask your pharmacist for help.



Pharmacists care, no matter where.

COLOUR BY NUMBER

- 1. Leave white
- 2. green
- 3. red
- 4. blue
- 5. yellow
- 6. brown
- 7. purple



Unscramble the letters and find out where pharmacists work:

1. otlahisps

--	--	--	--	--	--	--	--	--	--

2. gudr sterso

--	--	--	--	--	--	--	--	--	--

3. ginrusn mehos

--	--	--	--	--	--	--	--	--	--	--	--

4. seracrhe absl

--	--	--	--	--	--	--	--	--	--	--	--

Answers: 1. hospitals 2. drug stores 3. nursing homes 4. research labs

Teacher Background

W-2.7

Ideas for promoting safety

Students can:

- invite a crosswalk monitor to speak to your class.
- walk to school with younger siblings, helping them practise safety at crosswalks and intersections
- take courses in bicycle safety or other related safety courses available in the community
- model safety in the home, at the playground and at school when playing with or near younger children or siblings
- use paths and trails for cycling and inline skating, rather than main roads
- obey safety rules to avoid injury to self and others
- be aware that unsafe behavior can put self and others at risk of injury.

Parents can:

- teach safety practices while out on family walks and bike rides
- ask children about safety rules before going out on walks or rides
- quiz children on traffic signs while walking or driving in the community
- reward children for watching out for younger siblings
- model safe behavior when driving, crossing the street or riding a bike.

Communities can:

- facilitate a variety of safety courses for children or families through various agencies
- organize youth cycling clubs in which rules for bicycle safety are taught and practised
- provide safe paths for walking, cycling, and inline skating
- post visible signs on paths and trails.

Cycling Safety

W-2.7

Rules of the Rider

1. Always wear a helmet. There are many styles and sizes of helmets available in different price ranges. When choosing a helmet, check that it has a certification sticker from ANSI, SNELL or the C.S.A.
2. Wear clothes that are suited to the weather conditions. Wear shoes and gloves. Keep your pant legs tied or clipped to avoid being caught in the chain.
3. Wear light-colored clothes at all times. Use lights and reflectors at night or when the weather is rainy or foggy. Put retro-reflective stickers on your bike and helmet to make sure others can see you.
4. Always obey the traffic signals and never use portable personal stereo equipment like an IPOD while operating a bicycle.



Adapted with permission from : Prince Edward Island Department of Transportation and Public Works

Cycling Safety

W-2.7

Rules of the Road

Knowing and obeying traffic rules and signals are the first steps to safer cycling. Common sense and courtesy are important when sharing the road with others.

DON'T ride in a car's blind spot. Stay far enough ahead or behind so the driver can see you.

DON'T try passing a moving car on the right-hand side.

DON'T ride in the right-turn only lane when you want to continue going straight ahead.

DON'T ride the wrong way down the street. Drivers only look where they expect to see other traffic.

DON'T swerve between parked cars.

DO stay behind cars making a right turn at an intersection. If it's safe, shoulder check and then signal to pass on the left.

DO ride far enough away from parked cars to make sure you won't be hit by an opening car door. Look into the car for the driver.



Cycling Safety

W-2.7



Ride Safely and Wear Your Helmet

One Smart Cat Says...

