



CANADA

Education and Early
Childhood Development
English Programs

Prince Edward Island Health Curriculum

Health

Grade 5

CURRICULUM

2009
Prince Edward Island
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Reproduced/Adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

This curriculum guide is intended to provide teachers with the overview of the outcomes framework for grade 5 health education and to assist teachers in designing learning experiences and assessment tasks.

Program Rationale and Philosophy

Health education involves learning about the habits, behaviours, 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 behaviours 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 behaviours 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 behaviours 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 additional language (EAL), could include the following:

- 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

- **Formal/Informal Observation** gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. Informal observation 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.
- **Interviews** promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviews 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** assessments can be formative or summative. These assessments may be written assignments or tests.
- **Presentations** require students to analyse and interpret information and then communicate it. These may be given orally, in written/pictorial form, as a project summary, or by using video or computer software.
- **Portfolios** allow students to be central in the process. Students can make decisions about what goes in the portfolio, 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 analysing, 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 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.

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children’s learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

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 focusses 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 in grade 1 to develop practices, knowledge, and skills related to career development. 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, practise, 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 behaviours 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: Specific Curriculum 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-4.6, R-4.3, or L-4.7). 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. The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity.

Column 2: Elaboration-Strategies for Learning and Teaching

The first part of this column contains an elaboration of the outcome and/or some background related to the outcome of the teacher. The bullets in the second column indicate suggestions for learning and teaching.

Column 3: Tasks for Instruction and/or Assessment

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

The suggestions are grouped into a variety of types of assessment.

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 with teacher information, student information, and activity sheets are also indicated in this column.

The Four-Column Spread

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

WELLNESS CHOICES

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

Outcomes

Students will be expected to

- examine the impact of physical activity, nutrition, rest, and immunization on the immune system (W-5.1)

Elaborations - Strategies for Learning and Teaching

PERSONAL HEALTH

- Invite students to brainstorm a list of the different activities a typical grade 5 student does in a 24-hour period. Put a star beside those activities that have a positive impact on health and well-being.
- Review “How Your Immune System Fights Microbes” (Appendix) with students. Organize the information on a T-chart.

Parts of The Body	How They Fight Disease
Skin	Keeps germs out of the body

- Have students brainstorm health practices that help maintain a strong immune system.
- Discuss important times when people get immunized (for example, as a baby, before going to school, before travelling to some countries).

WELLNESS CHOICES

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

Tasks for Instruction and/or Assessment

Presentation

- Use magazine pictures and headlines to create a collage illustrating how physical activity, adequate nutrition, and sleep are essential for healthy growth and development. Think of an interesting title for your collage.

Paper and Pencil

- Make a top ten list of conditions that contribute to a healthy immune system.
- Research a list of diseases that have been almost eliminated because of immunization.

Resources/Notes

Health and Wellness

Chapter 4, p. 127
pp. 127-133
pp. 134-137

Appendix

“How Your Immune System Fights Microbes”

“Building a Healthy Immune System”

Teacher Notes

- Percentage of instructional time for elementary health grades 4-6:
5% (15 minutes/day, 1.25 hours/week, or 90 minutes/6 day cycle or 46.25 hours/year)
- ***If It Happens To You: Talking About Abuse*** (DVD and Guide)

All English Programs schools have been provided with a Personal Safety/Abuse Prevention kit. This is a personal safety program for students in grade 5, with a focus on openly discussing how students can stay safe and helping them identify steps they can take to protect themselves if physical, verbal, or sexual abuse happens to them.

Please provide parents with information about the program. The minimum expectation is to inform them by letter that the program is being used. An “opt-in” form must be signed by the parent/guardian and returned to the school. (A sample letter is available in the appendix, W-5.6, page 87.) Schools may decide to have an information meeting or discuss the program at events such as “Meet-The-Teacher-Night.”

Schools may choose to deliver the Personal Safety/Abuse Prevention component in different ways. Choose from the following options:

- 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 and is invited to a session.
(The program is not designed to illicit disclosures, but they can occur.)
- c) The school counsellor delivers the program.

This component should not be delivered before a teacher has developed a rapport with students. The video/kit is available in your school library and will be used to address specific outcome W-5.6.

- In column 4, ***Other Suggested Resources*** (books, videos, Web sites) and cross-curricular links are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes (e.g., videos, posters, reference materials, community programs, Web sites, resource people). Please ensure that the material being used is appropriate, engaging, and accurate. Evaluation criteria can be found in ***Evaluation And Selection of Learning Resources A Guide***. This resource is available in your school or can be accessed on-line at www.gov.pe.ca/educ.
- 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. Visit the Confederation Centre Library on-line and search for resources at www.library.pe.ca/abbycat.
- Each school has a ***School Healthy Eating Toolkit*** from the PEI Healthy Eating Alliance.
- Each school has an ***Eat Right! Stay Fit!*** CD and DVD (PEI ALA, PEI HEA, Department of Health and Social Services).
- 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 5

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

- examine the impact of physical activity, nutrition, rest, and immunization on the immune system
- assess the importance of regular hygiene practices during adolescence
- examine the impact that changes in interests, abilities, and activities may have on body image
- examine ways in which healthy eating can accommodate a broad range of eating behaviours
- examine and evaluate the impact of caffeine, alcohol, and drugs on personal health/wellness

Safety and Responsibility

Students will be expected to

- identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation, and culture
- promote safety practices in the school and community
- determine appropriate safety behaviours for community recreational situations
- describe and demonstrate ways to assist with injuries of others

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 certain behaviours may mask underlying feelings
- identify and use long-term strategies for managing feelings
- recognize that stressors affect individuals differently, and outline ways individuals respond to stress
- practise effective communication skills

Interactions

Students will be expected to

- identify possible changes in family relationships, and explore strategies for dealing with change
- investigate the benefits of fostering a variety of relationships throughout the life cycle
- apply mediation skills when resolving conflicts

Group Roles and Processes

Students will be expected to

- develop strategies to address personal roles and responsibilities in groups
- identify respectful communication strategies that foster group/team development

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

- identify and implement an effective time-management plan
- affirm personal skill development
- investigate the effectiveness of various decision-making strategies
- analyse factors that affect the planning and attaining of goals

Life Goals and Career Development

Students will be expected to

- relate personal skills to various occupations
- assess how roles, expectations, and images of others may influence career/life role interests

Volunteerism

Students will be expected to

- identify, within the school, the volunteer service accomplishments of staff and students
- develop strategies for showing appreciation for volunteer contributions

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- examine the impact of physical activity, nutrition, rest, and immunization on the immune system (W-5.1)
 - assess the importance of regular hygiene practices during adolescence (W-5.2)
 - examine the impact that changes in interests, abilities, and activities may have on body image (W-5.3)
 - examine ways in which healthy eating can accommodate a broad range of eating behaviours (W-5.4)
 - examine and evaluate the impact of caffeine, alcohol, and drugs on personal health/wellness (W-5.5)
-

Safety and Responsibility

Students will be expected to

- identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation, and culture (W-5.6)
- promote safety practices in the school and community (W-5.7)
- determine appropriate safety behaviours for community recreational situations (W-5.8)
- describe and demonstrate ways to assist with injuries of others (W-5.9)

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

- examine the impact of physical activity, nutrition, rest, and immunization on the immune system (W-5.1)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

- Invite students to brainstorm a list of the different activities a typical grade 5 student does in a 24-hour period. Put a star beside those activities that have a positive impact on health and well-being.
- Review “How Your Immune System Fights Microbes” (Appendix) with students. Organize the information on a T-chart.

<i>Parts of The Body</i>	<i>How They Fight Disease</i>
Skin	Keeps germs out of the body

- Have students brainstorm health practices that help maintain a strong immune system.
- Discuss important times when people get immunized (for example, as a baby, before going to school, before travelling to some countries).

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

- Use magazine pictures and headlines to create a collage illustrating how physical activity, adequate nutrition, and sleep are essential for healthy growth and development. Think of an interesting title for your collage.

Paper and Pencil

- Make a top ten list of conditions that contribute to a healthy immune system.
- Research a list of diseases that have been almost eliminated because of immunization.

Resources/Notes

Health and Wellness

Chapter 4, pp. 127-133
pp. 134-147

Appendix

“How Your Immune System Fights
Microbes”

“Building a Healthy Immune System”

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

- assess the importance of regular hygiene practices during adolescence (W-5.2)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

- As a class, discuss and define the concept of ***personal hygiene***. For example, personal hygiene habits that keep you healthy and clean include brushing teeth, washing clothes, and wearing deodorant.
- Invite students to brainstorm a list of all the things they do to keep clean and groomed. Have them sort the tasks into activities they do daily, several times a week, weekly, or monthly.
- Have students discuss how their hygiene needs have changed since their first year of school.
- Research and discuss the causes, prevention and treatment of
 - body odour
 - acne
 - unpleasant breath.
- Discuss the connection between your personal hygiene and your social relationships with others.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a top ten list of things you do daily to feel and look clean and fresh. List three reasons why these practices are important in your daily life.

Resources/Notes

Health and Wellness

Chapter 3, p. 94

Chapter 4, pp. 124-126

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

- examine the impact that changes in interests, abilities, and activities may have on body image (W-5.3)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

- Review the definition of ***body image***. Body image is the feeling you have about the way your body looks. (The concept of body image was introduced in grade three.)
- Individually, have students brainstorm lists of
 - new interests they have discovered over the last year
 - new abilities they have gained over the last year
 - new activities they have tried over the last year.
- Discuss how these changed interests, abilities, and activities could affect body image.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Complete the following statements:
 - “This year I have new interests, such as . . .”
 - “I am also discovering new abilities, such as . . .”
 - “This year I tried new activities, such as . . .”
 - “One of the new things that has affected how I feel about my body is . . .”
 - “It has affected how I feel about my body because . . .”
- Interview adult friends or family members to find out how their changing interests, abilities, and activities affect the way they feel about their bodies.

Resources/Notes

Health and Wellness

Chapter 3, pp. 96-101

Chapter 4, pp. 134-147

Leaps and Bounds

Lesson 5

Lesson 8

Appendix

“Ideas for Developing and Promoting a Positive Body Image”

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

- examine ways in which healthy eating can accommodate a broad range of eating behaviours (W-5.4)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

When it comes to healthy eating, no two people are exactly alike. Factors such as age, activity level, illness, allergies, finances, and cultural traditions all combine to shape an individual's ultimate food choices.

