Health – Grades One, Two and Three

About the Lessons:

These Health lessons were written specifically for use by teachers at Hutterite colony schools. They follow the Health curriculum set out by Alberta Education. Every effort has been made to make the lessons compatible and inoffensive to Hutterite traditions and beliefs. Some of the outcomes have been changed or omitted to be appropriate for colony education. As expectations for English schools varies greatly from colony to colony, it is advised that teachers consult with their German teachers about the Health curriculum, in general, and about concepts for which there might be concern.

Program Implementation

The multi-graded nature of colony school education presents particular challenges for teachers. Necessarily, grade one expectations and assignments are simpler and rely less on reading and writing skills compared to grade three.

Since it is a common practice for teachers to group grades one, two and three for instruction, teachers may want to implement the Health curriculum so that each year begins with a grade one unit, followed by a grade two unit, and finally, by a grade three unit. For example:

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1A Wellness Choices</td>
<td>Unit 1B Relationship Choices</td>
<td>Unit 1C Life Learning Choices</td>
</tr>
<tr>
<td>Unit 2B Relationship Choices</td>
<td>Unit 2C Life Learning Choices</td>
<td>Unit 2A Wellness Choices</td>
</tr>
<tr>
<td>Unit 3C Life Learning Choices</td>
<td>Unit 3A Wellness Choices</td>
<td>Unit 3B Relationship Choices</td>
</tr>
</tbody>
</table>
Health

Grade One
Topic 1A

Wellness Choices
Topic 1A

WELLNESS CHOICES

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

Specific Learner Outcomes:

A. Personal Health

W-1.1 describe the health benefits of physical activity

W-1.2 demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene

W-1.3 identify the specific physical changes that occur during early childhood; e.g. dental changes

W-1.4 identify physical characteristics that make themselves both similar to and different from others

W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

W-1.6 determine safe and responsible use of various household/garage substances

B. Safety and Responsibility

W-1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you

W-1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire Safety behaviours

W-1.9 describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist

W-1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911
Lesson One (W-1.1)

Concept: benefits of physical activity

Resources/Materials: Worksheets #1a and #1b (student copies)

Introduction: Ask students what they like to do in their spare time. Accept all answers. Conclude that sometimes we like to do things alone and that are quiet; others times we like to be with others and be very active. It is good to have some of both. It is not good to just sit around. Getting lots of exercise is important for our bodies.

Procedure:

1. Tell students that we will discuss some reasons why it is important for children and adults to be active – get lots of exercise. For each point do the short activity and then come to the conclusion. Write the points on the board as you discuss each.

2. Helps heart become stronger and more efficient. Have children place their spread out hands on their chests to see if they can feel their hearts beating. Tell them that the heart is an organ in their bodies that pumps blood to all parts of their bodies. The blood is the red liquid that carries to food to all parts of the body. Without blood to carry this food, we would die.

   Have students do some running on the spot or jumping jacks for three or four minutes. Then have them feel their hearts again. Note that the heart is beating faster. This is because when we exercise, our body needs more food to keep it going. The heart needs to get more blood to the body parts. The more we exercise, the better the heart is at pumping blood. If you don’t exercise much, your heart is not very strong and is not able to do the best job.

3. Muscles become stronger. Have students lift a desk or other heavy object. Ask if a baby could do that. Why? Exercise makes your muscles stronger so you can do things that require more strength.

4. Improves coordination and flexibility. Have students extend their arms and then try to bring their hands together so that their index fingers touch. Most will be able to do it. How is it that you could do it? It requires coordination. That means that your mind and your muscles can work together. This takes practice. When you kick a ball or run without tripping, you are using coordination. The more you practice, the better will be your coordination.

5. Makes your mind sharper. Relate experiences where you have had to sit around a lot or sit for extra long periods of time. Then compare with times you have been active for a while, then sat down to do some work. You are sharper. This is because exercise not only feeds your muscles, it feeds your brain as well.

6. Summarize the four benefits of physical activity. Then distribute Worksheet #1a. Go over the phrases. Then have them cut them out and paste them somewhere on the picture on Worksheet #1b.

Assignments:

1. Cut and paste phrases from Worksheet #1a on Worksheet #1b.
2. Colour the picture on Worksheet #1b.
<table>
<thead>
<tr>
<th>Stronger Heart</th>
<th>Stronger Muscles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Coordination</td>
<td>Better Thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stronger Heart</th>
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</tr>
</tbody>
</table>
Lesson Two (W-1.2)

Concept: positive hygiene: bathing/showering; washing hands; clean clothes

Resources/Materials: for each group of 4 students
- 4 plastic Ziploc bags
- 4 slices of potato
- toothpicks
- waxed paper
- Worksheet #2 (student copies)

Introduction: Ask students what they would do if they tripped and fell into a mud puddle. (Wash themselves up.) Ask why they would wash themselves. Conclude that we need to wash to get rid of dirt and other things we can see. However, we need to wash to get rid of things called germs. We can’t see germs because they are so small, but they are everywhere. Some germs can be harmful, so we must try to get rid of them.

Procedure:

1. Before the activity, label the Ziploc bags:
   - Handled by group members
   - Rubbed on surface of table
   - Blown on by group members
   - Control

2. Place potato slices on waxed paper, being careful to touch only the edges.
   Pass around one potato slice. Each student should handle it thoroughly and place it in bag.
   Have a student rub the second potato on the surface of a table and place it in bag.
   Poke toothpick into third slice. Pick it up by the toothpick and take turns blowing on it and place in bag.
   Place the fourth slice into the last bag.

3. Have students predict what will happen. Ask which potato slice has the most germs on it, and which the least.

4. Wash hands before and after snacks or meals and after using the toilet.

5. Discuss the fact that washing hands should be done with warm soapy water. Rub hands together for at least 15 seconds (time it takes to sing “Happy Birthday” song. Wash up to elbows.

6. Discuss also the need to shower or bathe daily.

7. Place all bags in a dark closet for a week. Then examine them. Conclude that the potato with the most germs has the most mould on it. The germs came from hands and surfaces.

8. Distribute Worksheet #2. Go over the directions.

Assignment:
Do Worksheet #2
Directions: Fill the blanks with the correct words. Then draw and colour a picture.

hands    soap    bath    shower

Wash your ______________ with ______________.

Take a ______________ or ______________ everyday.

IA Worksheet #2
Lesson Three (W-1.2)

**Concept:** positive hygiene and health care habits – dental

**Resources/Materials:** Diagram of parts of tooth (transparency or enlargement and student copies)
Worksheet #3a (transparency or enlargement and student copies)
Worksheet #3b (student copies)
Worksheet #3b and #3c AND/OR Worksheet #3d

**Paper lunch bag, if doing Worksheets #3b and #3c**

**Introduction:** Have students give you a big smile. Note that some children have teeth that are missing. Everyone’s teeth are just a little big different.

**Procedure:**

1. Discuss the functions of teeth:
   - bite and chew food so that the stomach can digest the food.
   - Give you a nice appearance
   - Help you in your speech (e.g. /s/, /t/)

2. Ask students how we would eat without teeth. Imagine trying to chew something without biting.

3. Try to say words like *three, sister* without using teeth.

4. Try to whistle without teeth.

5. Talk about experiences losing teeth and how they have affected eating and speaking.

6. **Conclude** that your teeth are important and so it is essential that you take good care of them.

7. Put up transparency or enlargement of diagram of a tooth. Point out the various parts.

8. Discuss the idea that bacteria are always present in your mouth. When bacteria and food combine, an acid is formed. The acid eats through the tooth. If the dentist does not get to it in time, it might have to be pulled. When this happens, the neighbouring teeth do not grow straight, but will become crooked in an effort to fill in the gap.

9. **Conclude** that it is important to brush teeth after eating, especially sweet and sticky foods. Some foods are natural cleansers like crunchy fruits and vegetables. If brushing is not possible, then rinse mouth with water. Brush before going to bed. This seems to be the time when most acid can be produced.

10. Finally, demonstrate proper brushing technique.

11. Distribute Worksheets #3a and #3b, and do it with students.

11. Distribute Worksheets #3c and #3d AND/OR Worksheet #3e. Go over the directions

**Assignment:**
Make paper bag puppet (Worksheets #3c and #3d) AND/OR do the dot-to-dot (Worksheet #3e)
The Parts of a Tooth
The Parts of a Tooth

The hardest part of a tooth is its covering, the enamel. Beneath the enamel is a substance similar to hard bone called dentine. Most of the tooth is made of dentine. The cementum fastens the root of the tooth to the jawbone. The central part of the tooth is called the pulp cavity; it contains the blood vessels and nerves which enter the tooth through small openings at the tips of the roots and travel up the root canal.

1. Enamel
2. Dentine
3. Crown
4. Neck
5. Pulp
6. Root canal
7. Cementum
8. Nerves and blood vessels
9. Root
Brushing Your Teeth

**Directions:** Draw a line under the sentences that tell about good ways to take care of your teeth.

1. Brush your teeth after every meal.

2. Eat lots of sticky foods.

3. Brush your teeth before you go to sleep.

4. Use toothpaste when brushing.

5. Everyone can use the same tooth brush.

6. Rinse your mouth with water if you cannot brush your teeth.

7. Eating crunchy fruits and vegetables can help you keep your teeth clean.

8. Be sure to brush every tooth.
Front of Super Tooth Puppet

Directions:
1. Color Super Tooth's eyes and crest.
2. Cut out along black outline.
3. Glue face to the bottom of bag. Glue front of body to front side of paper bag.
Back of Super Tooth Puppet

Directions:
2. Cut out along black outline.
3. Glue to back side of paper bag.
DON'T LET YOUR SMILE BECOME EXTINCT!

- Brush and floss each day.
- Eat nutritious foods.
- Have regular dental checkups.
Lesson Four  (two or three periods)

Concept: specific physical changes that occur during early childhood

Resources/ Materials: Worksheets #4a, #4b, #4c, #4d and #4e (student copies)

Introduction: Ask students to tell you some of the things they can do now that they could not do when they were babies. Make list on board. Add to the list as needed. Tell students that today and in the next few classes, we will look at some of these changes in more detail.

Procedure:

Discuss each of the following changes by citing examples. The actual terminology is not important.

**Day One: Body Mass**

1. *Increase in mass and height.* Ask students to go home and ask their parents how much they weighed and how long (tall) they were when they were born. (Use Worksheet #4a). Then take their weights and heights and compare.

2. Distribute Worksheet #4b. Have students draw and colour pictures of themselves as babies and then as they are now, emphasizing weight and height.

Assignment:

Do Worksheet #4b.

**Day Two: Gross Motor Development**

3. *Increase in muscle strength.* Ask students to lift their desks off the floor and hold them for 30 seconds (or so). See if they can lift each other off the floor. Compare this to what could be lifted during infancy. Note that newborns cannot even lift their heads. During infancy most can clutch a adult’s finger, hold a baby bottle, stand by hanging onto something.

4. *Better quality of movements.* Have students walk on the spot; then run on the spot. Then have them extend their arms out on either side of their body. Have them bring them together in front as slowly as they possibly can until their palms clap; then at a medium speed; then at a high speed. Compare the relative smoothness and speed with which this can be done now compared to infancy.

5. *Range of movement.* Have students stand up. Have them extend (kick) their right legs in front, then their left legs in front. See if they can kick the right legs to the left side of their bodies. Do the same with left legs to the right side. Next have them touch their left shoulders with their right hands; touch right shoulder with left hand. Note that they have control over movements that span the entire length of their bodies. Note especially that they can now make the arms and legs on one side of the body cross over the “midline” to do things on the other side of the body. *(The midline is the line of symmetry that divides your body in half lengthwise.)* Babies cannot engage in movements involving crossing the midline.
As an extension of the “midline” activity, have students pretend to throw a ball, twist their bodies, twist their heads. These all require crossing the midline. Finally, have students keep one arm straight and as still as possible while you have them wave or make circles in the air with the others. Note that babies usually cannot do this. If a baby opens and closes his/her left hand, his right hand also opens and closes. When babies kick, both legs kick simultaneously.

6. Distribute Worksheet #4c. Go over the instructions.

Assignment:

Worksheet #4c

Day Three: Fine Motor Development

7. Visual Motor Skills. Give groups of students simple jigsaw puzzles to put together. Discuss that they need to use their hands and eye together (coordination) to do this. This is something that you could not do during infancy.

8. Grapho-motor Skills. (Hand-eye coordination) Have students cut on a straight line, curvy line, jagged line. Have students write their names at the top of the paper. These require your muscles and eyes to work together.

9. Motor Planning. Have a couple of volunteer try to go through a maze of desks without allowing his body to touch any of the desks. (Arrange desks so that they are not in rows but more like a maze.) Once the volunteers have gone through the maze, ask they how they were able to do it without touching the desks. (It takes planning.) This requires that a person look the situation over before decided how to go about addressing the situation. Contrast this to babies where they will fall downstairs, run into table tops, etc.

10. Distribute Worksheets #4d and #4e and go over the directions.

Assignment:

Do Worksheets #4d and #4e.

Conclude this set of lessons by going over all the physical changes that occur during childhood.
Name: ______________________________

To be completed by parents:

When I was born I weighed ____________
and I was ________________ long.