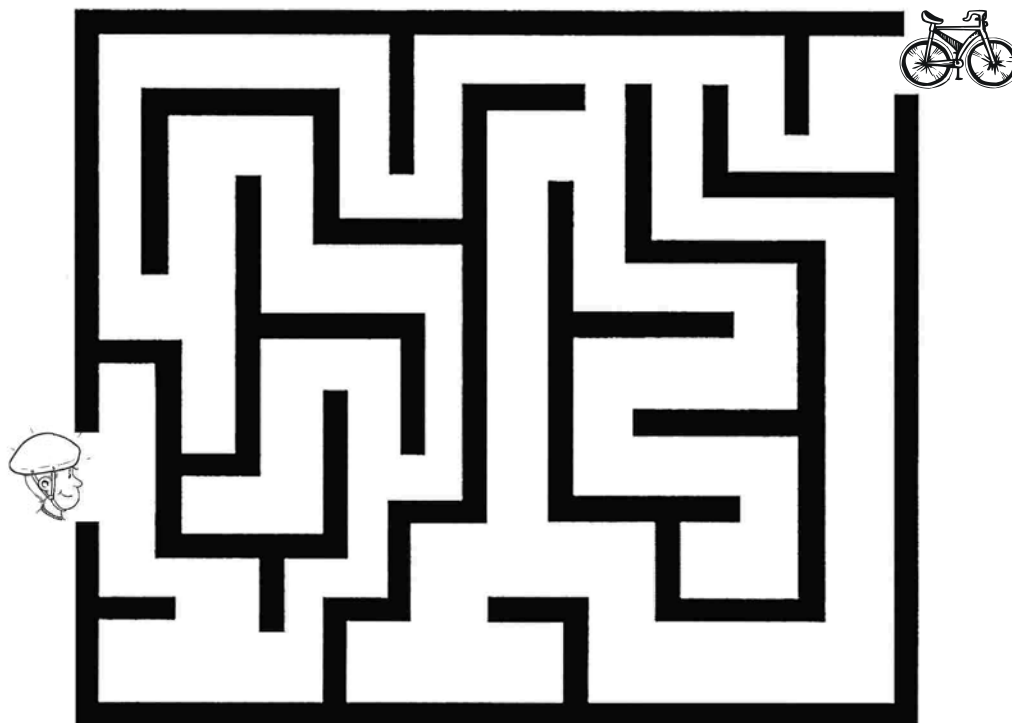
W-2.7



Protect your head!

Wear a helmet when you ride a bike!

Connect the dots to see what 'One Smart Cat' wears every time he rides a bike.

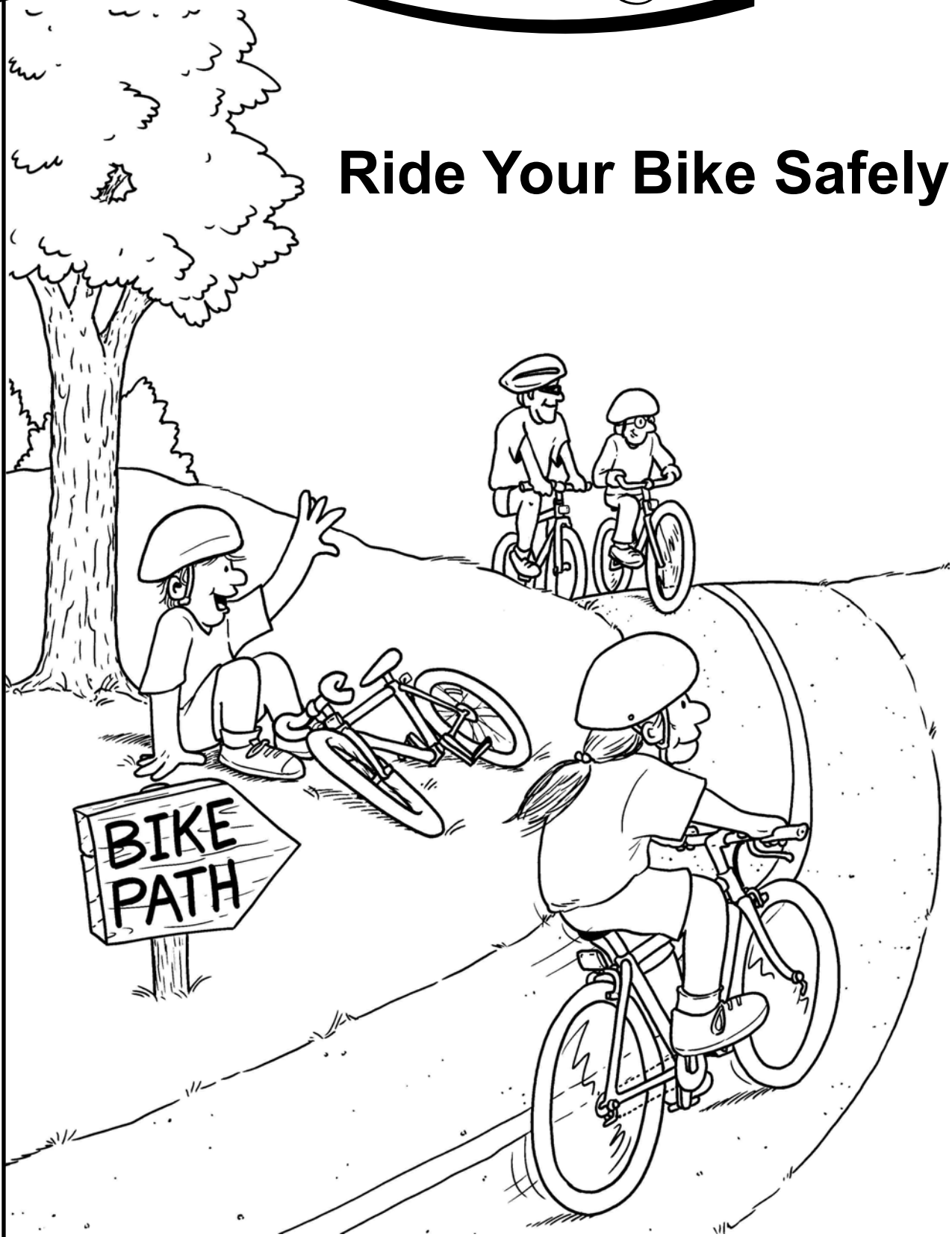


Find your way through the maze to connect the helmet with the bicycle.