- Have students brainstorm a list of factors that influence personal food choices. Go through the list and identify each factor as a ***Positive***, ***Negative***, or ***Interesting*** influence.
- Have students work in pairs and make a menu plan for school lunches for one week. Consider how to accommodate the variety of eating behaviours of students in your class. Discuss desserts and treats, and how much is enough.
- As a class, discuss "What is an allergy?" (An ***allergy*** is a condition which causes the body to react to foods or other substances.) Symptoms associated with allergies include the following:

- rashes	- difficulty swallowing
- teary eyes	- difficulty breathing
- hives	- in some cases, death
- swelling of the face	

Food allergies are rare. Only about three percent of children have allergic reactions to a specific food; only about one percent of adults have food allergies. ***Food intolerance*** is more common. Food intolerance is an unpleasant reaction to food. Some people get an upset stomach or diarrhea when they consume milk or milk products. Wheat and other grains can also be difficult for some people to consume.

- As a class, discuss why it is important to know if your friend has allergies.

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

Tasks for Instruction and/or Assessment

Interview

- Imagine you have received a donation of \$100 from a local grocery store. Plan 10 nutritional snacks that you could serve to your classmates at recess. Explain how you would accommodate a broad variety of eating habits.

- Create a tip sheet of ways to help prevent allergic reactions in people you know. Tips might include the following:
 - checking for allergies before planning a menu for a birthday party
 - not bringing in your lunches food that someone is allergic to
 - learning to read food labels (e.g., a common food additive called casein is made from milk; many food items contain wheat)
 - informing people of your food allergies

Resources/Notes

Health and Wellness

Chapter 3, pp. 102-113

Appendix

“Ideas for Promoting Healthy Eating Choices”

www.healthcanada.gc.ca/foodguide
(Link to order ***Eating Well with Canada's Food Guide***)

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

- examine and evaluate the impact of caffeine, alcohol, and drugs on personal health/wellness (W-5.5) ♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

- Create three columns to brainstorm and organize reasons why people use tobacco, caffeine, and alcohol. Underline reasons that are similar in each column. Discuss. Mark the three most common reasons with a star.

Reasons people use

Tobacco	Caffeine	Alcohol

- Have students work in small groups to gather information on the effects and risks associated with the use of one of the following:
 - caffeine
 - alcohol
 - tobacco
 - nonprescription drugs
 - prescription drugs or medications
 - inhalants

Guide students in assessing the reliability of various sources of information about drugs. (Students will have learned about careful information gathering in Grade 4, L-4.3.) Invite students to share their findings with the class.

- Review “What You Need to Know about Caffeine” (Appendix) with students. Conduct a “caffeine hunt,” identifying as many products as possible that contain caffeine.

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 poster or video that warns young people about the risks of using a certain drug.

Paper and Pencil

- Complete the following statements:
 - “I need to be aware that caffeine . . .”
 - “I need to be aware that tobacco . . .”
 - “I need to be aware that alcohol . . .”
 - “The physical effects of caffeine can include . . .”
 - “The physical effects of alcohol can include . . .”
 - “The physical effects of tobacco can include . . .”
 - “Caffeine could affect my personal wellness because . . .”
 - “Alcohol could affect my personal wellness because . . .”
 - “Tobacco could affect my personal wellness because . . .”

Resources/Notes

Health and Wellness

Chapter 6, pp. 194-227

Leaps and Bounds

Lesson 1

Lesson 2

Appendix

“What You Need to Know about Caffeine”

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

Outcomes

Students will be expected to

- identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation, and culture (W-5.6) ♥

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- As a class, discuss personal boundaries. Personal boundaries tell us when we are comfortable and when we are nervous, afraid, or uncomfortable. They affect the way we relate to people. Personal boundaries differ from person to person and it's important to watch for cues from other people so you respect their boundaries.
- Explore how mood affects personal space. Have students move around the room for one minute focussing on a specific emotion, such as sadness. Students can role-play the emotion as they move. After one minute, the leader calls "Freeze" and players stop and look around to note how close people are. The leader announces a different emotion, such as happiness, excitement, anger, or fear, and the class moves around the room role-playing until the "Freeze" signal. Discuss how personal space changes with our mood.
- Have students draw two circles, one within the other. Label the inner circle ***My Comfort Zone*** and record the touches that make you feel okay, such as high fives with your soccer team, hugs from Grandma, or your cat sitting on your lap. Label the outer circle ***Out of Bounds*** and record the touches that make you uncomfortable, such as punch buggy games, or other children pulling on your clothes. Remind students that there are other types of personal boundaries besides touches—such as topics of conversation and what you will ask another person to do.
- Role-play communicating your personal boundaries to another person in different situations.
 - Your little brother wants to talk with you when you are having a shower.
 - The student sitting behind you often bangs your chair with his foot.
 - A student you don't know very well often hugs you at recess and you find this uncomfortable.
- View ***If It Happens To You: Dealing With Abuse (Parental permission is required for this. A sample letter has been provided in the appendix.)*** Materials to accompany this video are included with it.

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

Tasks for Instruction and/or Assessment

Journal

- Complete these sentence starters about personal boundaries:
 - “I am comfortable when . . .”
 - “It makes me feel good when . . .”
 - “I am uncomfortable when . . .”

Paper and Pencil

- Research how different cultures in the world have different customs about touching.

Resources/Notes

Health and Wellness

Chapter 1, pp. 16-27

Leaps and Bounds

Lesson 4

Lesson 5

Appendix

Sample Letter

If It Happens To You: Dealing With Abuse (Video)

(Copy of this in school 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

- promote safety practices in the school and community (W-5.7)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- Brainstorm a list of potential safety concerns you observed on your way to school, such as icy sidewalks, busy intersections, or large potholes.
- Invite students to bring in newspaper clippings of stories about people making (or not making) responsible and safe choices in schools and communities.
- As a class, discuss situations in the community in which a safety risk was identified and a specific action was taken to reduce this safety risk.

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 safety ad for the school newspaper.
- Design a leaflet on the dangers of icy sidewalks and ways to prevent them.
- Write a letter to city council identifying the danger posed by a pothole (or another identified safety danger) and ask that it be repaired quickly.
- Imagine your class is going on a science field trip to a local pond. There will be two areas at the site—a small dock and a rocky beach. Use the chart below to develop a safety plan. Include at least three points in each column.

Potential dangers	Safety guidelines	Strategies for promoting and enforcing safety guidelines

Resources/Notes

Health and Wellness

Chapter 5, pp. 160-191

Leaps and Bounds

Lesson 8

Appendix

“Ideas for Promoting Safety Practices in the School and Community”

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

- determine appropriate safety behaviours for community recreational situations (W-5.8)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- As a class, brainstorm a list of recreational activities that require special safety behaviours (for example, using snowmobiles, all-terrain vehicles, or trampolines).
- Working in pairs, have students choose one recreational activity and research information to include in a safety tip sheet or a one-minute public service announcement.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Choose one recreational activity that you participate in (or would like to) and list three safety behaviours for that situation.

Resources/Notes

Health and Wellness

Chapter 5, pp. 160-171

Appendix

“Ideas for Promoting Safety in Community Recreational Situations”

Invite a guest speaker to discuss the safety issues related to a particular sport or recreational activity.

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 demonstrate ways to assist with injuries of others (W-5.9)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- Brainstorm a list of basic first-aid procedures a Grade 5 student needs to know. This list might include the following:
 - helping a choking person
 - treating mild burns
 - responding to a person having a seizure
 - applying pressure to cuts
 - comforting a person who is hurt

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Describe three things you could do if a friend fell from the top of a piece of playground equipment.

Presentation

- In small groups, research a first-aid procedure and design a poster to teach others about the technique. Prepare a three-five minute demonstration to share with the class.

Resources/Notes

Health and Wellness

Chapter 5, pp. 178-181

Appendix

“Basic First Aid for Students”

“Ideas for Promoting and Enhancing Basic First-Aid Skills”

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- recognize that certain behaviours may mask underlying feelings (R-5.1)
- identify and use long-term strategies for managing feelings (R-5.2)
- recognize that stressors affect individuals differently, and outline ways individuals respond to stress (R-5.3)
- practise effective communication skills (R-5.4)

Interactions

Students will be expected to

- identify possible changes in family relationships, and explore strategies for dealing with change (R-5.5)
- investigate the benefits of fostering a variety of relationships throughout the life cycle (R-5.6)
- apply mediation skills when resolving conflicts (R-5.7)

Group Roles and Processes

Students will be expected to

- develop strategies to address personal roles and responsibilities in groups (R-5.8)
- identify respectful communication strategies that foster group/team development (R-5.9)

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

Outcomes

Students will be expected to

- recognize that certain behaviours may mask underlying feelings (R-5.1)

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- As a class, discuss how emotions are an important part of who we are because they tell us all kinds of things about ourselves:
 - what is happening around us
 - what we want
 - what is important to us
 - what we need to do to take care of ourselves
 - what we like or dislike
- Discuss what happens when we ignore our emotions or express them in negative ways. For example, we may show anger when we are frustrated or hurt.
- Have students brainstorm a list of emotions. Divide up the brainstormed list of emotions. Working in pairs, describe three positive and appropriate ways to express the emotion. Share them with the class. Discuss.
- Read to the class a story such as ***Pinduli*** by Janell Cannon. ***Pinduli*** is a wonderful story about self-image, self-acceptance, and respect for others. The following questions may be used in a class discussion:
 - Each animal gives an excuse for making fun of Pinduli. How are the excuses the same?
 - Each animal does the same thing when another animal makes fun of it? What is that? Do you think people behave this way too?

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

- Identify three emotions that are important to you and design a collage illustrating how you express these emotions.

Journal

- Complete these statements:
 - “It’s important to express feelings because . . .”
 - “When expressing emotions, it’s important to consider . . .”
 - “Three positive ways to express frustration or anger are . . .”