To be completed at school:

Now I weigh ________________ and I am
______________ tall.

Name: ______________________________

To be completed by parents:

When I was born I weighed ____________
and I was ________________ long.

To be completed at school:

Now I weigh ________________ and I am
______________ tall.
Growing Bigger

When I was born I weighed ____________.  
I was _______________ long.

Now I weigh ________________ and I am  
______________ tall.
Getting Bigger and Stronger

Directions: Colour the pictures that show things you can do now that you could not do as a baby.
Directions: Try to go from **start** to **finish** without touching the sides or going into a dead end.
Lost Puppies

Directions: Help Officer Ted find all three lost puppies and take them to the finish line.
Lesson Five (W-1.4)

Concept: physical characteristics that make students similar to and different from others

Resources/ Materials: book or ball
                      puppet or doll
                      Worksheet #5a (student copies)
                      Worksheet #5b (transparency/enlargement and student copies)

Introduction: Have a volunteer come to the front of the class. Then hold up any two inanimate objects like a ball and a book. Have students tell you how they are the same (take up space, have mass) and how they are different. Next hold up the puppet or doll. Have students tell how the person and puppet are alike and how they are different. Tell students that these were easy. Now we will get into more difficult things.

Procedure:

1. Have two girls or two boys come to the front of the class. Discuss how they are the same. Make list on the board.

2. Discuss how they are different. Make list on the board.

3. Note that although human beings basically share all the same physical characteristics, there are variations within each characteristic. E.g., eye colour, hair colour, size of eyes, different finger shapes, different size of feet, eyeglasses/no eyeglasses, etc. (Some students may bring up differences in abilities – this discussion is for another day.)

4. Conclude that we are all basically alike, but we do have differences. Differences should be respected.

5. Have students go in pairs – preferably an older or more able student with a younger/less able student. Distribute Worksheets #5a, #5b. They are to complete the sheets together.

Assignment:

Do Worksheets #5a, #5b in pairs.
How We Are the Same

Directions: On the lines below write words to tell how you and your partner are the same.

My partner and I both

On the back of the sheet, draw a picture of you and your partner.
How We Are Different

**Directions:** In the spaces below tell how you and your partner are different.

<table>
<thead>
<tr>
<th></th>
<th>My Partner</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fingers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six (W-1.5)

Concept: the importance of basic, healthy, nutritional choices to well-being of self

Resources/Materials: Canada’s Food Guide (Worksheet #6a) (student copies)
Mystery Box and a food from each food group
Measuring cup with 125 mL (1/2 cup) of water in it.
Pictures of food from the food groups.
OPTIONAL: a sample of food from each group

NOTE: Make the Mystery Box by cutting a hole the size of a fist in the top of a fully closed cardboard box or shoebox. Then wrap the box with gift wrap.

Introduction: Tell students that we need food to stay alive. Different foods provide us with different types of things, all of which our bodies need.

Procedure:

1. Water. Discuss that water is not a food, but our body needs lots of it. Believe it or not most of our body is made up of water. Our body always has to have a certain amount of water in it or we will die. When we go to the bathroom or sweat, we are losing water. Hold up the half cup of water. Tell students that the average person loses this much water everyday – from his feet! Imagine how much water is lost through sweating everyday. We must get the water back into our bodies. A lot of water is gained from the foods we eat, but this is not enough. We must drink water – at least 4 of 5 glasses each day. For adults it is more like 8 glasses.

NOTE: caffeinated drinks like coffee and colas actually make you go to the bathroom more, so they do not help you get more water into your body.

2. Show students the Canada Food Guide from Worksheet #6a. Point out the four food groups and the extra group. Foods from the four food groups are essential for our bodies, but the extras do not provide any significant nutrition.

3. Put a food into the mystery box. Have students put their hand into the box (no peeking) and try to guess what it is. If possible, try to get a food from each group. If desired, students can then sample the food. (For example, if there is a pear in the mystery box, each student could sample a very small piece of pear.)

4. Talk about “picky eaters”. Problems with being a picky eater. Picky or not, you must get all your nutritional requirements. It is easier if you try a variety of foods. Stress importance of remaining uncritical of adult choices of food. Children can still make their own healthy choices.

5. Distribute Worksheets #6b, #6c and #6d. Help students to select one food from each food group to make a healthy breakfast, lunch, and dinner. DO NOT INCLUDE FOODS FROM THE OTHER GROUP. (At this point, do not worry about how many servings from each food group a student should have per day. The point of the lesson is really to get students to start classifying the foods.) Colour the pictures of the foods selected.

Assignment:

Colour pictures of the food selected on Worksheets #6b, #6c and #6d.
Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

**Grain Products**
Choose whole grain and enriched products more often.

**Vegetables and Fruit**
Choose dark green and orange vegetables and orange fruit more often.

**Milk Products**
Choose lower-fat milk products more often.

**Meat and Alternatives**
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.
Put an X by 4 foods you would choose to make a well-balanced breakfast. Do not choose more than 4 foods.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Juice</td>
<td>Eggs</td>
<td>Milk</td>
<td>Bacon</td>
</tr>
<tr>
<td>Sugar Cookies</td>
<td>Bread</td>
<td>Orange</td>
<td>Pop</td>
</tr>
<tr>
<td>Peanut Butter</td>
<td>Apple</td>
<td>Kool Aid</td>
<td>Cereal</td>
</tr>
</tbody>
</table>
Put an X by the foods that would make a well-balanced lunch. (Do not choose more than 4)

- Salmon Sandwich
- Popsicle
- Banana
- Carrot and Celery Sticks
- Bread or Roll
- Milk
- Pop
- Sugar Cookies
- Jello
- Hamburger
- Potato Chips
- Orange
- Meat Sandwich
- Chicken
- Chocolate Bar
- Sandwich
Put an X by the foods that would make a well-balanced meal. (Do not choose more than 4)

- Roast Beef
- Bread
- Cake
- Vegetable Soup
- Apple
- Coffee
- Milk Pudding
- Fish
- Hamburger
- Potatoes
- Corn
- Baked Beans
- Tomato Juice
- Ice Cream
- Milk
- Pop

IA Worksheet #6d
Lesson Seven (W-1.6)

Concept: safe and responsible use of various household/garage substances

Resources/ Materials: pill bottle bottle of Tylenol or Aspirin
Band aids ointment
Bleach bottle, aerosol can, and other products with hazardous products symbols
Worksheet #7a (transparency or enlargement student copies)
Worksheet #7b (student copies)

Introduction: Hold up the bottles of medications. Ask what they are for. Then hold up the other medicine chest/first aid kit items. Conclude they are in our houses to help us when we need them.

Procedure:

1. Point out that some things are good only when we are sick. Points to discuss:
   
   - Do not take medications without adult supervision
   - Some things in the medicine cabinet are more dangerous than others
   - Do not take medications meant for someone else
   - Do not take medications when you are not ill. (Distinguish between medications and things like vitamin tablets.)
   - Take medications as instructed by your doctor. Over-the-counter medications have instructions written on the bottle. Be sure to follow these instructions.
   - If someone accidentally takes medications when they should not have, tell your parent or another adult.

2. Discuss with students products that we have around the house and in the shops. They help us do our work and keep our houses and shops in good shape. Just like medications, some can be very dangerous if not used properly.

3. Put up transparency or enlargement of Dangerous Products Symbols (Worksheet #7a). Explain what each symbol means. Show products with these symbols on them.

4. Distribute Worksheet #7b. In the spaces have students draw the four warning signs. If you like, have older students print the meanings of each of the symbols in the boxes where they drew the symbols.

5. Optionally. On the back of the sheet, have students draw and label the “degree” of hazard symbols shown on the bottom of Worksheet #7a.

Assignment:

1. Draw the hazard symbols on Worksheet #7b. (Optionally, have students label their symbols.)
2. OPTIONALLY. On the back of Worksheet #7b have students draw and label the “degree” of hazard symbols.
Hazardous Products Symbols

The first four symbols show the TYPE of hazard a product contains. The last three frames show the DEGREE of that hazard.

POISON

FLAMMABLE

CORROSIVE

EXPLOSIVE

DANGER

WARNING

CAUTION
Hazardous Products Symbols

Directions: In the spaces below draw the hazardous products symbols.
1. Circle the phrase if it tells how physical activity helps you.

<table>
<thead>
<tr>
<th>Stronger heart</th>
<th>More food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stronger muscles</td>
<td>Bigger feet</td>
</tr>
<tr>
<td>Nicer nose</td>
<td>Better coordination</td>
</tr>
<tr>
<td>Better thinking</td>
<td>Some paper</td>
</tr>
</tbody>
</table>
2. Choose the words from the box to fill the spaces.

| hands | shower | bath | soap |

a. Wash your _____________ with ___________.

b. Take a _____________ or _____________ everyday.

3. Circle the sentence that tell about good ways to take care of your teeth.

| Brush your teeth after every meal. |
| ________________________________ |
| Smile a lot.                     |
| ________________________________ |
| Use tooth paste when brushing.   |
| ________________________________ |
| Be sure to brush every tooth.    |
| ________________________________ |
| Everyone can use the same tooth brush. |
4. Circle all the sentences that tell how a person your age is different compared to a baby.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person is taller.</td>
</tr>
<tr>
<td>A person is heavier.</td>
</tr>
<tr>
<td>A person can drive a car.</td>
</tr>
<tr>
<td>A person is stronger.</td>
</tr>
<tr>
<td>A person can be the preacher.</td>
</tr>
<tr>
<td>A person can run faster.</td>
</tr>
<tr>
<td>A person can draw and print.</td>
</tr>
<tr>
<td>A person can tie shoes.</td>
</tr>
<tr>
<td>A person can plan what to do.</td>
</tr>
</tbody>
</table>
5. Circle all the foods that belong in each food group.

<table>
<thead>
<tr>
<th>Grain Products</th>
<th>bread</th>
<th>milk</th>
<th>spaghetti</th>
<th>cereal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and Fruit</td>
<td>bacon</td>
<td>apple</td>
<td>carrot</td>
<td>cabbage</td>
</tr>
<tr>
<td>Milk Products</td>
<td>milk</td>
<td>cheese</td>
<td>cake</td>
<td>yogurt</td>
</tr>
<tr>
<td>Meat and Alternates</td>
<td>chicken</td>
<td>eggs</td>
<td>hamburger</td>
<td>lettuce</td>
</tr>
<tr>
<td>Other</td>
<td>pop</td>
<td>banana</td>
<td>candy</td>
<td>chips</td>
</tr>
</tbody>
</table>
5. Circle all the foods that belong in each food group.

<table>
<thead>
<tr>
<th>Grain Products</th>
<th>bread</th>
<th>milk</th>
<th>spaghetti</th>
<th>cereal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and Fruit</td>
<td>bacon</td>
<td>apple</td>
<td>carrot</td>
<td>cabbage</td>
</tr>
<tr>
<td>Milk Products</td>
<td>milk</td>
<td>cheese</td>
<td>cake</td>
<td>yogurt</td>
</tr>
<tr>
<td>Meat and Alternates</td>
<td>chicken</td>
<td>eggs</td>
<td>hamburger</td>
<td>lettuce</td>
</tr>
<tr>
<td>Other</td>
<td>pop</td>
<td>banana</td>
<td>candy</td>
<td>chips</td>
</tr>
</tbody>
</table>

6. Circle the phrase that tells what these pictures mean.

- These products are safe.
- These products are not safe.
Lesson Eight (W-1.7)

Concept: describe actions to use in unsafe or abusive situations

Note: Hutterite communities may prefer that you do not address this topic. You may want to check with the German teacher before proceeding.

Resources/Materials: Worksheet #8a (optional) (student copies, if possible on Manila tag)  
Hand puppet, optional

Introduction: Explain that occasionally that other people, young and old, often do things to others that they shouldn’t. Sometimes, as children, you might feel that you can’t do anything about it. But you can.

NOTE: If you are comfortable using a hand puppet or any other kind of puppet, you might want to have the puppet give the lesson. Using a puppet sometimes makes it more comfortable for the instructor and for the students.

Procedure:

1. Discuss with students time they might feel threatened or uneasy around others. Distinguish the “uneasy” feeling from feelings of shyness. Some examples:
   - Being bullied physically and emotionally
   - Inappropriate touching by strangers and those more familiar

2. Clarify that most touching usually is inappropriate when a child has an uneasy feeling. Distinguish these feelings positive feelings you get – doctor examining you, playful tickling, being bathed, etc.

3. Discuss what students can do if they find themselves in one of these situations:
   - Get away.
   - Tell the person to stop. Be assertive.
   - Tell someone you trust.

4. It is important to explain that students must be responsible. It would be wrong for a student to tell one of their parents that someone touched them inappropriately, if they did not.

5. Have students role play some of the situations and how they should handle themselves.

6. If you used a puppet to give the lesson, distribute Worksheet #8a. Students can colour and cut out their own finger puppets.

7. You could also distribute Worksheets #8b. It is a picture of a doctor examining a child. Students are to carefully cut out the square and reassemble them to make a picture of a doctor examining a child. This is an example of a good situation.