Learn to Ride Right

W-2.7

Ride Your Bike Safely



Word Search

W-2.7



Find the hidden words:

Bicycle, Helmet, Safe, Ride,
Head, Smart, Cool

B	H	E	L	M	E	T	M
I	L	N	Q	P	H	S	N
C	O	O	L	S	E	Q	T
Y	Z	R	S	M	A	R	T
C	V	T	A	T	D	I	U
L	Z	M	F	D	V	D	X
E	N	A	E	P	N	E	Z



Secret Scroll

W-2.7

Wendell the Wizard found a scroll with a secret message on it. To read it, he needs you to fill in the blanks by using the code below.

For example, the number 25 would be the letter B.

1	2	3	4	5	6	7	8	9	10	11	12	13
Z	Y	X	W	V	U	T	S	R	Q	P	O	N

14	15	16	17	18	19	20	21	22	23	24	25	26
M	L	K	J	I	H	G	F	E	D	C	B	A

26 15 4 26 2 8 4 22 26 9 26 25 18 16 22
19 22 15 14 22 7 4 19 22 13 24 2 24 15 18 13 20



Now write out your name on the bottom of this page and then write the correct secret numbers underneath each letter!

My name is: _____

My numbers are: _____

Word Search

W-2.7

How many of these words
can you circle in the puzzle:



Bicycle, Bus, Cars, Crosswalk, Go, Play,
Helmet, Safety, School, Head, Seat Belt,
Signal, Signs, Stop, Walk, Yield

T	K	L	O	O	H	C	S
E	L	C	Y	C	I	B	L
M	A	E	D	L	E	I	Y
L	W	Y	B	P	O	T	S
E	S	U	P	T	E	D	N
H	S	R	L	F	A	A	G
Y	O	W	A	L	K	E	I
G	R	S	Y	C	Y	H	S
K	C	L	A	N	G	I	S

Match Game

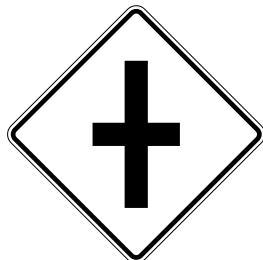
W-2.7

Do you know what these signs mean?
Write the number of the correct description in the box below each sign.

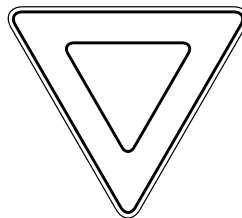
- | | |
|------------------------|-----------------------|
| ① Pedestrian Crosswalk | ⑤ Slippery When Wet |
| ② Stop | ⑥ School Crosswalk |
| ③ Do Not Enter | ⑦ Hidden Intersection |
| ④ School Zone | ⑧ Yield |



A -



B -



C -



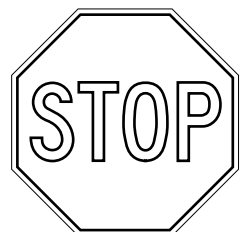
D -



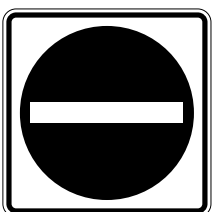
E -



F -



G -



H -

Now can you correctly colour these signs?
(two of them are correct already!)

911 Activity 1

W-2.9

Topic

Are you ready to use 9-1-1?

Grade level

Grade 2

Learning outcome

Students will demonstrate that they have the knowledge, skills and attitudes needed to use the 9-1-1 emergency service.

Introducing the activity

Use this handout as a follow-up and/or assessment activity. Read through the questions with the class.

Follow-up

Be sure to go over the answers with your students as soon as possible to reinforce the correct information.

Answer key:

2. b, c, f, i are not emergencies
3. call 9-1-1 and talk to the call taker
4. fire, being bothered by a stranger
6. in case the call taker or the emergency service needs more information, or needs to check information
7. wait to talk to the call taker and explain what happened (if you don't, 9-1-1 will call you back; and if no one answers, the police will be called)
8. the police will be called, the caller may get into trouble, someone who needs help may have to wait.

Grade 2 Activity Sheet 1

W-2.9



Are you ready to use 9-1-1?

1. Have you practised dialing 9-1-1 on an unplugged phone or toy phone? yes no
Have you practised with your eyes closed or blindfolded? yes no

2. Read about each problem. If you think you should call 9-1-1, check (✓) the yes circle. If not, check the no circle.
- | | Call 9-1-1? | |
|---|-----------------------|-----------------------|
| | yes | no |
| a) You think there is a fire in your basement | <input type="radio"/> | <input type="radio"/> |
| b) You can't find your homework | <input type="radio"/> | <input type="radio"/> |
| c) You can't find your pet | <input type="radio"/> | <input type="radio"/> |
| d) Someone who is allergic to peanuts eats a peanut butter cookie by mistake | <input type="radio"/> | <input type="radio"/> |
| e) You see someone on a bicycle get hit by a car | <input type="radio"/> | <input type="radio"/> |
| f) You fall down and scrape your knee | <input type="radio"/> | <input type="radio"/> |
| g) A friend falls out of a tree and can't get up | <input type="radio"/> | <input type="radio"/> |
| h) You see someone breaking a window and climbing into your neighbour's house | <input type="radio"/> | <input type="radio"/> |
| i) You have a stomach ache from eating too much pizza | <input type="radio"/> | <input type="radio"/> |
| j) A two-year-old eats some pills from the medicine cabinet | <input type="radio"/> | <input type="radio"/> |
| k) You are downtown and you can't find your parents | <input type="radio"/> | <input type="radio"/> |