Resources/Notes

Health and Wellness

Chapter 1, pp. 22-27

Chapter 2, pp. 52-57

Leaps and Bounds

Lesson 7

Appendix

“Emotions” (handout)

“Character Faces”

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

- identify and use long-term strategies for managing feelings (R-5.2)

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- In their journals, have students write a list of ten feelings that are challenging to manage (e.g., disappointment, discouragement).
- Distribute three post-it notes to each student and ask them to write the name of an important but difficult-to-manage feeling on each. Gather the sheets and create a list.
- Choose one feeling from the list and develop short-term and long-term strategies for managing the feeling. Consider daily routines and practices you can put in place. Work together as a class to develop an action plan that includes the following:
 - ***behaviours*** to help you manage these feelings more effectively (for example, adequate sleep, regular physical activity, and good eating habits so you have the energy and stamina for coping)
 - ***self-talk statements*** to use every day
 - ***a support network*** of friends, family, and trusted adults to give you encouragement and advice
 - ***stress-management strategies*** so your feelings do not overwhelm you (such as taking walks when you feel angry, counting to ten before you respond to something someone has said, or having a book to read on the bus)
 - ***goals*** that build your confidence, focus your energy, and improve your enjoyment of life.

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

- Write a letter giving advice in response to the question which follows.

Dear Solutions,

I'm a grade 5 student who works really hard at school. Despite my hard work, I'm just getting 50's on my math tests. This is really disappointing. I'm feeling so discouraged I don't feel like trying any more. What can I do?

Sadly yours,
Feeling Blue

Resources/Notes

Health and Wellness

Chapter 1, pp. 22-27

Chapter 2, pp. 52-57

Leaps and Bounds

Lesson 7

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 stressors affect individuals differently, and outline ways individuals respond to stress (R-5.3) ♥

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- As a class, discuss and define ***positive stress*** and ***negative stress***.

Stress is the body's reaction to the demands of daily living. A ***stressor*** is a cause of stress. People encounter many stressors every day — traffic, tests, or growling dogs are just a few. When people experience stressors, the body reacts by producing hormones. ***Adrenaline*** is a hormone that prepares the body for quick action. Some signs of stress are tense muscles, increased heart rate, and perspiration. ***Positive stress*** helps you to do well on a test or score a goal. ***Negative stress*** can overwhelm you, cause your heart and lungs to work too hard and reduce the number of white blood cells that help your body fight germs.

- Have students generate a list of potentially stressful situations at home and school. Mark positive stresses with a plus sign and negative stresses with a minus sign. Mark stresses that could be both positive and negative with a star.
- Have students choose three stressful situations from the list and as a class come up with strategies for coping with each of them.
- Encourage students to look for situations in which the skill of coping enters into the plot of their favourite television programs. (They may be surprised at how many program scripts focus on coping with stress.)

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a list of ten feelings associated with stress.
- Think about a favourite book and describe how one of the characters copes with stress.

Resources/Notes

Health and Wellness

Chapter 1, pp. 34-41

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

- practise effective communication skills (R-5.4)

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- As a class, discuss and identify key factors in ***effective communication***. Key factors include
 - making eye contact
 - active listening
 - checking for understanding
 - sending clear messages.
- Review “Effective Communication” (Appendix).
- Have students think about people they consider good communicators. What kinds of things do they do and say that make them effective communicators?
- Have students work in pairs to examine the difference between ineffective and effective communication. Give one person the “Communication Activity” sheet (Appendix). This person will read the directions on the sheet once. The other person draws the picture following the directions. This person may not speak or receive any type of feedback on the drawing. Repeat the exercise, but this time questions and feedback can be part of the communication. Compare the drawing. How did communication affect both the experience and the final outcome?

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

- Write a communication tip sheet for yourself. What are five things you can do to be a better communicator?

Performance

- With a partner, use effective communication skills to develop and role-play a situation that someone your age might experience.

Resources/Notes

Health and Wellness

Chapter 2, pp. 52-63

Chapter 7, pp. 242-243

Appendix

“Effective Communication”

“Communication Activity”

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

- identify possible changes in family relationships, and explore strategies for dealing with change (R-5.5) ♥

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- As a class, brainstorm a list of changes families may go through. Mark each change with an ***N*** for a natural change, an ***I*** for an intentional change or ***NI*** if the change is both.
- Create a list of strategies you can use when experiencing loss or change. For example, you might
 - talk to someone
 - write in a journal
 - find new activities that comfort you
 - take one day at a 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

Performance

- Find a novel or short story that features a character dealing with changes in his or her family. Do a book talk for the class and identify the strategies the character uses to deal with change.

Paper and Pencil

- One of your parents will be working out of town for the next three months. Describe three strategies you can use to cope with this change. How can you help other family members handle this change?

Resources/Notes

Health and Wellness

Chapter 2, pp. 68-73

Appendix

“Ideas for Effectively Coping with Change and Loss in the Family”

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

Outcomes

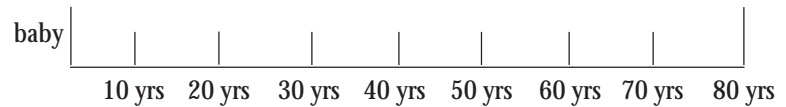
Students will be expected to

- investigate the benefits of fostering a variety of relationships throughout the life cycle (R-5.6)

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- Invite students to take three minutes to write about what friendship means to them. Encourage them to think beyond just having fun with another person their age. Consider people of all ages and how all relationships are valuable.
- Read to the class a story such as ***Jeremiah Learns to Read***, by Jo Ellen Bogart. This is a heartwarming story about how people of all ages can share and learn from one another.
- Have students brainstorm a list of important people in their lives. Next, draw a graph and label with ages from 10 years old to 80 years old.



Put one check mark on the graph for the age of each important person on your list. Do you have relationships with people across the age levels?

- Have students work in small groups and brainstorm the benefits of having friends in each age group. Organize your ideas on a chart, such as the one below.

Younger Than You	Same Age	Older Children	Adults	Seniors

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

- Write a letter to the oldest important person in your life. Tell that person three things you like doing together and three reasons why you value the relationship.

Resources/Notes

Health and Wellness

Chapter 2, pp. 46-51

Leaps and Bounds

Lesson 6

Appendix

“Ideas for Promoting and Enhancing the Benefits of Cross-Age Relationships”

“The Benefit of Having Friends...”

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

- apply mediation skills when resolving conflicts (R-5.7)

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- Use an idea builder (Appendix) to discuss and explore the concept of ***mediation***. Mediating is working with two or more people to reach an agreement. It involves recognizing the feelings of others and allowing others to express opinions.
- Consider a typical conflict on the playground. Make two columns on the board. In the first column, list hot responses that are likely to escalate the conflict. In the second column, list cool responses that are likely to defuse or resolve the conflict.

When there is a conflict

Hot Escalating responses	Cool Defusing responses
- hitting	- leaving the scene
- name-calling	- ignoring insults
- sulking	- saying “I’m sorry you feel that way”
- getting others to join the conflict	- getting someone to help
- shouting	- talking about the problem
- swearing	- listening to the other person

Examine the hot responses and discuss why they tend to escalate conflict. Discuss why cool responses help resolve conflict.

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

- Your two friends are arguing about who should do the drawing and who should do the writing on your group project. List three strategies you can use to mediate this conflict.

Presentation

- Draw a cartoon that depicts using a cool response to defuse or resolve a conflict. Include tips for using mediation strategies in conflict situations.

Resources/Notes

Health and Wellness

Chapter 2, pp. 58-63

Appendix

“Idea Builder”

“Ideas for Promoting and Enhancing Mediation Skills”

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 strategies to address personal roles and responsibilities in groups (R-5.8)

Elaborations–Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

- Have students complete the following sentences in their journals:
 - “I work best on a team that . . .”
 - “My strength as a team player is . . .”
 - “I’d like to improve . . .”
 - “I think working on a team is important because . . .”
- As a class, discuss “Is it my responsibility to help other people in my group?” Discuss what happens if you ignore difficulties in a group.
- Have students work in pairs to complete “How I Can Help My Group” (Appendix).

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

- Look over the list of common difficulties in “How Can I Help My Group” (Appendix). In your journal, discuss which of these behaviours you sometimes demonstrate. What can you do to control these behaviours in yourself?

Paper and Pencil

- If a person in your group is not working or contributing ideas, list three strategies you can use to make sure your group gets the work done despite this person’s reluctance to participate.

Resources/Notes

Health and Wellness

Chapter 2, pp. 44-57
pp. 74-85

Leaps and Bounds

Lesson 6

Appendix

“How I Can Help My Group”

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

- identify respectful communication strategies that foster group/team development (R-5.9)

Elaborations–Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

- As a class, discuss how team or group members, such as the school volleyball team or the art club, provide support to one another.
- Have students brainstorm group activities that take place in class.
- Have students work in small groups to generate a list of ways group members can support one another.

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

- Identify and describe three opportunities you had this week to practise respectful communication strategies in a team or group.
- Observe your teachers for a one-week period and note the strategies they use to encourage participation of all class members. Describe these strategies and decide if there are any you can use with your team or group.

Resources/Notes

Health and Wellness

Chapter 2, pp. 44-57
pp. 74-85

Appendix

“Encouraging Co-operation”

Life Learning Choices



Notes:

PEI Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- identify and implement an effective time-management plan (L-5.1)
- affirm personal skill development (L-5.2)
- investigate the effectiveness of various decision-making strategies (L-5.3)
- analyse factors that affect the planning and attaining of goals (L-5.4)

.....

Life Goals and Career Development

Students will be expected to

- relate personal skills to various occupations (L-5.5)
- assess how roles, expectations, and images of others may influence career/life role interests (L-5.6)

.....

Volunteerism

Students will be expected to

- identify, within the school, the volunteer service accomplishments of staff and students (L-5.7)
- develop strategies for showing appreciation for volunteer contributions (L-5.8)

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

Outcomes

Students will be expected to

- identify and implement an effective time-management plan (L-5.1)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

- Have students make a list of all the activities and jobs they do in a week. Have them note how much time each takes and put a star beside items that they have difficulty finding time to do. For example, do they plan enough time for homework each night? Are they late for school because they run out of time finding clothes to wear?
- Have students design a personal time-management chart that has a place for all of these things. Remind them to include time for thinking and relaxing.
- Review “Time Management: How to Stay Organized and Use Your Time Wisely” (Appendix). Discuss how organized people often make To-Do lists that help them focus and stay on track during the day.
- As a class, discuss what a priority is. Create a coding system to set priorities, such as A = most important, B = important, and C = least important.