Assignment:
Do Worksheet #8a AND/OR Worksheet #8b.
Finger Puppets

**Directions:** Colour the boy and the girl. Cut them out carefully.
A Good Touch

Directions: Cut out the squares. Put them together to make a picture. Paste the picture onto another piece of paper.
Lesson Nine  (W-1.8)

Concept: reasons for and applying safety rules at home and at school: fires

Resources/Materials: matches  
Worksheet #9a - #9i (transparencies or enlargements)  
Worksheet #9j (student copies)  
AND/OR Worksheets #9k and #9l (student copies)

Introduction: Discuss some of the instances of fires that might be known the students. Fire can easily get out of control. It does damage that can cause people to die and buildings to be destroyed. Tell students that today we will discuss fire safety.

Procedure:

1. Matches. They are quite interesting, but a little flame can start a whole community on fire. Discuss instance where children might be “experimenting” in someone’s basement. Fire can quickly spread from one part of a room to the whole room to the whole apartment and then the whole building. When an entire building is on fire, the flames are big and high enough that they can easily spread to other buildings. DON’T PLAY WITH MATCHES.

2. Fire Drills. Important to practice leaving the home and school in an emergency. These are called fire drills. Those who sleep in the basement should have older brother or sister assist them out the windows, breaking the window if necessary. Take some responsibility for younger siblings.

3. Use overhead to go through safety rules shown on Worksheets #9a - #9i. Then distribute Worksheet #9j. Students can do do-to-dot and colour.

4. AND/OR Distribute Worksheets #9k and #9l. Go over the fire safety rules and have them colour the pictures.

5. If it has not been done, have a fire drill.

Assignment:

Do Worksheet #9j AND/OR Colour the pictures on Worksheets #9k and #9l.
Fire Safety Rules

Always sleep with your bedroom door closed.
If there is a fire, keep calm.
Don’t panic.
Let your family know you are alright.
Don’t hide under the bed.
Don’t hide in a closet during a fire.
Feel the door with the BACK of your hand

Test the door before you open it by feeling it with the back of your hand near the top of the door knob.
If the door is cool, open it carefully.

If it is hot, do NOT open it.

Use the second way out: the window.
Fire fighters found these children who couldn’t get out by themselves.

They were not hiding.
If your room is filled with smoke, keep down close to the floor where you can breathe more easily.
Assemble at the meeting place the family picked outside the house.
FIRE SAFETY SEARCH

Find the words in the alphabet soup.
We've circled one to help you get started.
Look all ways. Words go up, down and diagonally.

STOP YEE ENGIN E
M A T C H D R O P I T E
O J F C K N I A R O L L
K T N E R Y F A N H Y R
E N R E T H G I E A L
B G L O R Y T W B G I D
M E T U O R E P A C S E
G F N B P Q U D T E S T
F I R E F I G H T E R E
L W U E C J A O E B O C
A T B P A T B S R K M T
M B C H A N G E Y UN O
E X T I N G U I S H E R

FIREFIGHTER  FIRE  SMOKE  DETECTOR
STOP  DROP  ROLL  EXTINGUISHER
ENGINE  HOSE  ESCAPE ROUTE  CHANGE
TEST  BURN  DEEP  SAFETY
BATTERY  MATCH  LIGHTER  FLAME
Fire Safety Rules

If there is a fire, keep calm. Don't panic. Let your family know you are all right.

Always sleep with your bedroom door closed.

Don't hide under a bed during a fire.

Don't hide in a closet during a fire.

Assemble at the meeting place the family picked outside the house, and then call the fire department or 911.
Test the door before you open it by feeling it with the back of your hand near the top of the door.

If the door is cool, open it carefully. If the door is hot, do NOT open it. Use the second way out: the window.

Firefighters found these children who couldn't get out by themselves. They were not hiding.

If your room is filled with smoke, keep down close to the floor where you can breathe more easily.

NEVER re-enter a burning building.
Lesson Ten (W-1.8)

Concept: reasons for and applying safety rules at home and at school: wet floors, bathrooms, sharp objects (knives, needles), running, shoe laces,

Resources/Materials: chart paper and marker
Unlined paper

Introduction: Review the fires safety rules from last day. Then ask students if they can think of any other safety rules that have to do with home or school.

Procedure:

1. As students give you the rules, write them on the board or on chart paper. The suggestions might include:
   - Do not run in the school (might trip and fall)
   - Do not tilt chairs or desks
   - Hand scissors to someone else by holding the blades
   - Pick up all pins, tacks, and other sharp objects
   - Keep floor as tidy as possible so others don’t trip and fall
   - Wipe up any spilled water or other liquids
   - Do not handle knives and other sharp tools unless under close adult supervision
   - Do not eat or drink unidentified foods or drinks (unless adult says it is okay)
   - Put away things that might be unsafe for younger siblings

2. Discuss how it is important for everyone to contribute. Adults are often busy or absent from the home. It is everyone’s responsibility.

3. Tell students they should make a safety poster. Go over these points:

   Purpose – inform others of a safety rule
   Contents
   - should have the rule printed prominently
   - make picture that goes with rule
   - colour it neatly so that it has eye appeal and will be taken seriously
   - make the rule and picture fill up the whole page

Assignment:

Make safety poster
Lesson Eleven  (W-1.9)

Concept:  safety behaviours in the community

Resources/ Materials:  Worksheet #11a (transparency or enlargement)
Worksheet #11b (student copies)
Worksheets #11c, #11d (student copies)
Large envelope or box.
Large strips with Pedestrian safety rules

Introduction:  Ask how many like to go for rides to town or the city?  Then tell students that we will be discussing how you can make the trip safe.

Procedure:

1. **Car Safety.** Put up transparency of Worksheet #11a. Tell students that you will put some rules for safety on the board. However, the words are mixed up. They are to try to figure out the rules. *Note: for each rule, go over the individual words with students before having them figure out the rules.

   Once the rules have been “figured” out, do the following:
   - Put six or seven chairs together and demonstrate the dos and don’ts of riding in a car.

Assignment:

Distribute Worksheet #11b. Have students try to rearrange the words to make the safety rules covered.

2. **Pedestrian Safety.** Put strips into the “Mystery” Envelope. Choose or have a student choose one on the strips. Hold it up for all to see. Then read and discuss.
   - Cross at a green light or where the sign says “WALK”.
   - Walk on the sidewalk.
   - Cross at a crosswalk.
   - Stop and listen before crossing the street.
   - Do not talk to strangers
   - Do not dart out between parked cars.
   - Walk with an adult or older brother or sister.
   - Watch where you are going.
   - If there is no sidewalk, walk on the left-hand side.

3. Role play each of the pedestrian rules.

4. Distribute Worksheets #11c, #11d. Go over instructions

Assignment:
Do Worksheets #11c, #11d
Car Safety Rules

1. seat use belts

2. fight not do

3. talk do loudly not

4. bother driver not do the

5. be everyone polite to
Car Safety Rules

Directions: Unscramble the words to make rules.

1. belts use seat

2. not do fight

3. loudly do not talk

4. do bother not the driver

5. everyone be polite to
Safe Walking for Kids

Directions: Read the safety rules. Then follow the directions.

- You can walk if the light is green. Colour the circles red, yellow, and green.

- Wait until the signal says WALK. Write the word WALK in the signal.

- Here is a signal with a picture that tells you it is okay to walk. Draw the WALK picture in the signal.

- If the signal says DON’T WALK, wait at the corner. Write the words DON’T WALK in the signal.

- This sign means you are at a crosswalk. Draw the crosswalk sign.

1A Worksheet #11c
Never get into a car with a stranger.
Lesson Twelve (W-1.10)

Concept: community helpers

Resources/Materials: Worksheets #12a, #12b (student copies)

Introduction: Ask students what they would do if they were in town and they needed help. It could also happen that they may become lost in a store. What would they do?

Procedure:

General: find a person in authority and tell them clearly what is the matter. Tell them your name and the names of your parents. Role play the situation.

1. *Lost in a store.* Go to a store clerk. In larger stores they have a name tag of some kind. Clerks put stock on shelves, help customers find what they need and work at the cash register. The clerk may take you to a special “lost children” area. The clerk may ask you to stay with someone whose job it is to look after lost children.

2. *Problems on the street.* If you see a police officer, tell him your problem. It is okay to tell a police officer your problem. If no police officer is in sight, go into a store and tell the store clerk your problem. The problem has to be a serious one! If your parents are with you, they will take the right action.

3. *Fire fighter.* Fire fighters are also trained to help people who are in trouble. Their main duty is to fight fires and give first aid, but they can also help you if you are in trouble.

4. *Watch out!* Sometimes there are people who want to harm children. If you get a funny feeling about someone you have asked for help from, get away fast.

5. Distribute Worksheets #12a, #12b. Go over the directions with the students.

Assignment:

Do Worksheets #12a, #12b
This police officer sometimes uses a dog to help him.
Fire fighters are helpers.
1. Circle all the sentences that tell about things that are safe.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your mom or dad is giving you a bath.</td>
</tr>
<tr>
<td>Some older boys look like they want to hurt you.</td>
</tr>
<tr>
<td>Your friend is tickling you.</td>
</tr>
<tr>
<td>The doctor is checking to make sure you are not sick.</td>
</tr>
<tr>
<td>Someone is touching you and it does not feel right.</td>
</tr>
<tr>
<td>Your teacher bumps into you by accident.</td>
</tr>
<tr>
<td>Someone kicks the soccer ball and it hits you by accident.</td>
</tr>
</tbody>
</table>
2. Circle the sentences that tell what you should do if someone did something to you that made you feel unsafe.

<table>
<thead>
<tr>
<th>Keep it to yourself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get away.</td>
</tr>
<tr>
<td>Tell the person to stop.</td>
</tr>
<tr>
<td>Pretend it never happened.</td>
</tr>
<tr>
<td>Tell what happened to someone you trust.</td>
</tr>
<tr>
<td>Hide and don’t tell anyone where you are.</td>
</tr>
</tbody>
</table>
3. For each pair of sentences, circle the one that tells a good fire safety rule.

Always sleep with your bedroom door closed.

Always sleep with your bedroom door opened.

Hide under the bed or in the closet.

Do not hide under the bed or in the closet.

If the door knob is hot, do not open it.

If the door knob is hot, use your shirt to open it.

If your room is filled with smoke, keep close to the floor.

If your room is filled with smoke, try to get up higher.
4. For each question, choose the **best** ending.

a. You should not run in the school because _______.
   - you might trip and fall.
   - it is too noisy.

b. Pick up all pins, tacks and other sharp objects from the floor because ___________.
   - someone might step on them and hurt themselves.
   - it looks messy.

c. Wipe up any spilled water or other liquids because ____________.
   - your mother will yell at you.
   - someone could slip and fall by accident.

d. Do not tilt your chair or desk back because ____________.
   - it could fall all the way back and you could be hurt.
   - you are not strong enough.
5. Circle all the sentences that tell about car safety.

<table>
<thead>
<tr>
<th>Make sure your seat belt is done up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is okay to talk and shout with everyone, even the driver.</td>
</tr>
<tr>
<td>Stick your hand out the window to keep it cool.</td>
</tr>
<tr>
<td>Have a good fight with your brother.</td>
</tr>
</tbody>
</table>

6. Circle the sentences that tell about good pedestrian safety.

<table>
<thead>
<tr>
<th>Cross the street when the light is green.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is alright to talk to strangers.</td>
</tr>
<tr>
<td>Stop and listen before you cross the street.</td>
</tr>
<tr>
<td>It is fun to dart out into the street between parked cars.</td>
</tr>
<tr>
<td>If there is no sidewalk, walk on the left-hand side.</td>
</tr>
</tbody>
</table>
7. If you are in town, and you get become lost or need help, who can help you? (Circle all the correct answers.)

<table>
<thead>
<tr>
<th>a store clerk</th>
<th>a person who is drunk.</th>
<th>a police officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a strange person</td>
<td>a fire fighter</td>
<td>some little babies</td>
</tr>
<tr>
<td>your mom or dad</td>
<td>a kitten</td>
<td>an airplane pilot</td>
</tr>
</tbody>
</table>
Topic 1B

Relationship Choices
Topic 1B

Relationship Choices

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

A. Understanding and Expressing Feelings

R-1.1 recognize and demonstrate various ways to express feelings; e.g. verbal and nonverbal
R-1.2 identify physiological responses to feelings; e.g., being sad can make you feel tired
R-1.3 identify positive and negative feelings associated with stress/change
R-1.4 compare and contrast positive and negative communication and associated feelings; e.g., positive and negative touches.

B. Interactions

R-1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening
R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join
R-1.7 demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem.

C. Group Roles and Processes

R-1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others
R-1.9 recognize and accept individual differences within groups; e.g., one’s own family
Lesson 1 (R-1.1)

Concept: Recognize and demonstrate various ways to express feelings: e.g., verbal and nonverbal

Resources/Materials: Worksheets #1a and #1b (transparencies or enlargements)
Worksheets #1c, #1d and #1e (student copies)

Introduction: Elicit various emotions by asking the following questions, and then listing the emotions on the board as they are being offered.

How do you feel when someone says something nice about you? (happy)
How do you feel when you get lost in a store? (frightened, scared)
How do you feel when it is the day before the Christmas concert? (excited)
How do you feel when you do something well? (proud)
How do you feel when your mother goes away? (sad)
How do you feel when you are not interested in what is going on? (bored)
How do you feel when something happens that you did not expect? (surprised)
How do you feel when someone makes you feel silly? (embarrassed)

“Everyone has feelings, and it is important that each of you expresses his/her feelings.”