3. If you are alone and something happens that worries or scares you and you aren't sure whether it's a 9-1-1 emergency or not, what is the safest thing to do?

Activity Sheet 1 con't.

W-2.9

4. In some kinds of emergencies you need to get to a safe place first, even before you call 9-1-1. Give an example of this kind of emergency.

5. Do you know your street address and home phone number? Write them here.
My address:

My phone number: _____

6. The call taker may ask you not to hang up while you are waiting for emergency help. Why do you think it could be important to stay on the line?

7. If you dial 9-1-1 by mistake, what should you do ?

8. What can happen if someone dials 9-1-1 as a joke? (at least two things)

911 Activity 2

W-2.9

Topic

What to say to the 9-1-1 call taker?

Grade level

Grade 2

Learning outcome

Students will know and be able to respond appropriately to questions typically asked by a 9-1-1 call taker.

Introducing the activity

Use the small flash cards included on the following page to initiate a role play between a caller and a 9-1-1 call taker. Each card illustrates a different emergency. Choose one scenario to demonstrate a conversation between a caller and a 9-1-1 call taker, as follows:

Call taker:

“9-1-1. What is your emergency?”

Caller:

Describe the problem illustrated on the flash card.

Call taker:

Ask questions to find out who is calling, who needs help, and where.

Points to remember:

- Call from a safe place.
- Stay calm.
- Speak slowly.
- Don't hang up until you are told to.

Instructions: Cut apart, and laminate the flash cards for partner roles.

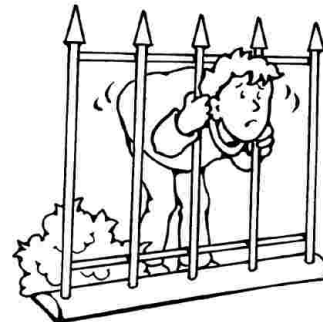
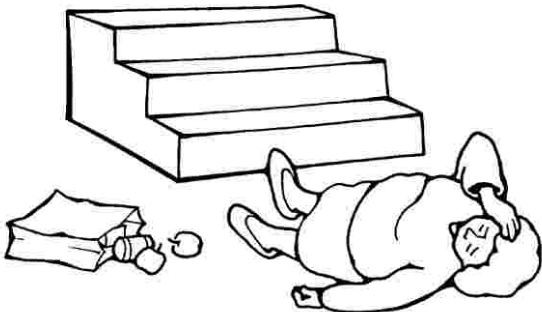
Variation, extension

During the day, simulate an emergency by dropping one of the flash cards on to a student's desk. The student must then quickly go to the role-playing phone, call 9-1-1, and be prepared to answer questions asked by the “call taker” (i.e., the teacher).

9 1 1

What to say to a call taker

W-2.9



Name: _____

Date: _____

R-2.1

Complete drawings to show the different choices you have when you express feelings.

Positive ways to express feelings	
I can show that I feel happy by ...	I can show that I feel sad by ...
I can show that I feel frustrated by...	I can show that I feel excited by ...



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

How to ask for help

R-2.3

1. Be brave.
2. Find a trusted adult right away.
3. Say, "I need your help. It's important."
4. Tell the adult what happened.
5. If you still don't feel safe, tell another person.
6. Keep telling until someone helps you and you feel safe.