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

Tasks for Instruction and/or Assessment

Performance

- Give a one-minute talk and demonstration of a strategy that you use for time management.

Paper and Pencil

- List three activities you must have time for each week. Explain why. List three activities you'd like to have more time for.
- Develop a time-management plan to complete a science project due in two weeks. List what you have to do, and how long each task will take.
Put your plan on a two-week calendar.

Resources/Notes

Health and Wellness

Chapter 1, pp. 34-39

Chapter 4, p. 147

Appendix

“Ideas for Promoting and Enhancing Time-Management Skills”

“Time Management: How to Stay Organized and Use Your Time Wisely”

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

Outcomes

Students will be expected to

- affirm personal skill development (L-5.2)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

- Give students three minutes to make a list of all the topics and things they are interested in.
- Have students take five minutes and write down 100 skills they have. Have them consider all areas of their lives.
- Combine the lists of interest to make a master list of personal interests of students in your classroom.
- Have students work with partners to review their lists of skills. Sort the skills into four or five categories.
Categories could include:
 - people skills
 - knowing-myself skills
 - artistic skills
 - physical/athletic skills
 - academic skills.
- Put a star beside the three skills that are most important to you. Put an ***N*** beside new skills that you have recently developed or discovered. Put an ***I*** beside skills that you would like to improve.
- As a class, discuss how personal skills and interests are related.

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

- Choose one personal skill that is important to you. Explain why. Describe how you developed this skill. How would you like to improve the skill in the future?
- Choose one personal interest that is important to you. Explain why. Describe how you developed this interest. How would you like to pursue this interest in the future?

Resources/Notes

Health and Wellness

Chapter 1, pp. 16-21

Chapter 3, pp. 96-101

Leaps and Bounds

Lesson 4

Lesson 7

Appendix

“Ideas for Promoting and Enhancing Personal Skill Development”

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

Outcomes

Students will be expected to

- investigate the effectiveness of various decision-making strategies (L-5.3)

Elaborations–Strategies for Learning and Teaching

LIFE GOALS AND CAREER DEVELOPMENT

- Invite students to do a think-pair-share with a partner, discussing the following topics:
 - one decision you made impulsively that worked out
 - one decision you made impulsively that you wish you hadn't
 - one decision that you didn't make and, as a result, another person made it for you
 - one decision that you didn't make and, as a result, circumstances made it for you
 - one decision you delayed and you're glad you did
 - one decision you delayed and you're sorry you did
- Work in pairs or small groups and brainstorm a list of decision-making situations that a typical grade 5 student might face. Note an appropriate strategy for each kind of situation, including
 - quick decisions
 - delayed decisions
 - check-with-an-adult decisions.
- As a class, make a list of fun and effective ways to make quick decisions (for example, toss a coin or close your eyes).

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

- List two personal decisions made impulsively, two you delayed, and two that were made for you by someone else. Rate each of these decision-making experiences as ***E*** for effective, ***C*** for could have been better, or ***D*** for disastrous.

Resources/Notes

Health and Wellness

Chapter 1, pp. 28-33

Chapter 2, pp. 58-85

Leaps and Bounds

Lesson 2

Lesson 3

Lesson 5

Think-Pair-Share

In think-pair-share, the teacher poses a topic or question for a given amount of time, usually 1-3 minutes. Each student then pairs with a partner to discuss the question, allowing students to clarify their thoughts. Next, each pair has an opportunity to share their answers with a larger group or whole class. Think-pair-share is a co-operative learning strategy that provides opportunities for students to

- participate
- learn from others
- make connections.

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

Outcomes

Students will be expected to

- analyse factors that affect the planning and attaining of goals (L-5.4)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

- As a class, brainstorm and discuss all the factors that can affect the planning and attaining of goals (e.g., personal commitment, habits).
- Have students use “What Can Affect Your Goals?” (Appendix) to analyse factors that may affect the planning and attainment of one of your personal goals. Share with a partner 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

- Describe one school goal you have this year and explain how your personal commitment, work habits, and attitude could affect your plan for how to reach the goal.

Resources/Notes

Health and Wellness

Chapter 1, pp. 12-15

Chapter 4, pp. 146-147

Leaps and Bounds

Lesson 3

Lesson 4

Lesson 8

Appendix

“What Can Affect Your Goals?”

“Ideas for Promoting and Enhancing Goal-Setting Skills”

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

Outcomes

Students will be expected to

- relate personal skills to various occupations (L-5.5)

Elaborations–Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

- As a class, review the definitions of the following terms which were introduced in grade 4.

A ***career*** is a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

An ***occupation*** is a group of similar jobs found in different industries or organizations. For example, this could be health services or education.

A ***job*** is the position one holds within an occupation. It is the set of tasks that take place in a particular environment.

Perhaps you're a grade 4 teacher at Greenfield Elementary. That's your job. Your occupation is education and your career is everything you're doing now, have done, and will do. Your career includes more than your jobs. For example, it includes your role as a mother, your coaching or volunteering experiences, and your interests and hobbies.

- Invite students to imagine that today they could have a job they wanted. Encourage them to think of an occupation that would most closely match their current skills.
- Have students choose three occupations and draw a web showing how their personal skills relate to each. On a second web, show related skills they would like to develop in the future.
- Go around the room and name a skill each student has and link it to a potential occupation. Each occupation can be named only once for any one student. Be creative and have fun. For example, classmates might offer suggestions such as the following:
 - "I think John is a fast runner; he might consider a job as a dogcatcher."
 - "The presentation Johnny gave on his trip to England showed that he has a talent to be a tour guide or travel agent."

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

- Imagine that you have a choice of becoming an animal trainer or a detective. List the personal skills you have that relate to each occupation. What skills would you need that you don't have? Which occupation would be the best match with your current skills?

Resources/Notes

Health and Wellness

p. 23

p. 71

p. 115

p. 130

p. 151

p. 162

p. 217

p. 233

Chapter 7, pp. 250-255

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

Outcomes

Students will be expected to

- assess how roles, expectations, and images of others may influence career/life role interests (L-5.6)

Elaborations–Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

- Have students complete each of the following statements about how others may influence their career interests:
 - “My family would be happy if I...”
 - “My parents would be especially proud if...”
 - “My friends tend to think...”
 - “My role models are...”
 - “The media tends to put down careers such as...”
 - “At this point in my life, I am interested in...”
- As a class, discuss ways that parents can influence career interests of their children (for example, running a family businesses, taking children to their jobs, buying them related toys, saving money for education).
- Discuss ways friends can influence each other’s career interests.
- Have students choose one career they are interested in and draw a mind map showing how their family, friends, role models, and the media influence their feelings about, and interest in, this career.

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

- At this point in her life, Marta is interested in a career as an astronaut. Use a chart similar to the one below to list potential messages she may be getting about this career choice.

CAREER AS AN ASTRONAUT

Family expectations	Messages from friends
Role models	Image in the media

- Interview two adults and describe the factors that influenced their career choices.

Resources/Notes

Health and Wellness

Chapter 7, pp. 250-255

Leaps and Bounds

Lesson 5

Lesson 6

Lesson 8

Appendix

“Ideas for Promoting Positive Career Choices”

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

Outcomes

Students will be expected to

- identify, within the school, the volunteer service accomplishments of staff and students (L-5.7)

Elaborations–Strategies for Learning and Teaching

VOLUNTEERISM

- As a class, brainstorm a list of reasons why individuals give their time and energy to volunteer activities.
- Have students design a survey to gather information about the volunteer service accomplishments of staff and students in the school over the past year. Collect the data and organize and display in tables or lists.
- As a class, analyse the data and write a short report for the school newsletter.

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

- Using the data collected from the survey, make a top ten list of how your school is a better place because of the volunteer accomplishments of staff and students.

Resources/Notes

Health and Wellness

Chapter 7, pp. 248-249

Appendix

“Ideas for Promoting Volunteerism and Service Learning”

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

Outcomes

Students will be expected to

- develop strategies for showing appreciation for volunteer contributions (L-5.8)

Elaborations–Strategies for Learning and Teaching

VOLUNTEERISM

- As a class, brainstorm a list of strategies people use to show appreciation for one another.
- Have students plan a volunteer appreciation campaign. It could be an event, a letter-writing campaign, or a feature on the school Web site.

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

- To be most effective, volunteer appreciation should be ongoing rather than a single event. Explain one strategy that could be used for showing appreciation for volunteer contributions in your school throughout the year.

Resources/Notes

Health and Wellness

Chapter 7, pp. 244-249

*Grade 5
Appendix*

NAME:

DATE:

HOW YOUR IMMUNE SYSTEM FIGHTS MICROBES

KEEPING MICROBES OUT

What do skin, nose hair, eye-lashes, and tears have in common? They are all parts of your body's first line of defense against diseases. These defenses and all the other parts and functions of your body that work to fight disease-causing microbes are called your ***immune system***.

Microbes are tiny organisms or particles, visible only with a microscope. Most microbes can cause disease only when they are inside your body. Your skin acts like a suit of armour to keep them out. But some microbes enter through your mouth, eyes, and nostrils. In the nostrils, a sticky fluid called mucus traps microbes. Saliva, tears, and mucus contain chemicals that kill some microbes.

BUILDING IMMUNITY

There are some diseases, such as measles, that you can have only once. When the virus that causes measles first enters your body, it reproduces and spreads, damaging your body's cells in the process. You feel sick. Some of your white blood cells start to make antibodies to the virus. Others destroy the virus and infected cells.

there's more →

YOUR BODY'S IMMUNE SYSTEM

Despite these defenses, some disease-causing microbes do enter your body. Let's look at how your immune system reacts when this happens.

First, white blood cells detect the microbes.

White blood cells are colourless cells in your bloodstream that fight disease-causing microbes. Then, certain white blood cells surround and "digest" the microbes.

Other white blood cells make ***antibodies***, chemicals that destroy or weaken disease-causing microbes. These antibodies attach themselves to microbes and destroy them or make them harmless. The antibodies can also mark the microbes so that other white blood cells can detect and destroy them. The immune system can make many different types of antibodies, one to fight each kind of microbe.