Procedure:

1. Using transparencies or enlargements of Worksheets #1a and #1b, go over some basic feelings, pointing out the different shapes of the eyes, eyebrows and mouth for each of the feelings.

2. Ask: “How do we know how someone feels?”
Pretend to be upset with one of the students. Ask students how they knew how you feel. Then pretend to be surprised, disappointed, excited, etc.

Conclude that there are verbal and nonverbal clues:
- What you say.
- Your voice
- Your face
- Your body

3. Tell students that there are healthy and unhealthy ways to express feelings.
To illustrate pretend that your “mother” has refused you a second piece of pie. Pretend to handle the situation by throwing a tantrum. Ask students about the appropriateness of this response. Then ask how else this might be handled. (Remember that feelings should be expressed in some way)
Alternatives might be:
- Take a deep breath and wait for a moment. Usually the feeling is then not quite so strong.
- Think about your mother’s point of view. Ask yourself, “Why doesn’t she want me to have a second piece of pie?”
- When it is appropriate, excuse yourself and do something that involves healthy physical activity. This relieves frustration and anger.
4. Repeat the procedure with a situation where you feel extreme anxiety.
   Negative: Clam up. Don’t tell a soul
           Start to break things.
           Yell at other people.
   Positive: Take deep and slow breaths.
           Talk over your anxiety with someone you trust.
           Do something moderately physical. It helps to relieve tension.

5. Repeat the procedure about dealing with anger.
   Negative: Tantrum
           Shouting insults and false accusations
   Positive: Take deep and slow breaths
           Counting to ten before responding
           Talking to the offender about your feelings.
           Do something physical.

6. Distribute Worksheets #1c, #1d and #1e. Go over the directions.

Assignment:

Do Worksheets #1c, #1d, and #1e.
<table>
<thead>
<tr>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
<tr>
<td>sad</td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>surprised</td>
</tr>
<tr>
<td>shy</td>
</tr>
<tr>
<td>proud</td>
</tr>
<tr>
<td>Feelings</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>happy</td>
</tr>
<tr>
<td>sad</td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>surprised</td>
</tr>
<tr>
<td>shy</td>
</tr>
<tr>
<td>proud</td>
</tr>
<tr>
<td>Feelings</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>happy</td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>shy</td>
</tr>
</tbody>
</table>
Feelings

Directions: Circle the picture that shows each of the feelings. Colour the pictures that you circled.

1. embarrassed

2. happy

3. sad

4. angry
5. shy

6. surprised

7. proud
Feeling Words

WORD BANK
sad
happy
blue
surprised
lonely
worried
angry
excited
friendly
afraid
joyful
proud
shy
mad
loving

Use the word bank to help you find the hidden feeling words.
Lesson Two (R1.2)

Concept: identify physiological responses to feelings; e.g., being sad can make you tired

Resources/Materials: candy or small treat
Worksheet #2a and #2b (student copies)

Introduction: Tell students you have a surprise for them. Give each of them a small treat. Once the treat has been consumed, ask students how they felt when they first heard they were getting a treat. Ask them also what changes they noticed in their bodies: (heart rate increased, became more alert, sat up straighter, etc.)

Conclude that our bodies behave in different ways depending on our feelings.

Procedure:

1. Discuss body reactions to each of the following:

   Sad – body becomes a little more limp; can feel tired, walk slowly; heart rate decreases
   Happy – feel more energetic; feel stronger; eyes open wider and sparkle, lightness of step
   Anger – muscles become tense and taut; can become tired; lips purse together; stomp
   Surprise – eyes open wide, heart rate increases; mouth opens wide
   Embarrassment – face becomes red; heart rate increases, pull shoulders in, hang head down

2. Discuss with students that these reactions are all normal and common to everyone.

3. Distribute Worksheets #2a and #2b. Go over the directions. Have student colour the pictures, if you like.

Assignment:

Do Worksheets #2a and #2b. Students can colour the pictures, if you like.
How would you feel?

bad fat flat glad mad sad
Show How They Feel

How does the girl feel?
How does the boy feel?
How do the children feel?
Lesson Three (R-1.3)

Concept: identify positive and negative feelings associated with stress/change

Resources/ Materials: Worksheet #3 (student copies)
4” X 18” strip of paper for each student

Introduction: Ask students:

- How would you feel if I told you that if everyone gets all their work done and if all the work is all right, we can go outside and play for a while? (probably excited, a little nervous, pressure to do well)
- How would you feel if I told you that you can’t go outside unless everyone does all their work and everyone gets all the work correct? (probably upset, anxious, upset, nervous)

Tell students that what they are feeling are two types of stress. You feel stress when you know that you must do something and you are not sure if you can do it. Sometimes stress is positive; but sometimes it is negative. Refer to the two questions above.

Procedure:

1. Discuss each of these situations where a person might feel stress. Decide whether each is positive or negative.
   - Going to the dentist
   - Having a test
   - A competition like a baseball game
   - Meeting someone for the first time
   - Going from kindergarten to school

2. Distribute Worksheet #3. Go over the directions. For young students you may want to cut the slits and show them how to feed the strip of paper through the slits.

Assignment:

Do Worksheet #3.
The changing face of ________

1. Cut on --- line.
2. Pull through paper strip.
3. Draw a face.  
   Make it happy.
4. Pull strip again.  
   Now draw a sad face.
5. Pull strip again.  
   Make an angry face.
6. Draw hair too!

1B Worksheet #3
Lesson Four (R-1.4)

Concept: compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches

Resources/Materials: large word cards with words: angry, sad, surprised, shy, happy, ashamed, excited
Worksheets #4a, #4b, #4c, #4d, #4e, #4f (transparencies or enlargements)
Worksheet #4g (student copies)

Introduction: Ask students if they can think of a way to “talk” or communicate with someone else without actually talking. (facial expression, gestures, touching)

Tell students that today we will be talking more about how we communicate without actually talking.

Procedure:

1. Facial Expression. Put up one of the word cards and ask a volunteer to communicate the feeling using only facial expression. Do this for all the word cards.

2. Gestures. Hold up word cards again. This time ask volunteers to communicate the feeling using gestures.

3. Touching. There are good touches and bad touches and we communicate using touches as well. Some touches make us feel good. Others make us feel bad. Ask volunteers to come up. Using “touches”, ask students to classify them as a touch that makes you feel good or makes you feel bad. Put up Worksheets #4a, #4b, #4c, #4d (transparencies/enlargements) discussing the feelings and whether they are good or bad.

4. Explain to students that we communicate in many different ways. We usually do not communicate using way alone, but in combination with one or more of the others.

5. Tell students they will be examining at some pictures. They are to look at the facial expressions, gestures, and touching, if appropriate, and decide what emotion is being communicated. Use Worksheets #4e and #4f.

6. Distribute Worksheet #4g. Go over the directions.

7. If you like, have students write a specified number of sentences in their notebooks, using sentence frames such as:

   I feel _______________ when ________________________________.

Assignment:

1. Do Worksheet #4g.
2. If you like have students write a specified number of sentences in their notebooks, using a sentence frame.
Touches

Is each touch good or bad?

HUGGING

PLAYING
PULLING HAIR

BITING

PUSHING
Showing Feelings

Look at faces, gestures, and touches to find out how each feels.

SURPRISED

SCARED

SAD
ASHAMED

ANGRY

HAPPY

NERVOUS
Showing Feelings

Cut out the words in the word bank. Paste the words under the pictures that tell how the people feel. Colour the pictures.

WORD BANK

sad
excited
shy
proud
mad
happy
Lesson Five (R-1.5)

Concept: identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening, loyalty,

Resources/ Materials: Index cards with the letters “f”, “r”, “i”, “e”, “n”, “d” (with magnetic tape attached to the backs, if possible)
Worksheet #5a (student copies OR on chart paper or transparency)
Worksheets #5b, #5c, #5d and #5e Friendship Cheer booklet (student copies)
“How to Win Friends” spinner game (optional) – student copies or make on transparency (Use worksheets #5f, #5g and #5h.)

Introduction: On the board put up the letters in scrambled fashion to the word “friend”. Challenge students to unscramble the letters to discover the key word for the day.

Procedure:
1. Brainstorm with students the characteristics of a good friend and write them on the board as they are suggested
   - Someone you like to be with
   - Someone who is considerate of you and your feelings
   - Someone who is kind
   - Someone who will stick up for you
   - Someone who is honest
   - Someone who looks out for your best interests
   - Someone who is loyal (support you time after time, even when others do not)
   - Someone who will share things with you

2. Present questions about friendship such as
   - What should you do if your friend wants you to do something that is wrong? (Don’t go along with it. Friends can make mistakes, but that does not mean you have to.)
   - What should you do if you want to play with someone else besides your best friend? (Include your friend as well as the other person.)
   - What would you do if your friend lied to you? (depends. You can forgive the person, but if it happens a lot, perhaps the person is not such a good choice to be a friend.)

3. Present the “Friendship Cheer” – Worksheet #5a on a transparency. With students go over it several times.

4. Have students make the Friendship Cheer Booklet using Worksheets #5b – 5e.

5. You may also want students to play the “How Do You Feel?” spinner game (Worksheets #5f – 5h).

Assignment:

1. Make Friendship Cheer booklet. Colour, if desired. Practice reading to a partner.

2. OPTIONAL: make copies of the “How to Win Friends” game and play in pairs OR make one on a transparency to play as class
Friendship Cheer

Do we have friends?
Yes, we do.

Do we have friends?
Sure, we do.

We sing songs,
We count and read.

We care and share,
What all friends need.

Are we friends?
Yes! Yes! We are!

Are we friends?
Yes! We sure are!

1 and 2 and 3 – 4 – 5
Friends are glad to be alive!
6 and 7 and 8 – 9 – 10
Let’s all count our friends again!
Making Little Books

My Little Book of Friendship Cheer

Name__________________________

Do we have friends? Yes, we do.
Do we have friends? Sure, we do!
We sing songs,
We count and read.

We care and share,
What all friends need.
Are we friends? Yes! Yes! We are.
Are we friends? Yes! We sure are!

1 and 2 and 3 - 4 - 5
Friends are glad to be alive!
Making Little Books (cont.)

6 and 7 and 8 - 9 - 10!
Let’s all count our friends again!

Here are some of my friends.
“How Would You Feel?” Game

How Do You Feel?

Directions:

Give each child a set of faces.
Cut out the faces.
Spin the spinner.
Read the phrase.
Children hold up the face that goes with the phrase.
“How Would You Feel?” Game (cont.)
HOW TO WIN FRIENDS

5 make fun of someone
4 offer help to someone
3 pester someone
2 share something with another person
1 say something nice to someone
8 ask someone to do something with you
7 take something away from someone
6 touch someone

Attach spinner to the center of the circle to complete the game.
Lesson Six  (R-1.6)

Concept: examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join

Resources/Materials: Worksheets #6a, #6b (transparencies or enlargements)
Worksheets #6c, #6d (student copies)

Introduction: Write the phrases on the board: “Put Ups”, “Put Downs”. Discuss what they mean. Note they can be both verbal and nonverbal. Tell students that today we will discuss how what we do and how we feel affects others. Put Ups help you make and keep friends. Put Downs have just the opposite affect.

Procedure:

1. Put Downs. Put up transparency of Worksheet #6a. Discuss possible reasons why some people put others down.
   - Feeling angry about something
   - Paying others back for something
   - Jealousy
   - Trying to make themselves feel more important

2. Anger. Put up transparency of Worksheet #6b. Discuss how anger affects others.
   - How someone else’s anger has made you angry, nervous, etc.
   - Sometimes people start to fight when they are angry. They may try to hit you even though they are not angry with you.

3. Put Ups. Discuss how Put Ups can help others feel happier and better about themselves. When people feel better about themselves, they are happier. In turn, they make other people feel happier. Put ups help people to do things better.
   - Note that many people have to get used to giving put ups because they are so used to put downs.
   - Giving put ups involves looking for the good things in people.

4. Helping Others. Helping others when they need it is another way that a person’s behaviour affects others in a positive way. Ask students to give examples of times when they have helped others.
   - Some people take advantage of those who offer to help – they expect the helper to do all the work.
   - When helping someone do a job or school work, be sure to show them how to do the job or work, but don’t do it for them.

5. Tell students they will do some work about how to be a friend and also how to give help.

6. Distribute Worksheets #6c and #6d. Go over the directions.

Assignment:

Do Worksheets #6c. #6d
Put-Downs Hurt Friendships
Don’t Hurt Others With Your Anger
Hats Off to Friendship!

Directions:
Color the hats that name things YOU do to make others feel special.

- Ask kids to play with you.
- Apologize when it was your fault.
- Play fair.
- Let others go first.
- Let others decide what to play.
- Share things.
Give a Little Help When You Can

Don’t ignore someone who needs help—stick your neck out for them!

Help them find someone to play with at recess.

Help them clean up when they spill something.

Help them when their jacket zipper is stuck.

Help them find things they’ve lost.