Name: _____

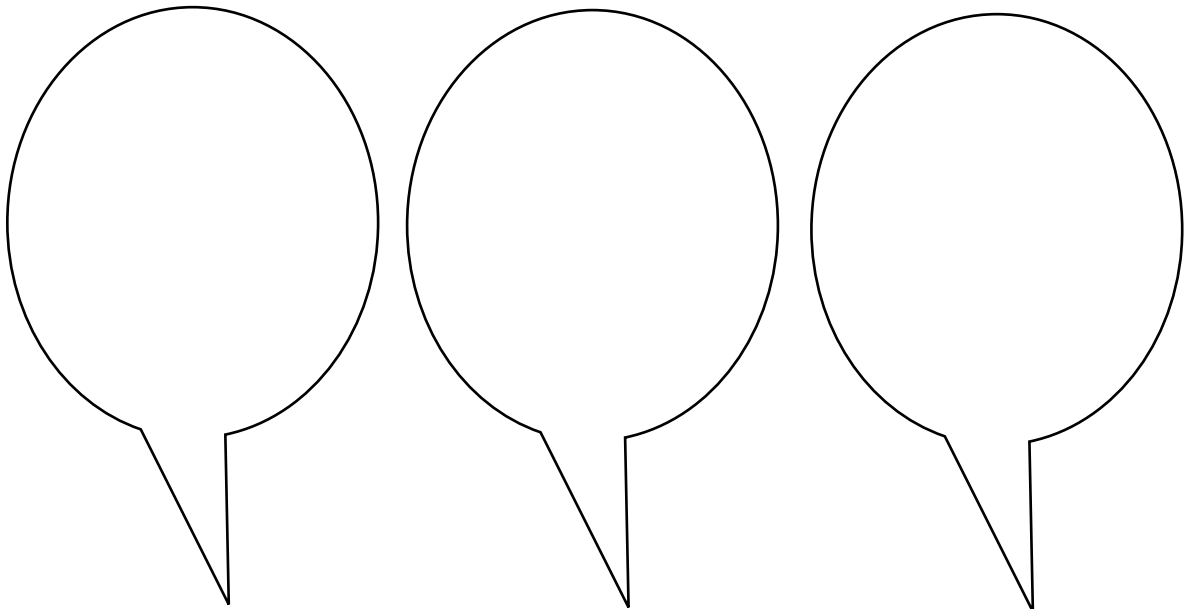
Date: _____

R-2.3

If I need help, I can ask:

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

I can say:



Name: _____

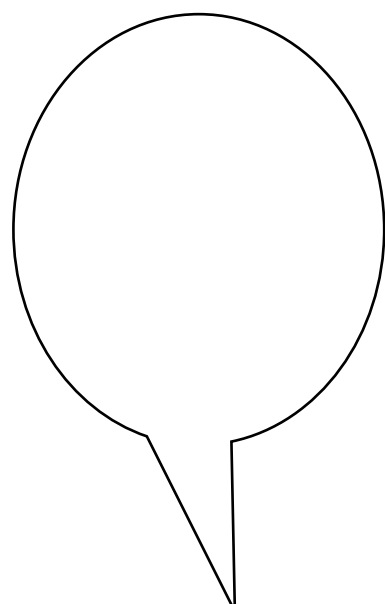
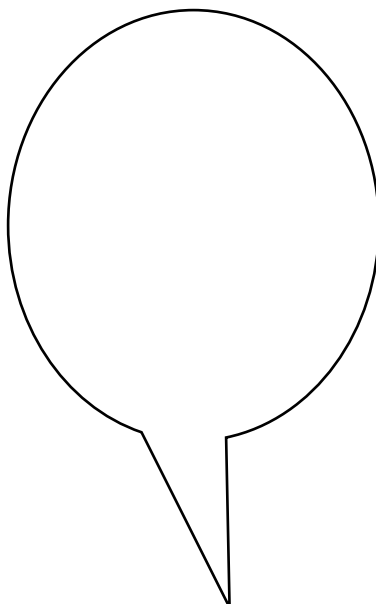
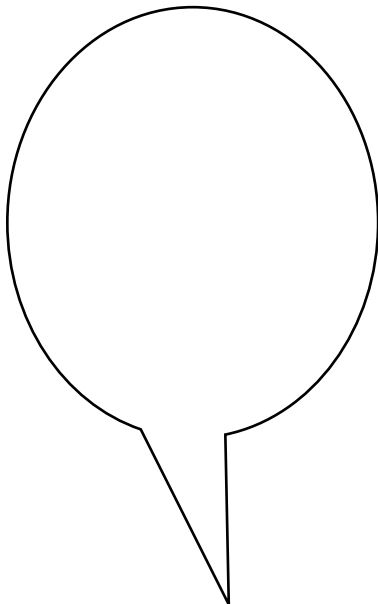
Date: _____

R-2.4

Draw a picture and fill in the word balloons to show three things you will do and three things you will say to show that you appreciate your friends.

My friends will know I appreciate them because I will:

I will also say:



Name: _____

Date: _____

R-2.6

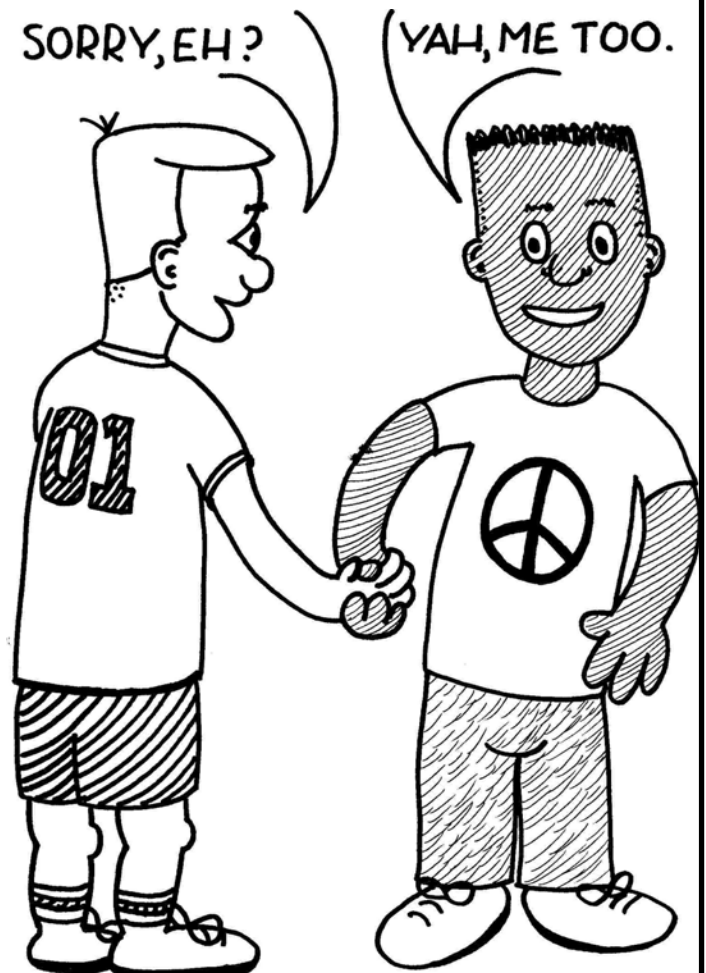
Draw a picture and write words to show your strategy for resolving a conflict.
For example: *Marty borrowed your markers without asking.*

How I will stay calm	What I'll say	What I'll try
	I feel _____ when _____ I need _____	

How to Solve conflicts

R-2.6

1. Stay calm.
2. Talk.
 - Get the facts.
 - Use good listening:
 - show you're interested
 - pay attention
 - don't interrupt.
 - Use words to show you understand the other person's point of view.
 - Tell how you feel and what would make things better for you.
 - Don't name call, blame or threaten.
3. Try your solution.
4. If you think you made a mistake, admit it.
5. Be willing to try something different.