HOW YOUR IMMUNE SYSTEM FIGHTS MICROBES . . . CONTINUED

BUILDING IMMUNITY . . . CONTINUED

If the measles virus enters your body again, your immune system remembers how to make the antibodies that fight measles. White blood cells quickly produce large numbers of these antibodies. This time, the virus is killed before it can make you sick. You have built up *immunity* or the ability to defend against a disease.

IMMUNIZATION AND VACCINES

Many diseases caused by bacteria and viruses can be prevented by vaccines. A *vaccine* is a substance containing killed or weakened disease-causing microbes. Vaccines help build immunity to a disease you haven't had.

The weak or dead microbes in a vaccine don't make you sick. They cause the immune system to make antibodies against the microbes, as if you had the disease. Later, if you come into contact with the microbes that cause the disease, your immune system responds as if you had already had the disease. It remembers how to make the microbe-fighting antibodies so your body is *immune* to the disease.

In Canada, most young children are immunized for polio, tetanus, mumps, rubella, diphtheria, whooping cough, and measles. Immunization is usually a vaccine injected by a needle. Few children who are immunized get these diseases.

TAKING CARE OF YOUR IMMUNE SYSTEM

Your immune system is at its strongest when you take care of yourself. Getting enough rest, eating a balanced diet, and doing regular physical activity help bodies resist infections. If you do become sick, a strong immune system will help you recover more quickly. Washing your hands with soap and water several times a day will also protect you from many microbes in your environment.



BUILDING A HEALTHY IMMUNE SYSTEM

The immune system plays a critical role in preventing disease and promoting overall well-being. There is still much that is not known about the complex natural defense system. However, in recent years it has become increasingly clear that factors such as nutrition, physical activity, and rest play a key role in maximizing immunity.

The immune system promotes health by preventing foreign materials from damaging body cells. Foreign materials take many forms, including bacteria, viruses, and other harmful agents or compounds. The immune system protects the body by detecting foreign materials and then initiating a complex series of processes to eradicate or isolate them from the rest of the body.

Healthy eating is critical for disease prevention and well-being. A healthy, balanced diet provides building blocks for the cells of the immune system and lowers the risk of infection and chronic diseases. Nutritional deficiencies, caused by poor food choices or diseases, hinder immune function. Malnourished children are at greater risk for developing both acute and chronic health problems due in part to suppression of the immune system.

Like healthy eating, moderate physical activity and adequate rest promote optimum immune function. Activity and rest help reduce the impact of day-to-day stress on the immune system, and allow the body to maintain and repair its natural defense mechanisms. Inactivity and lack of rest interfere with this process and are associated with greater risk for disease.

Excessive physical activity or overtraining on an ongoing basis can suppress immune function. The symptoms of overtraining include recurrent bouts of cold or flu; swollen or tender glands in the neck, groin or underarms; difficulty sleeping; skin eruptions; persistent muscle or joint pain; clumsiness; and sudden, dramatic weight loss. What is defined as excessive varies from individual to individual depending on a number of factors, including their existing level of physical conditioning or training. Moderate rather than excessive physical activity is recommended for maintaining health.

Immunization provides the body with an opportunity to develop resistance to specific disease-causing bacteria and viruses. As a result, individuals who follow recommended schedules for immunization are at a lower risk for developing diseases and conditions such as smallpox, rubella, (German measles), and meningitis. While considered controversial by some people, immunization programs play a critical role in promoting health and limiting the spread of a number of potential harmful diseases.

IDEAS FOR DEVELOPING AND PROMOTING A POSITIVE BODY IMAGE

Students can

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy;
- look for varieties of body types among television and media personalities;
- talk to their parents or older siblings about body image concerns;
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity, and artistic abilities;
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can

- be aware that the beginning of puberty can bring about changes that affect body image;
- be aware that puberty changes begin gradually but often earlier than parents might expect;
- make a conscious effort to have and model healthy behaviours and attitudes related to body image;
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth;
- be available to listen and talk when children have questions or concerns about body image;
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes;
- help their child develop strategies to handle teasing;
- ensure that siblings do not tease each other about body size or image;
- make a conscious effort not to compare body types among family, friends, and celebrities in unproductive ways, such as, "She would look much better if . . .";
- help their child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can

- select people of all sizes and shapes for community advertising;
- provide positive role models through clubs and community youth groups.

IDEAS FOR PROMOTING HEALTHY EATING CHOICES

Students can

- understand that healthy eating and a healthy diet take many forms—there is no one way to eat well;
- recognize and be sensitive to the factors that influence their personal food choices and those made by others.

Parents can

- encourage children to celebrate uniqueness in themselves and others;
- promote tolerance and understanding of individual differences with respect to food choices (not forcing children to eat foods they truly dislike, and respecting food limitations of individuals with food allergies);
- encourage children to explore a wide range of nutritious foods reflective of many cultures or approaches to healthy eating.

Communities can:

- provide children with information on the impact that specific health conditions or socio-cultural practices have on food choices through presentations delivered by community groups, such as the Allergy/Asthma Association, Canadian Diabetes Association, or community-based multicultural groups.

WHAT YOU NEED TO KNOW ABOUT CAFFEINE

Caffeine is a drug that is naturally produced in the leaves and seeds of many plants. It is also produced artificially and added to certain foods. It is part of the same group of drugs sometimes used to treat asthma.

Caffeine is in tea leaves, coffee beans, chocolate, many soft drinks, pain relievers, and many over-the-counter medications. Caffeine is a mild stimulant, causing increased heart rate and alertness. Most people who are sensitive to caffeine experience a temporary increase in energy.

Caffeine affects most people in similar ways, although the amount of caffeine needed to affect each person differs. Caffeine sensitivity refers to the amount of caffeine that produces side effects. This amount varies from person to person.

On average, the smaller the person, the less caffeine is required to produce side effects. However, caffeine sensitivity is affected by the amount of caffeine used. People who consume caffeine regularly develop a reduced sensitivity and require higher doses of caffeine to achieve the same effects as someone who doesn't consume it regularly. This means that the more caffeine you consume, the more caffeine you need to feel the same effects.

Caffeine moves through the body within a few hours after it is consumed and is then passed through the urine. It is not stored in the body, but you may feel its effects for up to six hours if you are sensitive to it.

Caffeine has health risks for certain users. Small children are extremely sensitive to caffeine, and pregnant or nursing mothers should decrease their intake of caffeine or avoid it entirely. Caffeine has been linked to an increased risk of miscarriage. Caffeine can aggravate heart problems or nervous disorders.

Higher doses of caffeine can cause anxiety, headaches, "the jitters," and can interfere with sleep. Caffeine is addictive and may cause withdrawal symptoms, such as severe headaches, temporary depression, and irritability, for those who suddenly stop consuming it.

Dehydration is a common side effect of consuming too much caffeine. Caffeine can work against the body in two ways: it has a dehydrating effect on the body's cells and, at the same time, it increases the need to urinate. It's particularly important for active teens who play sports to drink enough noncaffeinated beverages each day to avoid dehydration. Finally, large amounts of caffeine may cause the body to lose calcium and potassium, causing sore muscles and delayed recovery times after exercise.

Although the effects of caffeine vary from one person to the next, most doctors recommend that people should consume no more than about 100 milligrams of caffeine daily. This is equal to about one cup of coffee or two soft drinks.

Permission Letter for Parents/Guardians
Printed on School Letterhead

Dear Parent(s)/Guardian(s):

As you may be aware, personal safety is part of your child's health curriculum in our province. The following outcome will be addressed in the grade 5 curriculum:

- Students will be expected to identify personal boundaries, and recognize that boundaries vary depending on the nature of the relationship, situation, and culture.

This outcome will also alert students in Grade 5 to the realities of child abuse. Students have an opportunity to view a video (***If It Happens To You: Dealing With Abuse***) and participate in follow-up activities to learn what they can do to stay safe, and the steps they can take to protect themselves if physical, verbal, or sexual abuse should happen to them. Using the fictionalized stories of three young victims of physical, verbal, or sexual abuse, the program helps students to understand that...

- sometimes people close to them can hurt them;
- there is a difference between good touches and bad touches;
- they are in charge of their bodies and their bodies belong to them;
- no one should hurt or bruise them, make them feel bad about themselves, or touch their private parts;
- the abuse is always the perpetrator's fault and never the victim's;
- there is a difference between good secrets and bad secrets, and why bad secrets must be told;
- telling someone about abuse is of critical importance;
- if the first person who is told about the abuse doesn't believe them, they should keep telling until they find someone who can help;
- telling is the only sure way to make the abuse stop.

We hope you find that this curriculum supports your efforts. I will encourage students to discuss what they are learning with you. Please contact the school if you would like further information. Your interest and support are greatly appreciated.

Please complete the form below and return it to the school by _____.

 (Signature of Teacher/Principal)

Please check one box I give permission I do not give permission
 for _____ to participate in classes that discuss grade 5
 personal safety outcomes. I request that alternative arrangements be made.

 (Signature of Parent/Guardian)

IDEAS FOR PROMOTING SAFETY PRACTICES IN THE SCHOOL AND COMMUNITY

Students can

- volunteer as crosswalk monitors;
- 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, 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 behaviour can put self and others at risk of injury.

Parents can

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

Communities can

- facilitate a variety of safety courses for children or families through various agencies—such as Canadian Safety Council’s course for all-terrain vehicle (ATV) safety;
- provide 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.

IDEAS FOR PROMOTING SAFETY IN COMMUNITY RECREATIONAL SITUATIONS

Students can

- be aware of the rules or laws for their preferred recreational activities;
- be aware that caution is required when operating or being around recreational vehicles;
- be aware that children must be a certain age to drive or use certain recreational vehicles;
- know and follow the rules for safe operation of recreational vehicles;
- use recreational vehicles under the supervision of parents, responsible adults, or older, responsible siblings;
- ask their parents about the safe operation of new or unfamiliar recreational vehicles;
- wear all proper safety equipment associated with recreational activities;
- refuse participation in an activity if safety equipment is not available or rules are not being followed;
- be aware that unsafe operation of recreational vehicles can endanger themselves as well as their companions.