Draw a picture showing how you could help someone.
Lesson Seven (R-1.7)

Concept: demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem

Resources/ Materials: Worksheets #7a, #7b (copies for half the class)

Introduction: Write the word “conflict” on the board. Ask students if they understand the meaning of the word. Give several examples of the different types of conflict that may occur:
- Fighting
- Arguing
- Put downs
- Bullying
- Doing things to make it difficult for others

Discuss the fact that it is impossible to avoid conflict altogether because people are different. They have differing ideas and ways of doing things. However, conflict makes us less happy.

Procedure:

1. Discuss ways to avoid conflict (respect others):
   - Before doing anything, think about how it might affect others; e.g., leaving the room you share with your brother/sister in a mess
   - Don’t be selfish; e.g., share the last treat on the plate
   - If you accidentally do something that negatively affects someone else, apologize right away so that the person knows it was an accident; e.g., immediately say you are sorry if you accidentally bump someone
   - If you do something that negatively affects someone else, do something that will show that you are genuinely sorry; e.g., using all the tape when others also needed it.

2. What can you do if you are in conflict with someone else? Discuss:
   - Make an effort to understand the other person’s point of view.
   - Try to reach a compromise; share, take turns
   - Try to cooperate; i.e., do a job together
   - If you are the one that is wrong or selfish, acknowledge this and allow the other person to get his way.

3. If your attempts that resolving the conflict fail, then go ask for help from an adult.

4. Tell students they will now be given some situations where conflict is happening or about to happen. Their assignment will be to work with a partner to decide what they could do. When everyone is finished, they will share answers with the class.

5. Distribute Worksheets #7a and #7b. Go over the directions.

Assignment:

Worksheet #7a, #7b
What Could You Do?

Directions: Read each little story. Then tell what you could do to solve the problem.

1. Jack and Bill are eating cookies. There is only one cookie left and both boys want it.

2. Judy and Susie are playing a game. Martha is standing by herself. It looks like she wants to play too.

3. Mike is looking at a book. Joe wants to read the book too.

4. Sandra just went town. Her mother bought her a new pencil box. Laura is upset because she wishes she had a new pencil box too. She tells Sandra that her new pencil box is ugly.

5. Walter wants help with his math work. He asks Tim for some help. Tim doesn't help Walter because he wants to go out and play. Walter is angry.
6. Willie and Matt are good friends. They share a box of pencil crayons. Matt never sharpens the crayons. Willie does not like this.

7. Dora and Esther are playing a game. Dora is winning. Esther wants to win so badly that she starts to cheat. Dora is not happy.

8. John and Toby are having fun playing soccer. Some of the older boys ask Toby if he wants to play. They don’t ask John. John feels sad.

9. Teresa gave Melinda and Don some candy to share. Melinda accidentally ate more than half of the candy. Don is not happy.

10. Paul threw some rocks. One of the rocks hit Joel. It really hurt.
Lesson Eight  (R-1.8)

Concept:  work cooperatively with a partner; e.g., take turns, respect space and property of others

Resources/Materials:  Worksheet #8 (enough for half the class)
                     Straws – about 20 per group
                     Plasticine

Introduction:  Ask students how they would feel if someone borrowed a toy and broke it because he
or she was being too rough with it?

Ask students how they feel when someone uses something of theirs without asking first.

Tell students that in order to get along they must demonstrate respect for each other.  When you
respect someone, you treat them the way that you would want to be treated.

Procedure:

1.  We must respect the property of others.  If you want to borrow something of someone else’s
    follow three steps:
    ▪  Ask for permission
    ▪  Return it as soon as you can
    ▪  Thank the person for allowing you to use it.

    Of course, it is always important to treat other people’s property with care so that you
don’t damage it.

2.  Respect other people’s space.  Other people’s space might be their desk, their bedroom, a
    drawer in a dresser – any space that belongs to the person.  Ask “How can you respect
    someone else’s space?”
    ▪  Don’t go in without permission
    ▪  Don’t snoop around
    ▪  If you do go in, be sure to leave things just as they were

3.  Cooperate.  If you are working with a partner:
    ▪  Divide up the work evenly
    ▪  Take turns
    ▪  Be sure you are doing your share
    ▪  Recognize that other people have good ideas too
    ▪  Keep your mind on the work

4.  Tell students they now have a chance to show how well they can work cooperatively with
    someone else.

5.  Distribute Worksheet #8 – to be done with a partner.

Assignment:

Do Worksheet #8.
Working Cooperatively

Directions: You and your partner must build a tower. You may use straws and Plasticine only. Try to make the tower as tall as you can.

Follow these steps:

- Decide how you will build the tower.
- Decide how you will divide up the work.
- If you need to make changes to your plan, decide what the changes will be with your partner.
- When you are finished, tell your partner the things he or she did well.
Lesson Nine (R-1.9)

Concept: recognize and accept individual differences within groups; e.g., one’s own family members

Resources/Materials: unlined sheets of paper

Introduction: On the board write the names of various groups that a person might be a member of: family, German School class, English School class, grade, colony

Start off with the family. The people in a family are all the same in one way; they are members of a group called a family. Although members of a group are alike in many ways, they are usually different in many ways as well. Today we will be talking about these differences.

Procedure:

1. With students brainstorm ways that people in a family are different:
   - Gender
   - Age
   - Personality
   - Knowledge
   - Skill
   - Ability
   - Interests

2. Conclude that differences within a family are naturally going to occur. Differences make us individuals. Conclude also that differences are not only to be expected, but desirable. Therefore we must accept these differences.

3. Follow the same procedure with ways that people in a class are different. Conclude that differences within a class make the class better because each individual brings to the class something unique.

4. Distribute unlined sheets of paper. Have students write the sentence: “We are all different.” Then have them draw and label their family members.

Assignment:

Draw and label family members.
1. Draw in the face for each word.

happy

sad

angry

surprised
2. Use the words in the box to tell how you would feel.

happy  proud  excited  nervous

a. You are going to the dentist. _______________________

b. You tied your shoelaces by yourself for the first time. _______________________

c. In two days you get to go visit your grandmother at another colony. _______________________

d. You get to play with your friends at recess. _______________________
3. Decide whether each of these feelings is good or bad.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Good</th>
<th>Bad</th>
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<tbody>
<tr>
<td>happy</td>
<td></td>
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<tr>
<td>embarrassed</td>
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<tr>
<td>upset</td>
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<td>excited</td>
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<td>shy</td>
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<td>ashamed</td>
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<tr>
<td>proud</td>
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</tbody>
</table>
4. Circle all the sentences that tell what a good friend is like.

<p>| |</p>
<table>
<thead>
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<tbody>
<tr>
<td>You like to be with that person.</td>
</tr>
<tr>
<td>That person is kind to you.</td>
</tr>
<tr>
<td>That person tells lies about you.</td>
</tr>
<tr>
<td>The person is honest.</td>
</tr>
<tr>
<td>The person looks out for you.</td>
</tr>
<tr>
<td>The person shares things with you.</td>
</tr>
<tr>
<td>The person thinks about your feelings.</td>
</tr>
<tr>
<td>The person hurts you.</td>
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</tbody>
</table>
5. Circle all the things that tell what you can do to be a good friend.

<table>
<thead>
<tr>
<th>Put them down.</th>
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<tbody>
<tr>
<td>Do things to help them out.</td>
</tr>
<tr>
<td>Pay a person back if he or she did something to you.</td>
</tr>
<tr>
<td>Share things with the person.</td>
</tr>
<tr>
<td>Ask the person if they want to play with you.</td>
</tr>
<tr>
<td>Apologize when it is your fault.</td>
</tr>
<tr>
<td>Play fair.</td>
</tr>
<tr>
<td>Help someone with their chores.</td>
</tr>
<tr>
<td>Take turns.</td>
</tr>
<tr>
<td>Try to get your own way all the time.</td>
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</tbody>
</table>
Topic 1C
Life Learning Choices
Topic 1C

Life Learning Choices

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

A. Learning Strategies

L-1.1 demonstrate independence in completing tasks and activities, when appropriate

L-1.2 explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching, tasting, hearing

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

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

B. Life Roles and Career Development

L-1.5 recognize interests, strengths and skills of self

L-1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work

C. Volunteerism

L-1.7 describe ways people volunteer in the school and in the community

L-1.8 select and perform volunteer tasks in the classroom
Lesson One (L-1.1)

Concept: Demonstrate independence in completing tasks and activities, when appropriate

Resources/Materials: small treats for students (like wrapped candy) and one for the teacher
Worksheet #1 (student copies)

Introduction: Tell students that you have something special to tell each of them. You will call them up one at a time as whisper a different message into each of their ears. Call up about half the class, one at a time, to the teacher’s desk and whisper something complimentary into each student’s ear. Then stop, without explanation, take out a candy, eat it, and then go on to a completely different topic. (Students will probably protest and wonder why you stopped.)

Procedure:

1. Explain that you stopped because you didn’t feel like finishing. Then ask, “What is wrong with that?” Students will probably say it is unfair.

2. Discuss what it felt like not to be called up.

3. Finish calling up students and whispering in their ears, saying something complimentary.

4. Discuss reasons why students/people do not always finish the jobs they are supposed to do, and write them on the board as they are given.
   - Too tired
   - Didn’t feel like finishing
   - Found something better to do
   - Got discouraged because things were not going as planned
   - Ran out of time
   - Activity was boring
   - Someone/something kept distracting you

5. Discuss why it is important to finish tasks/assignments.
   - Will learn more
   - Other people may be counting on you to finish
   - Will have time to do other things
   - Everyone must do his/her fair share. Others should not have to finish what you started.

6. Refer to the list on the board. Discuss legitimate reasons for not finishing a task or assignment. Discuss what you can do about them.

7. Conclude that completing assignments and jobs assigned to you show that you are growing up and becoming more independent – others can count on you.

8. Distribute Worksheet #1. Go over the directions.

Assignment: Do Worksheet #1.
FINISHING JOBS

Directions: Write yes or no.

1. It is important to do your work well.
2. It is alright to quit if you do not feel like finishing a job.
3. You do not have to do your work if you do not feel like doing it.
4. Tell your teacher if you did not have time to finish your work at school.
5. Do not tell your mom or dad you did not finish your jobs because they might not notice anyway.
6. Finishing your work shows that you are growing up.
7. It is good to give up right away if you do not know how to do some of your work.
8. Even if the work is hard, it is good to try your very best.
9. It will be easier to finish your work if you keep your on it.
10. It is alright to talk to your friend when he or she is trying to finish an assignment.
11. It is a good idea to do your friend’s work for him or her.
Lesson Two (L-12)

Concept: Explore different ways to know or come to know, new things: e.g., seeing, smelling, touching

Part I: Tasting

Resources/Materials:
- Small bite-sized samples of various types of food. (raisins, cereal, grapes, marshmallows, salted nuts, chips, sour candies, vegetables, etc.)
- Blindfolds
- Worksheets 2a and 2b (student copies)

Introduction: Review with students the five senses: sight, smell, taste, touch, and hearing. Write the names of the senses on the board. Ask students about their most and least favourite foods. Ask what sense is the most important in determining most and least favourite foods. (Taste, but senses of smell and sight also play a part.)

Procedure:

1. Tell students that today’s activity gives students practice in using their sense of taste. Discuss that the mouth is the most important organ in the body for determining taste. The mouth lining of the mouth as well as the tongue contains taste buds, which tell our brains what something tastes like.

2. Divide students into small groups. Blindfold one student in each group. Have these students taste samples of food. Each should then try to guess what it was. Do this with the other members of the group.

3. Discuss how difficult or easy the task was.

4. Discuss the roll of the sense of smell and touch had on determining the food.

5. Discuss how the sense of sight influences if we like how something tastes.

6. Discuss the four basic tastes and typical foods that have those tastes.

   - Sweet – candy, raisins
   - Sour – lemon, unripe apple
   - Bitter – unsweetened chocolate
   - Salty – salted nuts

7. Distribute Worksheets #2a and #2b. Go over the directions.

Assignment:

Do Worksheet #2a.
Parts of your tongue, the roof of your mouth, and the insides of your cheeks are covered with tiny bumps that help you taste. To find the name for these bumps, here is what you do.

Write down all the letters that equal five in the spaces below.

```
R T A O S X T E B L U D P S
7+1 5+0 3+2 5+1 2+3 6+5 8-3 1+4 4+1 1+1 3+2 7-2 2+5 6-1
```
When you eat, your tongue helps you taste the food.

Find the names of foods in this word search.
The words go forward, backward, up, down, and diagonally.

Look for:

HAM, CAKE, MILK, EGG, CHEESE, JUICE, FRUIT, BREAD, RICE.
Lesson Two (L-1.2) continued

Part II: Sight

Resources/Materials: several “close-up” photos
Blind fold
Worksheets #2c, #2d, #2e and #2f (student copies)

Introduction: Blind fold a volunteer and have him or her try to walk from the doorway to the teacher’s desk. Discuss the importance of our sense of sight in helping us to function in daily life. Also note how we use our other senses in conjunction with our sense of sight with get information.

Procedure:

1. Discuss that the eye is the body organ that is responsible for sight. Note that “pictures” actually come into our eyes upside down. Our brain turns them right side up again.

2. Discuss care of the eye.
   - Keep away from sharp objects
   - Don’t poke other people in the face.
   - Don’t look directly at the sun or welding – ultraviolet rays
   - Keep eyes clean
   - Rinse eye out with clean water if dust gets in
   - Eat a good balanced diet

3. Tell students that when things are shown in a slightly different way, we may not be able to recognize them. Show them the close-up pictures. They are to try to guess what the pictures are.