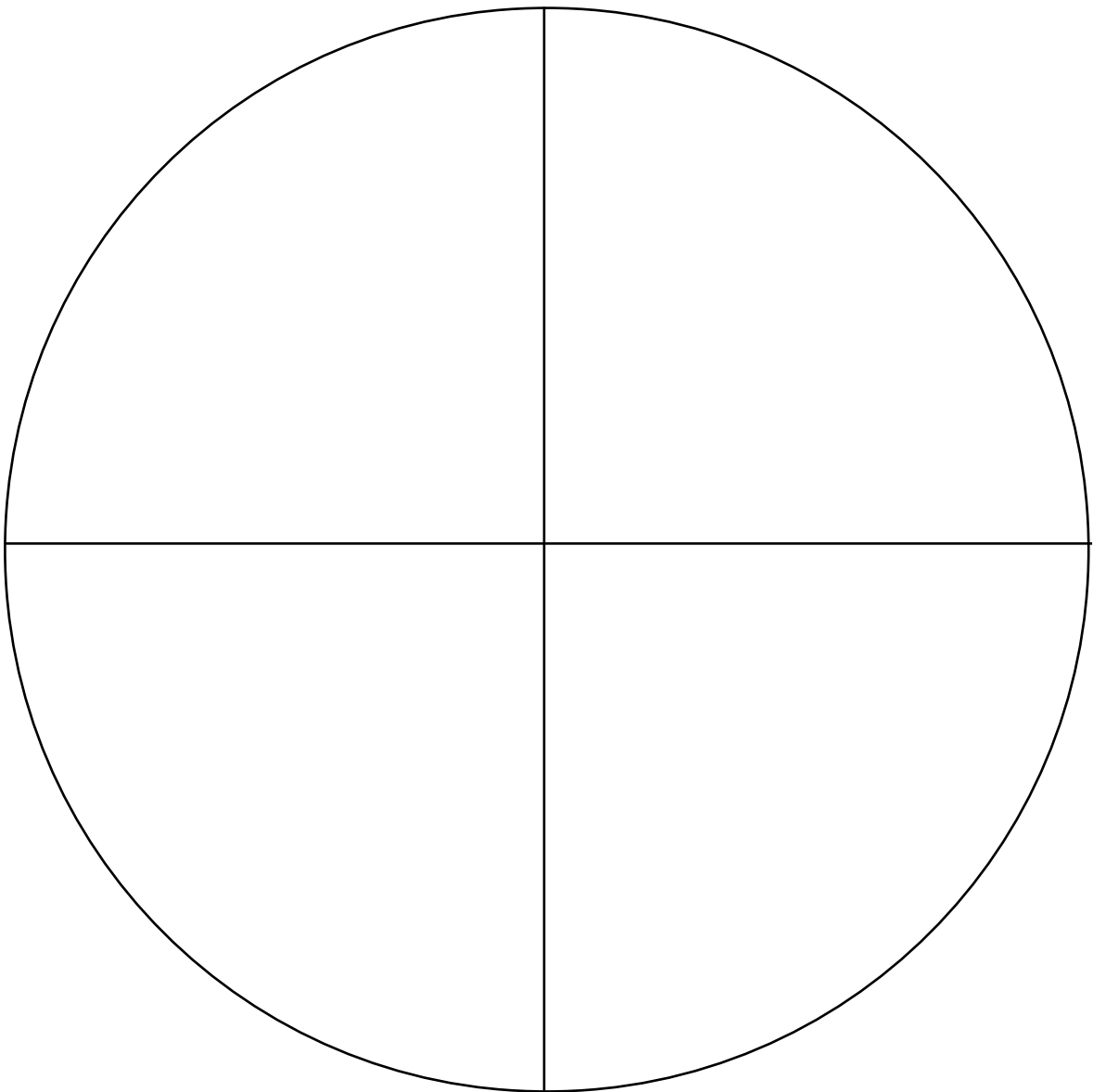


Name: _____

Date: _____

R-2.7

Write the name of a classmate in each section. Draw a picture of at least one strength or talent that each of these friends contributes to your class.

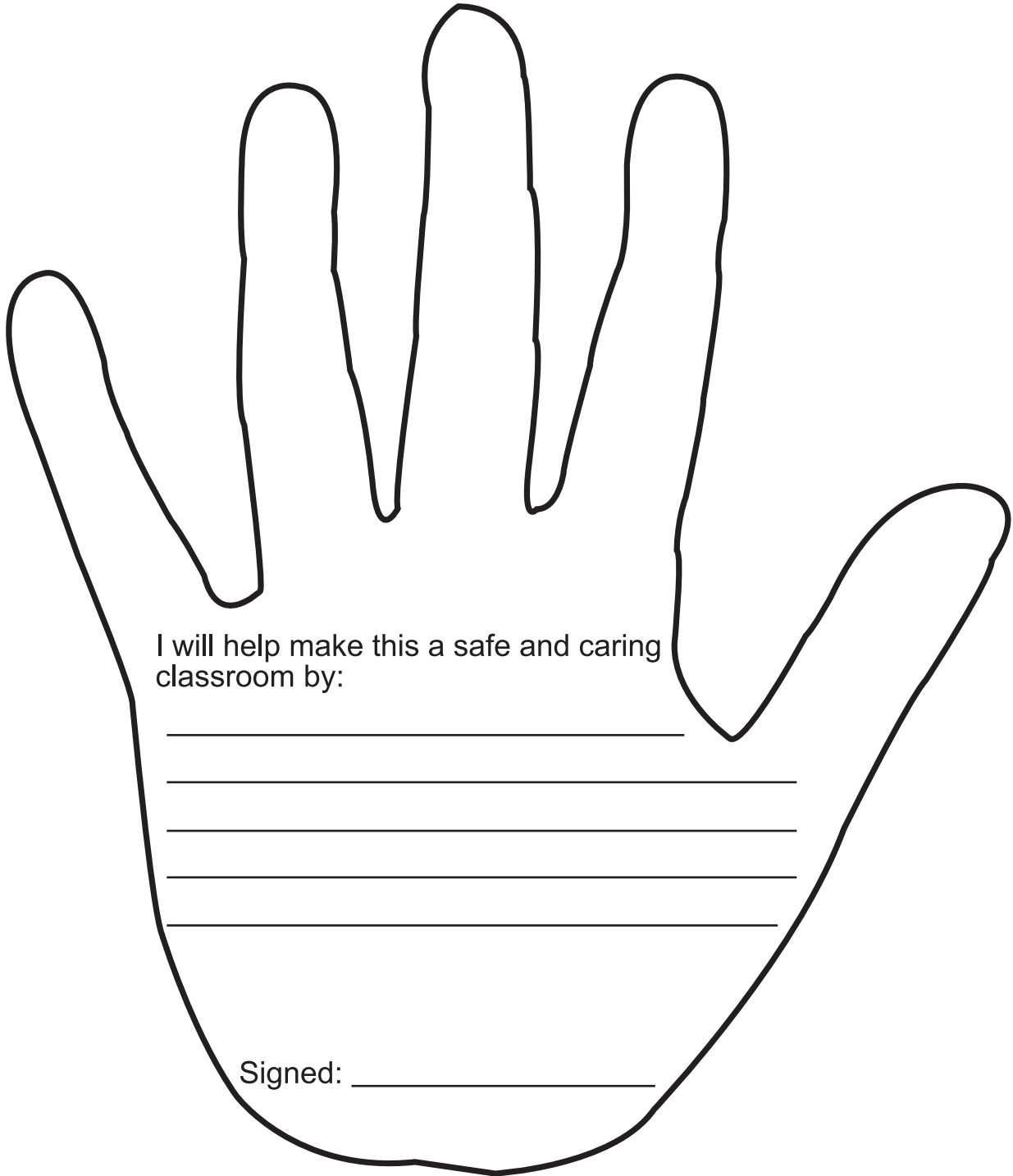


Name: _____

Date: _____

R-2.8

Invite students to make a promise of what you will do this year to help create a positive learning environment. Write the promises on this hand outline.