Parents can

- talk to children about the safe use of recreational vehicles and the importance of wearing safety equipment;
- accompany and supervise children when using recreational vehicles;
- demonstrate the correct use of recreational vehicles and require that children be able to operate them properly;
- provide safety equipment when children are using bicycles, recreational vehicles, skateboards, and inline skates;
- before purchasing recreational equipment for the family, discuss its use and safety precautions with children;
- require that children wear protective clothing and gear for certain recreational vehicles;
- know their children's favourite activities and what facilities are available to them;
- investigate the safety of local recreational facilities, such as skateboard parks and dirt bike trails;
- model the correct use of safety equipment and follow the rules when out with the family.

Communities can

- restrict recreational vehicles to appropriate areas within the community;
- provide well-groomed off-road trails for recreational vehicle use by families;
- be aware of required equipment for various sports, and require their use;
- post rules for safety in all community parks and recreation facilities, and enforce their use by all patrons;
- encourage local recreation facilities to rent sports safety equipment;
- model correct use of equipment (e.g., adults and mentors in the community);
- provide instruction to families on the safe use of recreational vehicles.

BASIC FIRST AID FOR STUDENTS

The first thing to do is to get adult help.

Choking

If someone is choking, ask the person to speak. If the person can speak, he or she should be left to cough until the problem is resolved. If the person cannot speak, the airway is blocked. At that time, the Heimlich manoeuvre or the abdominal thrust should be used to dislodge the material blocking the airway.

Bleeding

If someone is bleeding, stay calm and send for help, if possible. To protect yourself from another person's blood, use plastic gloves or even a plastic bag to cover your hands. You can also use the injured person's own hand to apply pressure to a cut. Attempt to stop the bleeding by applying direct pressure. The limb should be elevated if direct pressure is not effective. A cut should be covered with a bandage or clean cloth.

Burns

If a person is being burned by flames, smother the flames with a coat or blanket. Call for emergency help right away. Less serious burns must be cooled properly with cool water. If someone has been burned on a stove, an iron, by a spark from a campfire, etc., help the injured person cool the burn, stay and comfort them, and get help. If it is a serious burn, call 911 for help.

Poisons

Students should be aware of common household items that can be poisonous, such as laundry soap, cough syrup (if too much it taken), perfume, pills, hair spray, gasoline, cleaning products. If a person has ingested poison, get help as soon as possible from an adult, or by calling the Poison Control centre or 911. Do not give the person something to drink or make the person throw up. If possible, keep a sample of the poison for when medical help arrives. Comfort the person until then.

Comforting a person who has been injured or frightened

It is important to comfort a person who has experienced trauma. After an injury or fright, a person may feel faint, cold, dizzy, afraid, sick, or shaky. Cover the person with a blanket or coat. Stay with the person until help comes, or until he or she is feeling better.

IDEAS FOR PROMOTING AND ENHANCING BASIC FIRST-AID SKILLS

Students can

- be aware that preventing injuries is important;
- follow safety rules in all situations;
- learn basic first-aid treatments at home or school and use them if a friend or family member has a minor injury;
- know what to do in an emergency.

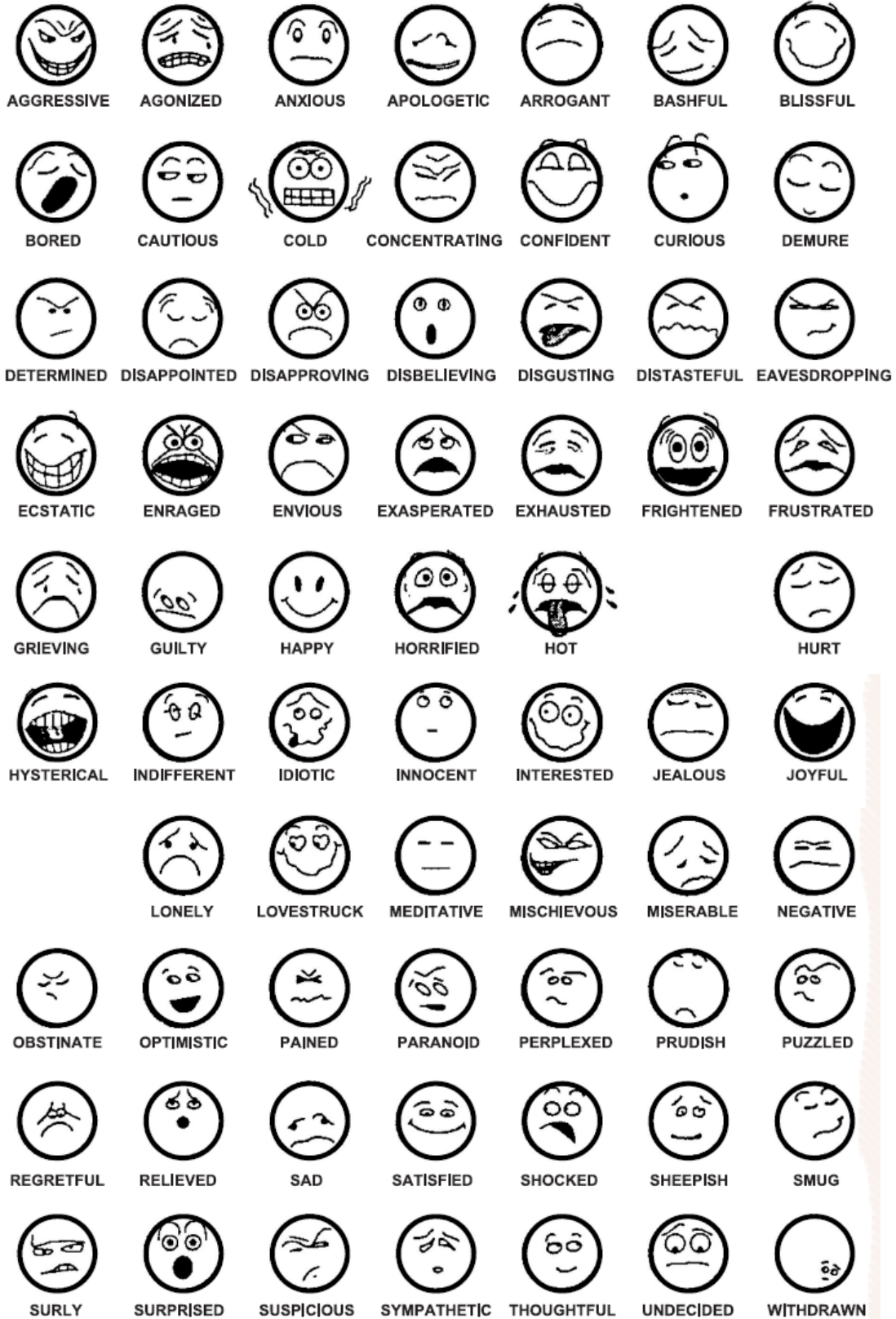
Parents can

- keep a first-aid kit in the home and car, and take it on family outings and vacations;
- teach and practise with children first-aid treatments for minor injuries
- when treating minor injuries at home, explain each step (for example, “Watch how I clean this cut to avoid getting dirt inside ...”);
- encourage safe behaviours in the home and on family outings;
- talk to children about the importance of safety and knowing what to do if an accident or injury happens;
- talk to children about what to do if a situation is too difficult for them to handle, such as asking an adult for help, or calling 911.

Communities can

- provide basic first-aid and baby-sitting courses for children in the community;
- ensure that proper first-aid kits are available at local community and recreational centres.

CHARACTER FACES



EMOTIONS

Emotions are an important part of who we are because they tell us all kinds of things about ourselves, such as the following:

- ☞ what is happening around us
- ☞ what we want
- ☞ what is important to us
- ☞ what we need to do to take care of ourselves
- ☞ what we like or dislike

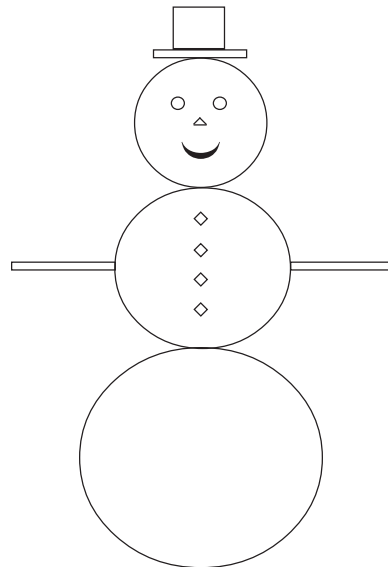
When someone ignores their emotions or expresses them in negative ways, they might . . .

Brainstorm a list of emotions with your group, and then describe three positive and appropriate ways to express each emotion.

EMOTION	EXPRESSION OF EMOTION	EXPRESSION OF EMOTION	EXPRESSION OF EMOTION
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____

COMMUNICATION ACTIVITY

1. Draw a circle in the middle of the page.
2. Draw a smaller circle on top of the first circle.
3. Draw a rectangle on top of the smaller circle.
4. Draw a large circle under the first circle.
5. Draw a square on top of the rectangle.
6. Draw a triangle in the center of the smallest circle.
7. Draw two circles above the triangle.
8. Draw a half moon below the triangle.
9. Draw four diamonds in a vertical line in the middle circle.
10. Draw one rectangle attached to the left and one rectangle attached to the right side of the middle circle.



EFFECTIVE COMMUNICATION

People spend more time listening than in any other form of communication, yet listening skills are often poorly developed. Many of us are good at talking—sending messages—but most of us need to improve our receiving skills.

A perception check is a way to check that you've understood what another person is trying to communicate. To do a perception check;

- think about what the person said;
- restate or paraphrase the speaker's thought;
- ask the speaker for clarification by using statements such as, "So I understand that . . .," or "What I hear you saying is . . ."

Sometimes a paraphrase includes the speaker's emotions as well as his or her words. This is especially important if you are listening to a person with a problem.

Sometimes a paraphrase is a simple reflection, and other times it involves interpreting what the person said. This allows you to show the person that you are listening to what he or she is saying nonverbally as well as verbally.

Active listening has two main advantages. First, it increases your chances of receiving a message correctly. Second, it makes you pay attention.

IDEAS FOR PROMOTING AND ENHANCING ACTIVE LISTENING AND EFFECTIVE COMMUNICATION SKILLS

Students can

- be aware that listening is a skill that requires practice;
- be aware that there are many things people do that make them poor listeners;
- be aware that part of having a good relationship with friends, family members, and teachers is being a good listener;
- practise active listening at home during family meetings;
- practise active listening when talking to friends who are upset or need to talk;
- practise active listening when discussing issues with parents.