4. Conclude that our eyes are important in gathering information. We must take good care of them. Good artists all have a keen sense of sight and notice details.

5. Distribute Worksheets #2c and #2d. Go over the directions.

6. Distribute Worksheets #2e and #2f. Go over the directions.

Assignment

1. Do Worksheets #2d and #2d.
2. Do Worksheets #2e and #2f.
Close Up Photos

Directions:

Photocopy the pages.

Cut out some of the squares (e.g., the walrus’s nose, the balloon’s basket, the camel’s neck)

Mount the squares on index cards or squares of Manila tag.

Have students guess what the picture is about.

When all is finished, show them the “whole” picture.
It's moments like the ones on these pages that link the fun-loving, adventurous, thrill-seeking, alternative-thinking Mazda drivers like you. If you've had a Zoom-Zoom experience and captured it on camera, send it in and you might get a Gorillapod. Turn the page to find out how.

CAMEL FACT
The camel has played such an important role in Arab culture that there are over 160 words for the animal in the Arabic language.

PUCKER UP!
Pucker Up! Pucker Up!
by Alice McLaren
New Zealand

"It's a great way to learn how to sail and you don't get wet!"

The moment:
BLU KARTING
UK
Captured by:
Harry Hayden
UK
TAKING CARE OF YOUR EYES

Directions: Circle the sentences that are true.

1. When carrying pointy objects, always walk with the pointy part down.

2. It is alright to run when carrying a pointy object.

3. If you are running, put pointy objects in a box or a case.

4. When handing chemicals, be careful not to splash.

5. If you are handling chemicals, it is a good idea to wear safety goggles.

6. Play with darts or bows and arrows only where other people are not walking.

7. It is okay to play with darts rubber tips anywhere.

8. Be careful. Stones may come flying out from a lawnmower.

9. You should have your first eye test when you are about three years old.

10. If you cannot see the board from where you are seated in the classroom, it’s okay. Just move closer.

11. It doesn’t really matter if you wear your eyeglasses or not.

12. You should get your eyes tested every ten years.
Directions: Write the numbers of the sentences that go with each picture. Each picture can have more than one number. (DO NOT USE THE SENTENCES THAT YOU DID NOT circle.)
When your brain gets the messages sent by your nerves, it lets you know what you are seeing. All of this happens so quickly, you don't even realize it.

Look very carefully. Can you find the ball, shoe, cat, apple, book, hat, kite, and butterfly hidden in the picture below?
You see with your eyes.
When you look at an object,
light bounces off it
and goes into your eyes.

Connect the dots, and you'll see something pretty.
Lesson Two (L-1.2) continued

Part III: Hearing

Resources/Materials: clipboards, pencils, paper
blindfold
Worksheets #2g and #2h (student copies)

Introduction: Have students put heads down on desks for one minute. After one minute, have students tell you what they “heard”. Tell students we will talk about what information we get from hearing.

Procedure:

1. Discuss that our ears are the body organs that are used for hearing. They are shaped the way they are so they can “capture” sound waves. The tiniest bones in our bodies are located in our ears.

2. Divide students into pairs.

3. Tell them we will test how well they can listen. Take students outside to the lawn. Have them lie face down for three to five minutes. They will be asked to write down all the things they heard. (NO TALKING, PEEKING, OR MOVING)

4. After time is up, have each group write their lists. Compare lists.

5. In the classroom have students sit in a circle. Blind fold one student. Point to one of the other students. The blindfolded student tries to guess who spoke.

6. Conclude that we indeed get a great deal of information from our sense of hearing.

7. It is important to take good care of our ears. Elicit from students, care of ear rules. Write them on the board as they are discussed.

8. Distribute Worksheet #2g and #2h. Go over the directions.

Assignment

Do Worksheets #2g and #2h.
TAKING CARE OF YOUR EARS

Directions: Unscramble the words to make rules for taking care of your ears.

1. your ears water with warm wash soapy

2. don't ear anything into than put your smaller elbow your

3. away loud from really stay noises

4. your doctor wax should your clean only and dirt from ear

5. ache if have you an ear, go see doctor your

Stay away from really loud noises.

Don’t put anything smaller than your elbow into your ear.

Wash your ears with warm soapy water.

Only your doctor should clean dirt and wax from your ear.

If you have an ear ache, go see your doctor.
You hear with your ears.
Ears are made up of three main sections. These sections are called the outer ear, the middle ear, and the inner ear. The outer ear is the part of the ear that you can see.

This picture is all mixed up. Copy what you see in each box below into the box with the same number, and you will see what helps you hear!

1C Worksheet #2h
Lesson Two (L-1.2) continued

Part IV: Touch

Resources/Materials: box covered with gift wrap and hole in top
Various small objects
8 ½” X 11” sheets of unlined paper, folded in half the short way
Worksheets #2i and #2j (student copies)

Introduction: Review the senses covered so far (taste, sight, hearing) and the corresponding organs. Without looking, have students reach into their desks to find a pen or pencil of some kind. When two or three students are successful, ask them how they could tell when they had a pen or pencil without looking. (used sense of touch)

Procedure:

1. Ask students which organ of the body they used to gather information using their sense of touch. (skin) The skin is the largest organ of the body. Tiny things called nerves are what are responsible for our sense of touch. The nerve send messages to the brain about the texture and temperature of what was touch. The brain puts the information together and decides what it is. If it is dangerous, the brain will tell the muscles to move away.

2. The skin covering some parts of the body ha more nerve endings than others: the fingers, bottoms of feet, head, and tongue.

3. Tell students they will have a chance to practice using their sense of touch. Show them the box. Place one object at a time in the box. Have each student feel the object. Once all students have had a chance, reveal the object. Repeat with the other objects.

4. Think of situations where we rely on the sense of touch: walking around in the dark, reaching into a desk)

5. Conclude that we get a lot of information from touching so we must keep our skin healthy.

6. Write the words hard, soft, smooth and rough on the board. Go over them and their meanings. If you like, you can introduce the word “texture” at this time.

7. Distribute the folded sheets of paper. Tell students to write each of the four words a section of the folded paper. Then draw and colour a picture that illustrates the word.

8. AND/OR Distribute Worksheets #2i and #2j. Go over the directions.

Assignment:

1. Write, draw and colour words that have to do with the “touching” words: hard, soft, smooth, rough.
2. AND/OR Do Worksheets #2i and #2j
You touch with your skin.
Right below your skin are hundreds of nerves.
When your skin touches something,
the nerves send messages to your brain.
Your brain lets you know what you’re touching.

Circle all the things below that feel hard.
In some places on your body, the nerves are closer together than in others. The nerves in your fingertips are very close together. That makes your fingers very good at feeling things!

Color everything in this picture that feels soft.
Lesson Two (L-1.2) continued

Part V: Smell

Resources/Materials: vials filled with various substances that have a distinctive odour. (number the vials)
Worksheet #2k, 2l and 2m (student copies)

Introduction: Review the senses and corresponding organs covered so far. Tell students there are five senses. Which one is missing? (Sense of smell)

Procedure:

1. Discuss that the nose is the organ that goes with the sense of smell.

2. Discuss times when students’ noses have been plugged due to a cold or allergies. Result was could not smell, but also could not taste either. Conclude that the sense of smell and the sense of taste work together.

3. Tell students they will have a chance to check out their senses of smell. Pass around vials one at a time. On Worksheet #2k, students are to write down what they think they smelled. (NOTE: TELL STUDENTS THAT ORDINARILY THEY SHOULD NEVER SMELL DIRECTLY INTO A CONTAINER AS SOME SUBSTANCES MIGHT BE HARMFUL)

4. Conclude that the sense of smell is quite keen. We are leery of substances with unfamiliar odours. This helps us be careful about handling or ingesting harmful substances.

5. Distribute Worksheets #2l and 2m. Go over the directions.

Assignment:

Do Worksheets #2l and 2m.
USING YOUR SENSE OF SMELL

Directions: As you smell each substance, write down what you think it is in Column One. Write down what it really is in Column Two.

<table>
<thead>
<tr>
<th>Container</th>
<th>Column One</th>
<th>Column Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You smell with your nose. When you sniff a scent, you are actually breathing in tiny pieces that have broken away from what you are smelling. The tiny pieces float through the air and into your nose. These pieces are so small you can’t see them!

To find out the names of these tiny pieces, follow the code. Write the letters in the spaces below.

C - 🌸
E - 🍎
L - 🍯
M - 🔪
O - 🐟
S - 🥕
U - 🍎

---

1C Worksheet #21
Once the molecules have floated into your nose, they float up through the nasal cavity. The nasal cavity is a passageway inside your nose that air travels through. Inside the nasal cavity are many nerves. When the molecules travel through the nasal cavity they touch the nerves. The nerves send messages to your brain. Your brain lets you know what it is that you're smelling.

The word NOSE is hidden many times in this word search. Circle the word each time you find it. It can be found written forward, backward, up, down, and diagonally.
Lesson Three (L-1.3)

Concept: Identify steps of a decision-making process for an age-appropriate issue

Resources/Materials: any two different pieces of playground equipment (e.g., soccer ball, softball)
Worksheet #3 (student copies)

Introduction: Hold up the two pieces of playground equipment and ask students which they would rather play with.

Discuss how they made their decision. (Many will simply go with what the older or most popular students want to do.) Explain that just because certain people make a particular decision, it does not mean that it is a good decision.

Explain that today they find out how to make decisions.

Procedure:

1. Explain that decisions always involve choice: The first step in making a decision is to think about the different choices. Sometimes there are two choices; sometimes several. Sometimes you are given the choices; other times you have to think of the choices.

2. Next think of the good and bad things about each choice.

3. Finally, make a decision.

4. Go through the process with the students with a question such as, “The next time we have extra time, should we colour or play a quiet game? Think about the choices and the good and bad of each choice.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Bad Things – have to sit in desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Things –</td>
<td>perhaps have done it a lot</td>
</tr>
<tr>
<td>quiet</td>
<td>perhaps don’t like colouring</td>
</tr>
<tr>
<td>can do it alone</td>
<td></td>
</tr>
<tr>
<td>can do it the way you choose</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Play Quiet Game</th>
<th>Bad Things – can’t talk too loudly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Things –</td>
<td>some don’t like competition</td>
</tr>
<tr>
<td>fun</td>
<td>only 2 (?) can play</td>
</tr>
<tr>
<td>has competition</td>
<td></td>
</tr>
<tr>
<td>can talk to others</td>
<td></td>
</tr>
</tbody>
</table>

Make a decision based on what you like and what your friends like.

5. Note that group decisions often involved compromise. If someone lets you have what you want one time, it is only fair to let that person do what he/she wants the next time.

6. If you have the time, have students role play some decision making situations.

6. Distribute Worksheet #3. Go over the directions. (Can be done with a partner.)

Assignment:

Do Worksheet #3.
Making a Decision

Directions: Look at the activities on the Friendship Fair wheel. With your eyes closed, touch one of the activities. Do this a second time. Then decide which activity you would rather do with a friend. Be sure to think about good and bad things for both choices.
Lesson Four (L-1.4)

Concept: Define a goal and recognize that setting goals helps accomplish tasks.

Resources/Materials: Worksheet #4 (student copies)

Introduction: Discuss the chores that students are assigned to do at home (and at school, if applicable). Discuss how some are done alone, while others are done with one or more others. Sometimes there is someone present to tell you what to do and how much you have to get done. But sometimes you are not supervised. Today’s lesson will help you get things done.

Procedure:

1. Discuss, “What would happen if your teacher told you all the work that needs to be done at the very beginning of the day and sat down and just expected you to get it all done?” Most students will find this odd or amusing.

2. Explain that teachers usually break up the day into periods. One reason for this is so that students can work on one activity for a while and then on another after that and so on. Your teacher has little “goals” for you.

3. Explain that students can do the same when they have a list of chores to do. For example, I am going to sweep the floor and do the dishes. Then take a break. You have set a goal of sweeping the floor and doing the dishes.

4. For some really long jobs, break the job up into parts. You have reached your goal when you complete each part.

5. For some activities, you want to do things better than you have before. For example, if you have a spelling test of 10 words, set a goal like “This week, I’m going to get at least 8 words correct on the spelling test.”

6. With students go over some typical situations, having students set goals.

7. Explain that being able to set goals not only helps you get things done, but it also shows that you are growing up because you don’t need an adult to tell you to keep working.


Assignment:

Do Worksheet #4.
Setting Goals

Directions: In your notebook, make a list of the chores you do. See if you can write five chores. Then in the box below, draw and colour of picture of you doing to chore.

Write a sentence that goes with your picture.
Lesson Five (L-1.5)

Concept: Recognize interests, strengths, and skill of self

Materials: Unlined white paper

Introduction: Ask students what is their favourite subject in school? Why? Most students seem to enjoy things they are good at. Tell students that all of us have things we enjoy. Many times they are also the things we are good at. The things we are good at are called strengths.

Procedure

1. Tell students some of the things that you enjoy. Then give them a turn to tell the things they enjoy.

2. Discuss the fact that we all have strengths and that they vary from person to person. Why do we usually enjoy activities that involve our strengths? (easier to do, get compliments, etc.)