I will help make this a safe and caring classroom by:

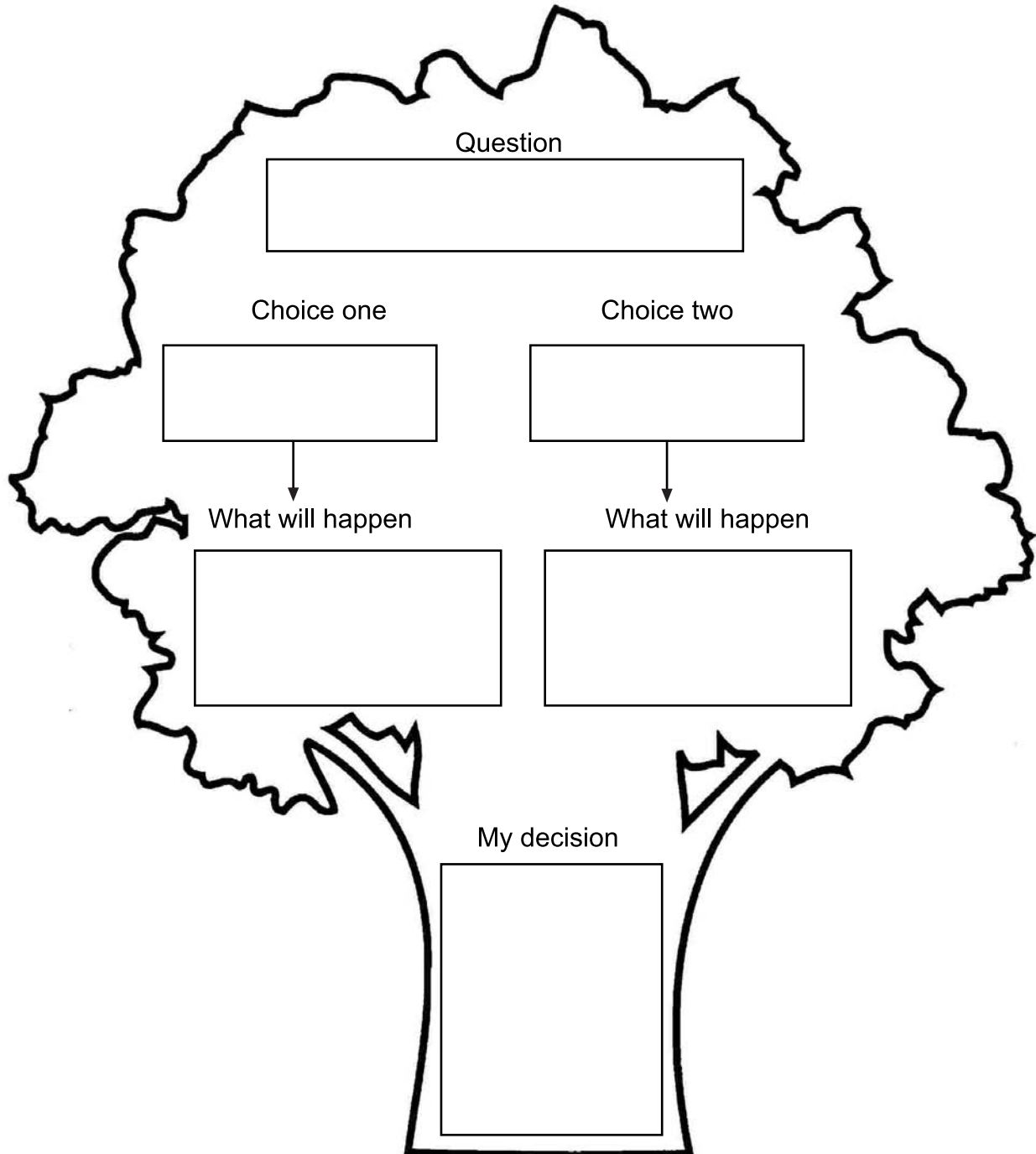
Signed: _____

Name: _____

Date: _____

L-2.3

Decision-making Tree



Name: _____

Date: _____

L-2.4

Goal Sheet

My goal is _____

I'm choosing this goal because

To reach my goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I make my goal?

yes

no

almost

Name: _____

Date: _____

L-2.8

Use key words and drawings to show the volunteer job you did around the school this month.

The volunteer job I
did was:

--

This helped others
because:

--

Some of the skills I used for
this job were:

--

I did this job _____ times.