Parents can

- model active listening in family conversations;
- set family meetings to practise better listening skills as a group;
- paraphrase children's spoken messages carefully;
- use I-messages to communicate feelings;
- be aware that children need to have their feelings acknowledged.

Communities can

- provide family workshops on listening and communication skills;
- model active listening (e.g., volunteers in youth clubs and associations).

IDEAS FOR EFFECTIVELY COPING WITH CHANGE AND LOSS IN THE FAMILY

Students can

- be aware that it is okay to feel sad or angry when they have experienced a loss;
- recognize that their feelings come from having lost someone or something, such as a friend, family member, or pet;
- talk to a trusted adult about their feelings;
- write about their feelings in journals;
- invite a friend to family activities for support and companionship;
- talk to friends, older siblings, or cousins who have faced similar changes or losses.

Parents can

- be sensitive to children's feelings and recognize that they need to have their feelings acknowledged;
- be available to talk about the change or loss when the children are ready;
- be prepared for children to be angry if the change involves a move away from friends, or the separation of parents;
- model appropriate coping skills by talking about feelings of loss, hurt, anger, or disappointment;
- invite cousins or friends to family activities when children are ready for support.

Communities can

- provide family programs for dealing with loss through local health and wellness agencies;
- sponsor mentorship programs for children in the community through Big Brothers/Big Sisters or similar agencies.

IDEAS FOR PROMOTING AND ENHANCING THE BENEFITS OF CROSS-AGE RELATIONSHIPS

Students can

- spend time with their parents and their friends' parents doing a variety of activities;
- choose an adult mentor who has similar interests or abilities;
- get to know aunts, uncles, and older cousins;
- spend time with younger siblings and cousins, teaching them new things or helping with homework or special projects;
- volunteer as a peer tutor for younger children;
- get involved in school leadership groups;
- volunteer as playground or lunch monitors at school.

Parents can

- introduce children to their adult friends;
- help children choose suitable adult mentors;
- plan activities with family friends;
- invite older and younger children to join in family activities;
- provide opportunities for children to spend time with relatives of various ages;
- allow children to spend time with trusted neighbours;
- invite children's friends over or invite them to join an activity.

Communities can

- provide a variety of youth clubs and programs in which adults and children work together, such as 4-H, Brownies, Cubs, or Scouts;
- invite children to participate in programs involving community seniors;
- plan community family activities;
- encourage block parties within the community.

NAME:

DATE:

IDEA BUILDER

1. KEY IDEA

3. FACTS

2. DRAW IT



4. SAMPLE SENTENCE



5. EXAMPLES

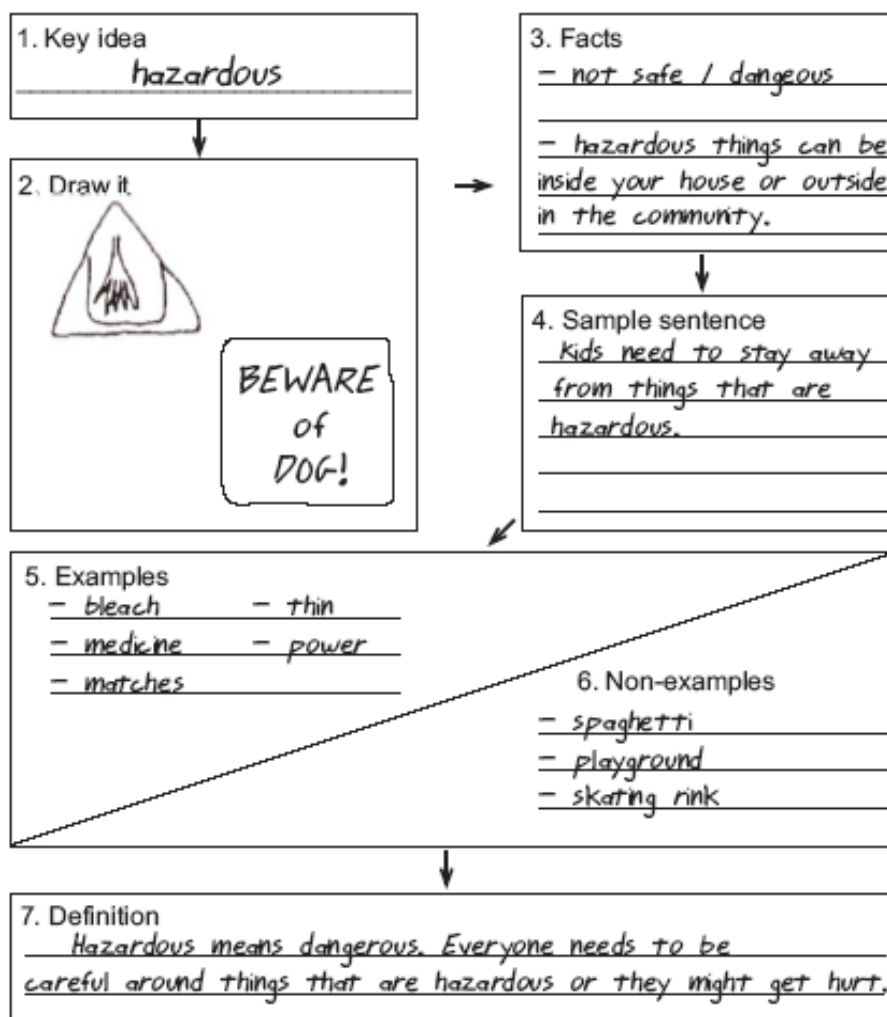
6. NON-EXAMPLES



7. DEFINITION

IDEA BUILDERS

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



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

IDEAS FOR PROMOTING AND ENHANCING MEDIATION SKILLS

Students can

- learn the power of politeness by using “please,” “thank you,” “excuse me,” “I’m sorry”;
- talk about small conflicts before they become big problems;
- take turns talking and listening during class meetings and discussions;
- learn to talk more quietly when angry;
- act as playground mediators for conflicts among primary students on the playground;
- get involved in an elementary peer mediation group;
- participate as leaders or mediators in class meetings to resolve issues within the classroom.

Parents can

- model proper conflict intervention when dealing with sibling conflicts in the family;
- practise peaceful conflict resolution with family members;
- make and keep a family pact never to use violent words or actions against each other when conflicts arise;
- create a time-out space where family members can go to think when conflict arises.

Communities can

- provide courses on family mediation for parents and families;
- model peaceful conflict resolution (e.g., community leaders in clubs and youth organizations);
- model politeness with adult and youth customers in local public businesses;
- support or sponsor peace initiatives in local elementary schools and classrooms.

NAME: _____

DATE: _____

HOW I CAN HELP MY GROUP

During group work, when someone

☆ keeps interrupting, I feel _____
I can make this situation better by _____

☆ argues, I feel _____
I can make this situation better by _____

☆ puts others down, I feel _____
I can make this situation better by _____

☆ complains, I feel _____
I can make this situation better by _____

☆ fools around, I feel _____
I can make this situation better by _____

☆ bosses others around, I feel _____
I can make this situation better by _____

☆ doesn't listen to others, I feel _____
I can make this situation better by _____

☆ is off-topic, I feel _____
I can make this situation better by _____

☆ is very quiet, I feel _____
I can make this situation better by _____

ENCOURAGING CO-OPERATION

One of the best ways to teach students how to act in teams and groups to enhance co-operation and enable effective group interaction is to model behaviour that encourages co-operation. There are many ineffective ways to request or demand things of students. There are also ways of interacting with students that encourage them to do what you need them to do without causing stress for anyone.

In their book *How to Talk so Kids Can Learn*, Adele Faber and Elaine Mazlish recommend a number of strategies for encouraging co-operation, all of which avoid questioning and criticizing.

- Describe the problem. "I see wet paint all over the floor."
- Give information. "It's easier to remove paint before it dries."
- Offer a choice. "You can clean it up with a wet rag or a damp sponge."
- Say it with a word or gesture. "The paint!"
- Describe what you feel. "I don't like to see the floor splattered with paint."
- Put it in writing.

A. Faber and E. Mazlish, with L. Nyberg and R.A. Templeton. (1995). *How to talk so kids can learn - at home and at school*. Simon and Schuster Adult Publishing. P. 83. Reprinted with permission of Rawson Associates/Scribner.

IDEAS FOR PROMOTING REPECTFUL COMMUNICATION AND PARTICIPATION OF ALL GROUP MEMBERS

Students can

- practise using I-messages when sharing their feelings and requests;
- be aware that they need to consider others' points of view in addition to their own;
- be aware that everyone's feelings and ideas need to be acknowledged;
- work in groups of varying compositions in class and when playing sports or games;
- choose specific roles for all group members and perform those roles consistently;
- learn to ask rather than demand;
- learn to take turns, listen to others, and use restraint in group discussions.

Parents can

- consistently acknowledge children's feelings;
- use strategies for encouraging co-operation, such as expressing feelings, describing a problem, offering choices, or putting the request in writing, rather than questioning or criticizing;
- model co-operation and empathy;
- give children equal opportunities to share their ideas and feelings in family discussions;
- allow children to participate in setting up chore schedules, planning family activities, or choosing consequences.

Communities can

- provide opportunities for children to work in groups through community youth clubs and programs;
- use strategies for encouraging cooperation, rather than questioning or criticizing (e.g., mentors or youth leaders in the community);
- provide effective parenting programs through local family agencies.

IDEAS FOR PROMOTING AND ENHANCING TIME-MANAGEMENT SKILLS

Students can

- use a day planner to write down their homework and planned activities;
- create and use a daily and weekly schedule;
- get involved in curricular and extracurricular activities of their choice;
- set aside time for homework and relaxation.

Parents can

- monitor children's work and leisure time;
- provide feedback about the amount of time spent in work and recreation;
- model a balanced lifestyle by including extracurricular activities in their lives;
- provide children with free time to think, rest, and rejuvenate;
- encourage healthy amounts of work and leisure time;
- provide time and space for homework;
- supervise students working on school projects in the home.