3. Tell students they are to draw and colour a picture of them doing something they enjoy doing. Write a sentence about the picture.

4. Sing the song “Johnny Can Sing” to the tune of “Lazy Mary Won’t You Get Up”

   Example:
   Joanie can kick the soccer ball,
   Soccer ball, soccer ball
   Joanie can kick the soccer ball
   She does it very well.

Assignment

Draw and colour the picture and write the sentence.
Lesson Six (L-1.6)

Concept: Demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work.

Materials: chart paper, marker
   Worksheets #6a, #6b, #6c, #6d (student copies)

Introduction: On a colony everyone has a job, even school children (babysitting, gardening). Discuss why this is important. (works gets done)

Procedure:

1. In some instances everyone gets together to do a big job together, but most times people do different kinds of jobs. Usually this is determined by a person’s strengths.

2. With students make a list of all the different types of jobs that people have. Record on chart paper.

3. Tell students that in some jobs, a person does things for people. This is called a service job. In other cases a person makes things for people. This is called a goods job.

4. With students classify the jobs on the chart accordingly.

   Goods Jobs

   Service Jobs

5. Distribute Worksheets #6a, #6b, #6c and #6d. Go over the directions.

Assignment

Do Worksheets #6a, #6b, #6c and #6d.
GOODS OR SERVICES?

Remember: In a *service job*, a person **does things** for people. 
In a *goods job*, a person **makes things** for people.

**Directions:** Cut out the pictures. Paste in the correct column.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
</table>

Topic IC Worksheet #6a
GOODS OR SERVICES?
GOODS OR SERVICES?

Directions: In each picture below circle the correct word.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
<th>Goods</th>
<th>Services</th>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your father a producer?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a baker produce goods?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a nurse produce goods?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a mailman produce services?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a fire fighter produce services?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a pilot produce goods?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a doctor produce services?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a farmer produce goods?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a teacher produce goods?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a toy maker produce services?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Seven (1.-1.7)

Concept: Describe ways people volunteer in the school and in the community.

Resources/Materials: Worksheets #7a and #7b (student copies)

Introduction: Relate incidences where neighbours have voluntarily done things:
- Boy across street mowed lawn when I was very busy
- Next door neighbour snow-blowed sidewalks when there was a severe snowstorm
- Lady next door brought over baking
Tell students how it feels when someone does something nice for you.

Relate incidences where you have done things for others voluntarily.
- Picked neighbour’s lawn for dandelions
- Painted neighbour’s fence
- Made gift bags for children at a party
Tell students that it also feels good when you do something nice for someone else.

Procedure:

1. Discuss that these deeds were done voluntarily because people just wanted to do something nice to help out. These deeds were also done to just one person. Many people do things that help several people: volunteering at a soup kitchen, a hospital, 4H clubs highway clean up.

2. Often we want to do something without being asked and without getting any kind of pay just because it is a nice thing to do and because it is the right thing to do.

3. Brainstorm with students some ways that we, as a class or school, could do something nice for a person, a group of people, or the whole community. The first consideration would be for those who can’t do things for themselves or who might be lonely.
   - Clean up the yard; pick up litter
   - Stay at recess and tidy up the classroom
   - Carry things to and from the car for a teacher
   - Organize books in the classroom library
   - Organize books and papers for marking
   - Make something and take it over to a person.

4. It is important to recognize that if you volunteer to do something, you must see it through to completion and do the best job possible. Otherwise, you might be doing more harm than good.

5. It is important to understand that when you volunteer to do something, you do it because it is a good thing to do. You should never expect anything in return, although usually people express a great deal of appreciation.

6. Distribute Worksheet #7a and #7b. Go over the directions.

Assignment: Do Worksheet #7a and #7b.
Volunteering

Directions: Read each sentence. Underline the sentences that tell the good things about volunteering.

1. It helps someone out.

2. You are doing something for someone else.

3. You cannot play.

4. The person might say “Thank you.”

5. The person you helped might smile.

6. It makes you feel good to help someone else.

7. You feel like a good person.

8. Someone might do something nice for you one day.

9. Other people might see you and begin doing nice things for others too.
Volunteering

Directions: With a partner think of some things you can do to help someone else or the colony. Write them on the spaces below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson Eight (L-1.8)

NOTE: Before embarking on any volunteer project outside the English school, you may want to discuss the lesson and the actual plan with the German teacher.

Concept: Select and perform volunteer tasks in the classroom.

Resources/Materials:

Introduction: Tell students that it is one thing to think about doing a volunteer project, but it is another to actually plan and do it. Today we will decide on a project and make plans to do it.

Procedure:

With students, decide on a volunteer job and make plans as follows:

Step One:
- Decide on a project. If students did Worksheet #7b from last day, they can use some of the possibilities they listed. Remind students of what they learned about decision making when the class is discussing and deciding on a choice.

Step Two:
- Plan the project. Follow a set of logical steps.
  - define the goals of the project
  - list what needs to be done
  - group the tasks (if it’s a large task)
  - assign the tasks (decide who will do what)
  - decide on a timeline for completing the task
  - consider problems or obstacles

Step Three:
- Do the project. Carry out the various tasks you have planned.

Step Four:
- Review the results. Acknowledge and celebrate the participation of everyone involved.

Assignment:

Do the volunteer service project. Don’t forget to celebrate somehow in the end.
1. David had a job to do. He did not finish it. Circle the sentences that tell good reasons for not finishing a job.

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>He ran out of time.</td>
</tr>
<tr>
<td>He didn’t feel like finishing.</td>
</tr>
<tr>
<td>His friend wanted him to play.</td>
</tr>
<tr>
<td>His dad called him to help with something else.</td>
</tr>
<tr>
<td>The job was boring.</td>
</tr>
<tr>
<td>He couldn’t figure out how to finish the job.</td>
</tr>
<tr>
<td>He felt lazy.</td>
</tr>
</tbody>
</table>
2. Draw lines to the words that go with the words in the boxes.

salty

nose

mouth

taste

sweet

sour

bitter

eyes

ears

pretty

sight

ugly

loud

beautiful

soft

ears

toes

hearing

loud

sharp

thump
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>smooth</td>
<td>skin</td>
<td>fingers</td>
</tr>
<tr>
<td>touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rough</td>
<td>slick</td>
<td>old</td>
</tr>
<tr>
<td>smoky</td>
<td>nose</td>
<td>sweet</td>
</tr>
<tr>
<td></td>
<td>smell</td>
<td></td>
</tr>
<tr>
<td>minty</td>
<td>stinky</td>
<td>arm</td>
</tr>
</tbody>
</table>

3. Below are the steps when making a decision. Number them in the correct order.

_____ Think about the choices you have.

_____ Decide on the decision you have to make.

_____ Think about the good and bad things about each choice.

_____ Make the decision.
4. Decide if each of the following makes a **good** or provides a **service**.

<table>
<thead>
<tr>
<th>The dentist fixes your teeth.</th>
<th>good</th>
<th>service</th>
</tr>
</thead>
<tbody>
<tr>
<td>A farmer raises wheat.</td>
<td>good</td>
<td>service</td>
</tr>
<tr>
<td>A teacher teaches you to read.</td>
<td>good</td>
<td>service</td>
</tr>
<tr>
<td>A doctor takes care of your health.</td>
<td>good</td>
<td>service</td>
</tr>
<tr>
<td>A carpenter makes a table.</td>
<td>good</td>
<td>service</td>
</tr>
<tr>
<td>Mother makes clothes.</td>
<td>good</td>
<td>service</td>
</tr>
<tr>
<td>Your sister does your dishes.</td>
<td>good</td>
<td>service</td>
</tr>
</tbody>
</table>
5. Circle all the sentences that tell about volunteering.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you volunteer, you get paid to do a job.</td>
</tr>
<tr>
<td>When you volunteer, you do something for someone else.</td>
</tr>
<tr>
<td>When you volunteer, you do something because you are told to do it.</td>
</tr>
<tr>
<td>When you volunteer, you do something to because you care about a person.</td>
</tr>
<tr>
<td>When you volunteer, you expect to be paid back sometime.</td>
</tr>
<tr>
<td>When you volunteer, you do something because it is a good thing to do.</td>
</tr>
<tr>
<td>When you volunteer, people are thankful.</td>
</tr>
</tbody>
</table>
Health

Grade Two
Topic 2A

Wellness Choices
Topic 2A

WELLNESS CHOICES

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

Specific Learning Outcomes:

A. Personal Health

W-2.1 describe the effects of combined healthy eating and physical activity

W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection

W-2.3 demonstrate appreciation for own body; e.g. make positive statements about activities one can do

W-2.4 describe personal body image

W-2.5 classify foods according to Canada’s Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals

W-2.6 determine safe and responsible use of medications

B. Safety and Responsibility

W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions

W-2.8 describe and apply communication safety behaviours at home; e.g. answering the telephone/door

W-2.9 describe and apply safety rules when using physical activity equipment; e.g. bicycle, scooter, inline skates

W-2.10 identify members of personal safety support networks and how to access assistance; e.g. family members, teachers, Block Parents, police, clergy, neighbours
Lesson One (W-2.1)

Concept: effects of combining healthy eating and physical activity

Resources/Materials: Worksheet #1a (transparency)
Worksheets #1b and #1c (student copies) (green pepper and carrot man)

Introduction: Ask students to list their favourite foods. Put them on the board. Then ask students to identify those foods they think their bodies should have if they want to be healthy. Conclude that some foods are more necessary for the body than others.

Then ask students what their favourite recess or physical education activity is. Have them identify those they feel their bodies needs to be healthy. Conclude that some have more benefits than others.

Conclude that both healthy eating and physical activity are necessary for a healthy body.

Procedure:

1. Write the headings “BAD” and “GOOD” on the board. Tell students you will call out the name of a food and they are to tell you if the food is good for you or bad. Call out the names of some foods. Have students tell you under which heading to write the name of that food.

2. Now tell students you will show them some sentences that tell about the eating habits of some children. They are to tell you which are good eating habits and which are poor ones. Put up Worksheet #1 on the overhead or show them the enlargement.

3. Next have students put their hands on their chests. See if they can feel their hearts beating. Tell them that the heart is an important set of muscles that pumps blood throughout their body. The blood carries food to the parts of the body. If the heart does not work, the body doesn’t get the food it needs.

4. Then have the students feel their biceps or forearms. Ask them why it is important for them to have strong muscles.

5. Lead the discussion to conclude that vigorous exercise helps to develop a strong heart and strong muscles (strength).

6. Have students tell you some of the activities they do that either develop their hearts, their muscles or both. Then have students tell you some of the activities that do not particularly develop the heart or increase strength.

7. Conclude the directed part of the lesson by telling students that both good food and lots of exercise keep you healthy, strong, and growing.

8. Distribute Worksheets #1b and #1c. Go over the directions.

Assignment: Do Worksheets #1b and #1c.
Drink milk everyday.

Drink lots of pop.

Eat lots of candy everyday.

Eat only the fried foods.

Eat a lot of fruit.

Eat bread and noodles.

Eat some meat.

Just eat cookies and cake.

Just eat snacks and don’t eat at meal times.

Eat carrots and peas.

Eat corn and potatoes.

Eat lots of potato chips.

Eat and eat until your stomach hurts.

Eat cheese and ice cream.
**Green Pepper Man**

**Directions:** Colour and cut out the pieces. Assemble the pieces to make it look like each is doing something active. Use brass fasteners or glue to hold the limbs in place.
Carrot Man

Directions: Colour and cut out the pieces. Assemble the pieces to make it look like each is doing something active. Use brass fasteners or glue to hold the limbs in place.
Lesson Two (W-2.2)

Concept: positive health habits

Resources /Materials: Worksheet #2a and #2b (one copy cut up and folded, student copies)
Small container like a box, bowl, hat

Introduction: Write the word habit on the board. Ask students what it means. Define habit as something that you do without thinking about it. Give examples of some habits, both good and bad. Tell students that today we will be looking at some health habits. They will need to identify which are good and which are not.

Procedure:

1. Tell students you have some health habits written on some pieces of paper. You will call them up one at a time. They will draw a paper out of the “bag” and read it. The rest of the class must decide whether it tells about a good health habit or a poor health habit.

2. Ask students how they made their decisions about good and poor health habits.

3. Have students write the title “Good Health Habits” and “Bad Health Habits” on two separate pages in their notebooks.

4. Distribute copies of Worksheets #2a and #2b. Instruct students to cut out the sentences and then paste the sentences under the appropriate titles.

Assignment:

Cut out and paste the sentences from Worksheets #2a and #2b under the titles “Good Health Habits” and “Bad Health Habits”.

Go to bed early so you will not be sleepy in the morning.

Put a hat or shawl on when you go outside.

Sit around all the time.

At recess run around and get lots of exercise.

Eat lots of pop and chips.

Eat the right kinds of foods.

Hit other people when you are mad.

Say nice things to people.

Obey your mother and father.
Help around the house and at school.

Follow the rules at school and on the playground.

Always try to get your own way.

Let others do the work so you can sit around.

Say bad things to other people.

Tell lies so you will not get into trouble.