NAME:

DATE:

TIME MANAGEMENT: HOW TO STAY ORGANIZED AND USE YOUR TIME WISELY

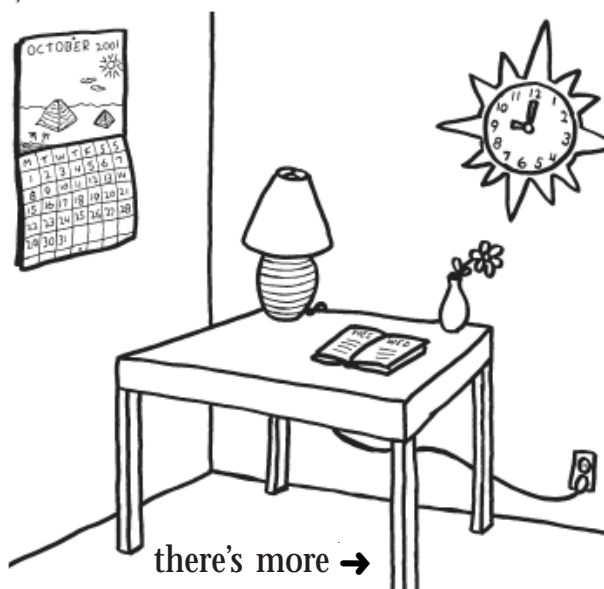
As you get older, you will have more responsibilities at home, more homework, and perhaps more involvement in more activities in and out of school. All of these things take time and organization.

Here are some ways to stay organized and use your time wisely.

USE A STUDENT PLANNER OR DAY TIMER.

- ◇ Many schools provide these to students. If you don't have one from your school, you can get them at most bookstores and other stores where calendars, stationery, and journals are sold.
- ◇ When you get your day timer, look through it to see how it is organized (by the day, the week, or the month).
- ◇ Carry your day timer with you to and from school.
- ◇ Write in all your activities, such as piano lessons, Tae-Kwon Do class, and swimming lessons.

- ◇ Write in homework assignments when your teacher gives them. Write down what you have to do, what you need in order to do it, and when it has to be done.
- ◇ Write in special family outings, birthdays, activities with your friends, and holidays.
- ◇ Write in your chores and responsibilities at home.



TIME MANAGEMENT: HOW TO STAY ORGANIZED AND USE YOUR TIME WISELY . . . CONTINUED

USE A STUDENT PLANNER OR DAY TIMER.

- ◇ If you have a big school project or homework in more than one subject, divide up the work. Set small goals for what you need to do to finish the work. Keep in mind the other jobs and activities you have for that day or week.
- ◇ Do the most important things first, even if they are not the most fun.
- ◇ Follow the steps in your plan and stick to your time lines.
- ◇ Reward yourself when you finish something on time.

FIND TIME FOR FUN AND RELAXING.

- ◇ Don't spend all your time working, or all your time having fun. Balance your activities so that you have time for everything.

ASK YOUR PARENTS FOR HELP

- ◇ When you have a big job or a time conflict, such as two birthday parties on the same weekend you have to finish your science project, ask your parents for help in organizing your time.

IDEAS FOR PROMOTING AND ENHANCING PERSONAL SKILL DEVELOPMENT

Students can

- collect certificates, awards, and letters, and keep them in a safe place;
- arrange saved items according to themes or skill groups, such as academic, musical, service, or athletic;
- talk to parents about interests to develop in the future.

Parents can

- note aptitudes and talents, and talk to children about their abilities;
- help children collect and save samples of work and other items for inclusion in portfolios;
- help children develop skills at home, and through hobbies and lessons;
- act as mentors to children and their friends who share common interests and abilities;
- take photographs during various stages of school projects;
- provide positive feedback for skill development;
- talk to children about their skills and development.

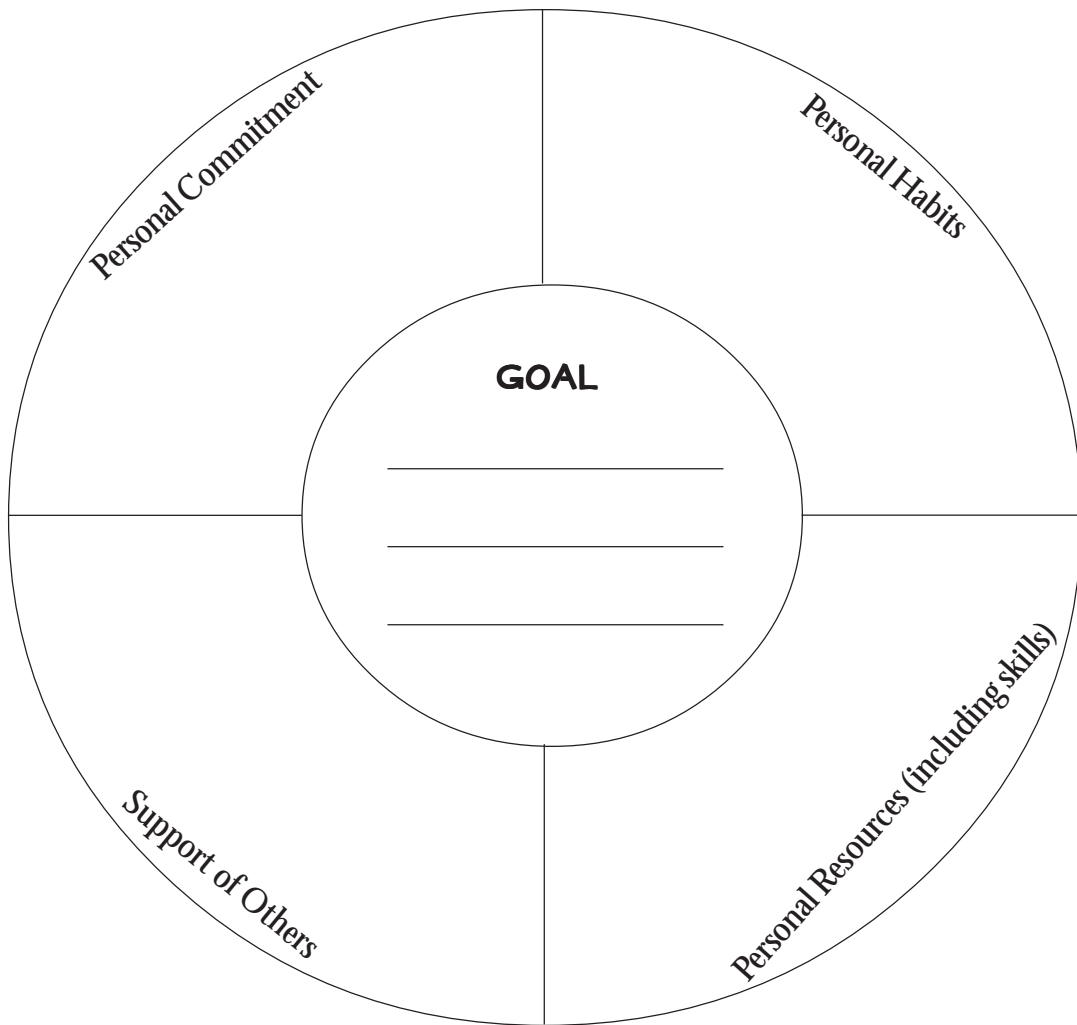
Communities can

- make career-related presentations in schools, pointing out the need to develop skills and collect evidence of learning;
- recognize through local media the achievements of community children in competitions and service;
- sponsor community youth programs, such as Brownies, Guides, Cubs, Scouts, or Cadets;
- provide reference letters noting achievements and efforts of community children (e.g., community leaders or mentors).

NAME:

DATE:

WHAT CAN AFFECT YOUR GOALS?



IDEAS FOR PROMOTING AND ENHANCING GOAL-SETTING SKILLS

Students can

- be aware that many things affect their goals and choices;
- recognize that achieving goals requires developing good habits and personal commitment;
- talk to parents about their goals for school and in areas of personal interest;
- write down personal goals for the year and keep in a safe place;
- plan rewards to celebrate the achievement of small and large goals;
- realize that friends and siblings may have different goals due to differences in abilities, family situations, and beliefs.

Parents can

- talk to children about their own goals and personal habits for success;
- ask children about their goals and why they have chosen them;
- help children to describe how they can work to meet their own goals;
- provide assistance in setting goals and following the steps to achieving them;
- model goal setting and commitment by setting family goals and working together to achieve them.

Communities can

- provide opportunities for setting and achieving goals through youth programs;
- provide guest speakers in schools to talk about goal setting and the habits needed to achieve important goals;
- use local media to recognize community members of all ages upon achievement of significant goals.

IDEAS FOR PROMOTING POSITIVE CAREER CHOICES

Students can

- talk to parents, relatives, neighbours, teachers, and other trusted adults about their career choices;
- talk with their parents about their interests in career-related areas parents;
- recognize that it is okay not to know what they want to do for a career when they are still young;
- pay attention to the careers of important adults in their lives who have similar interests, personalities, or abilities.

Parents can

- listen to children talk about what they want to be when they grow up, ask questions and encourage discussion, and avoid telling them what they ought to do;
- recognize the need to find a balance between underinvolvement and overinvolvement in their role as career guides;
- foster skill development when children express areas of interest;
- find ways to communicate values to children so that they will consider those values when making choices for their futures.

Communities can

- sponsor career-coaching seminars for parents;
- make career-related presentations to children in local elementary schools;
- provide mentors to children with interests in similar careers;
- invite classes on tours of local businesses and services to expose children to a variety of careers and vocations.

IDEAS FOR PROMOTING VOLUNTEERISM AND SERVICE LEARNING

Students can

- observe how they help others through participation in volunteer activities;
- volunteer in primary classrooms;
- volunteer to do tasks (such as feeding pets and shovelling the walk) for trusted neighbours while they are away or unable to do them on their own.

Parents can

- model service by volunteering in the school, community, or neighbourhood;
- talk about good experiences in volunteer positions or tasks;
- ask children about their class volunteer experience;
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood;
- aid children in selection of items for donation;
- reward children for volunteering to do tasks for each other within the family.

Communities can

- support organizations, such as Big Brothers or Big Sisters, that demonstrate benefits of volunteering;
- involve elementary classes in local charity initiatives, such as preparation of Christmas hampers through local service clubs.