Do your best work.
**Lesson Three (W-2.3)**

**Concept:** demonstrate appreciation for own body

**Resources/Materials:** Worksheet #3 (student copies)

**Introduction:** Ask students the question: “What can you do that a baby cannot do?” (Tell students that today you only want to discuss things they can do with their bodies.) As students volunteer answers, write them on the board. Add to the list if students have omitted some obvious things.

**Procedure:**

1. Discuss reasons why they can do these things now that they could not do as infants. (bigger, stronger, better coordination, etc.)

2. Discuss also that people develop at different rates, and that naturally some people can do some things better than others.

3. Play a game of “Simon Says” with students to highlight some of the things that people can do that other organisms cannot. (A fish cannot run. A horse cannot hop on one foot.)

4. Conclude that our bodies are wonderful things that cannot do wonderfully different activities. This helps us in our daily lives.

5. Distribute Worksheet #3. Go over the directions.

**Assignment:**

Do Worksheet #3.
I Can Do All Kinds of Things

Directions: Below each box write a sentence that tells about something you can do. Then make a picture to go with each sentence.
Lesson Four (2.4)

Concept: describe personal body image

Resources/Materials: notebooks

Introduction: Ask two students who are physically quite different to come up to the front of the class. Ask the class how these students are alike. Then ask how they are different. Conclude that we are all different, even identical twins.

Procedure:

1. Ask students to tell you what we look at when we describe our bodies. (height, weight, hair colour, eye colour, face shape, distinctive features such as freckles, etc.) Write the ideas on the board as they are given.

2. Briefly distinguish physical characteristics from other characteristics like personality and personal interests.

3. Conclude that each of us had a different body, and that this is one of the things that makes humans quite interesting. This also helps us distinguish one person from another. Imagine if all of us looked exactly alike!

4. Tell students to write sentences (younger students) or a paragraph (older students) to describe themselves. They use the list of ideas from the board to give them ideas.

Assignment:

In their notebooks have students write sentences describing their bodies. If they are not able to spell some of the words, write them on the board for them to use. You may want older students to write a paragraph.

Example of grade one sentences:

I am short.
I have brown hair.
I have blue eyes.
I have little feet.
Lesson Five (W-2.5)

NOTE: This lesson will take several class periods to complete.

Concept: classify foods according to Canada’s Food Guide to Healthy Living”, and apply knowledge of food groups to plan for appropriate snacks and meals.

Reference: “Eating Well with Canada’s Food Guide”

PART ONE

Concept: the four food groups

Materials: Worksheets #5a and #5b (student copies)
wire hanger or a stick, string

Introduction: Ask students what they have had to eat for the last three meals. As they suggest the foods, write them on the board in one of five columns (DO NOT WRITE THE COLUMN HEADINGS YET.).
Fruits and Vegetables Grains Milk and Alternates Meat and Alternates Sugars/Fats

Once the students have given you the names of all the foods, then write the names of the headings. Tell students that we can divide the foods in our diets into groups. Each group is responsible for making sure that some part of our body stays healthy. We need sugars and fats, but most people eat much more than they need to. Sometimes the food high in sugars and fats are called the “Other” group.

Procedure:

1. Tell students about the function of each of the four main food groups:

Fruits/Vegetables: helps us to stay healthy by fighting off bad germs
Grains: give us energy
Milk and Alternates: strong bones and teeth
Meat and Alternates: help us to grow

2. Challenge students to add to each list on the board. Add to the list, some of the foods more difficult to classify for the children:

Example: Rice and corn are really part of the grains groups
Cheese, yogurt are part of milk group
Fish, eggs, poultry, nuts, dry beans and peas are part of meat group

3. Explain that some foods are changed so much that they there is little nutrition left (e.g., potato chip)
4. Distribute Worksheets #5a and #5b. Instruct students to colour the pictures; then make a mobile.

Assignment: Use the pictures on Worksheets #5a and #5b to make a mobile. Use string and a coat hanger or stick to suspend the coloured food pictures.
Lesson Five (continued)

PART TWO

Concept: classifying foods into the four food groups

Materials: Worksheet #5c (teacher copy, cut apart and placed in a container) OR the words from Worksheet #5c written on large word cards (mix cards up and place them face down in a deck), 4 sheets of chart paper, grocery store flyers (one per student, if possible)

Introduction: Review from last class the names of the four main food groups. Write them on the board and have students give a few examples of each. Discuss also that some foods are from more than one food group. For example a soup may have vegetables, noodles, and chicken. It then has food from the fruits and vegetables group, the grain group, and the meat and alternates group.

Procedure:

1. Tell students that today they will have practice classifying various foods into the four food groups. Draw a card from the deck or a paper from the container. Show the students and then have them take turns classifying the food. (If a food goes into more than one category, be sure to point it out.)

2. At the top of each sheet of chart paper, write the name of one of the food groups. Distribute the flyers and tell students they will cut out food pictures from the flyers and paste them on the correct sheet of chart paper.

Assignment:

Class Project: Cut out food pictures from grocery flyers and paste them on sheets of chart paper according to food group.
Lesson Five (continued)

PART THREE

Concept: planning balanced meals and snacks

Reference: “Eating Well with Canada’s Food Guide”

Materials: Worksheet #5d (student copies)
           Worksheet #5e (transparency or copied onto chart paper or on board)
           Grocery flyers and paper plates (optional)

Introduction: Go over the names of the four food groups and why our bodies needs them (See Part One). Tell students that we need foods from each of the four food groups everyday if we want to grow up to be healthy adults.

Procedure:

1. Explain that we do not need to eat foods from some food groups at every meal and snack. We need more servings from some food groups than from others.

2. If possible, put up a transparency of Worksheet #5e; otherwise write the information on chart paper or on the board. Tell students that the chart shows the total number of servings from each food group that we must get in one day. Notice that “junk food” is not included. That means that we can get by quite well without fatty and sugary foods.

3. Show students how to “read” the chart

4. Distribute Worksheet #5d. Go over the directions.

   ALTERNATELY: You can have students plan a balanced meal by cutting out and pasting pictures from a flyer onto a paper place. Students must try to get one food from each food group.

Assignment:

Do Worksheet #5d.

OR

Cut and paste foods from a flyer onto a paper plate to show what a balanced meal would look like.
Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

**Grain Products**
Choose whole grain and enriched products more often.

**Vegetables and Fruit**
Choose dark green and orange vegetables and orange fruit more often.

**Milk Products**
Choose lower-fat milk products more often.

**Meat and Alternatives**
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.
<table>
<thead>
<tr>
<th>apple</th>
<th>carrot</th>
<th>banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>beet</td>
<td>orange</td>
<td>lettuce</td>
</tr>
<tr>
<td>fish</td>
<td>chicken</td>
<td>nuts</td>
</tr>
<tr>
<td>bread</td>
<td>corn</td>
<td>rice</td>
</tr>
<tr>
<td>noodles</td>
<td>cereal</td>
<td>pancake</td>
</tr>
<tr>
<td>milk</td>
<td>yogurt</td>
<td>cheese</td>
</tr>
<tr>
<td>potato</td>
<td>cucumber</td>
<td>tomato</td>
</tr>
<tr>
<td>spaghetti</td>
<td>beef</td>
<td>dry beans</td>
</tr>
</tbody>
</table>
Planning Meals and Snacks

Directions: Plan your meals and snacks for a whole day. Below is the number of servings from each food group you must end up with altogether.

- Fruits and Vegetables: 5
- Milk and Alternates: 2
- Grains: 4
- Meat and Alternates: 2

<table>
<thead>
<tr>
<th>Meal or Snack</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>Morning Snack</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Afternoon Snack</td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
</tr>
</tbody>
</table>

2A Worksheet #5d
<table>
<thead>
<tr>
<th>Age</th>
<th>2 – 3</th>
<th>4 – 8</th>
<th>9 – 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and Fruit</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Grain Products</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Milk and Alternates</td>
<td>2</td>
<td>2</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Meat and Alternates</td>
<td>1</td>
<td>1</td>
<td>1 – 2</td>
</tr>
</tbody>
</table>
Lesson Six (W-2.6)

Concept: demonstrate safe and responsible use of medications

Resources/Materials: Worksheet #6 (student copies)
Various forms of medications (capsule, tablet, liquid, nasal spray, etc.)

Introduction: Ask students if they have ever been sick. As students volunteer responses, ask each to specify the type of illness.

Procedure:

1. Discuss various ways that adults use to help a child with illness. (rest, certain types of food, medications, doctor or nurse, hospital or clinic, etc.)

2. Explain to students that most illnesses can be addressed by rest (like a cold or the flu), but some need more than that. Today lesson is about medicines.

3. Discuss the types of medications that students have taken. Note that medications come in several different forms and ask students to name some of them (liquids, pills, needles, tablets, capsules, intravenous, etc.).

4. Explain that medicines are designed to help you get well, but sometimes children do not understand that if you use them in the wrong way, they can make you sicker.

5. Discuss the following ideas regarding medications.

   - Medicines are not candy. Many medications, especially those designed for children, have sugar added to make it easier to take.
   - Follow the prescription. The doctor prescribing the medication always says when and how much to take. Don’t skip and don’t take too much.
   - Keep the medicine in the right container. If you put a medication in another container, you can get mixed up with other medications.
   - Do not use someone else’s medicine. Many illnesses have the same symptoms, but illnesses are not alike. Your doctor knows what is best for you.
   - If you or someone else accidentally takes the wrong medication, tell an adult immediately.

6. Conclude that a person must be careful and responsible regarding medications. Taking medication is serious business.


Assignment:

Do Worksheet #6
Medicines

Directions: Below are some rules about taking medicines. One word in each sentence does not belong. Cross it out.

1. Take your medicine blue when the doctor tells you to.

2. Tell an adult if you or someone elephant else takes a medicine accidentally.

3. Remember that medicines are not candy plus.

4. Do not take more medicine than the farmer doctor tells you to.

5. Do can not take someone else’s medicine.

6. Do not put medicines in a same different container.

7. Make sure an adult child is present when you take your medicine.

8. Be not sure to take your medicine when you are supposed to.
1. Put a check (✓) in front of the sentences that tell about ways to keep healthy.

☐ Eat a bag of potato chips a day.

☐ At recess go outside and play a game.

☐ Drink at least two glasses of milk a day.

☐ Do jobs that make your heart speed up and make you breathe hard.

☐ Eat bread and noodles.

☐ Eat only your dessert.

☐ Do activities that will make your muscles grow.

☐ Eat lots of fruits and vegetables.

☐ Just eat snacks so you won’t be hungry at meal times.
2. Underline the sentences that tell about good health habits.

| Wash your hands before eating anything. |
| Eat lots of pop and chips. |
| Always remember to say please and thank you. |
| Obey your mother and father. |
| At recess run around and get plenty of exercise. |
| Eat well-balanced meals. |
| A temper tantrum is a good way to act when things do not go your way. |
| Dress warmly if it is cold outside. |
3. Fill in the chart to compare what you can do now with what you could do as a baby.

<table>
<thead>
<tr>
<th>What I Could Do as a Baby</th>
<th>What I Can Do Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lie on my back.</td>
<td></td>
</tr>
<tr>
<td>Make baby noises.</td>
<td></td>
</tr>
<tr>
<td>Cry when I was unhappy.</td>
<td></td>
</tr>
<tr>
<td>Drink milk from a bottle.</td>
<td></td>
</tr>
</tbody>
</table>

4. Write three sentences that describe what you look like.

a. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

b. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

c. ____________________________________________________________
   ____________________________________________________________
5. Look at the foods below. Put an X on the ones that belong to the *Other* group.

<table>
<thead>
<tr>
<th>pop</th>
<th>apple</th>
<th>roast beef</th>
<th>milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>peanut butter</td>
<td>cookie</td>
<td>bread</td>
<td>noodles</td>
</tr>
<tr>
<td>cake</td>
<td>banana</td>
<td>carrot</td>
<td>candy bar</td>
</tr>
<tr>
<td>potato</td>
<td>chicken</td>
<td>pie</td>
<td>corn</td>
</tr>
</tbody>
</table>
6. Tell what food group each belongs to.

<table>
<thead>
<tr>
<th>GR: Grains</th>
<th>MI: Milk Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME: Meat and Alternates</td>
<td>FV: Fruits and Vegetables</td>
</tr>
</tbody>
</table>

- _____ glass of milk
- _____ pancake
- _____ fish
- _____ egg
- _____ orange
- _____ bun
- _____ bread
- _____ rice
- _____ banana
- _____ carrot
- _____ potato
- _____ roast beef
- _____ hamburger
- _____ corn
- _____ beet
- _____ peanut butter
- _____ turkey
- _____ toast
- _____ green beans
- _____ cabbage
7. Circle the sentences that are true about taking medications.

a. Medications are just like candy.

b. Take your medicine when you are supposed to.

c. The more medicine you take, the sooner you will be better.

d. It is not necessary to take your medicine if it tastes bad.

e. Be sure to take the amount of medicine that your doctors tells you to.

f. You must finish all of your medicine before you quit taking it.
Lesson Seven (W-2.7)

**Concept:** identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate (e.g., handle such pressure as threats, bribes, and exclusions)

**Resources/Materials:** Worksheet #7a (teacher copy)
Worksheet #7b (student copies)

**Introduction:** Ask students if they have ever been asked by someone else to do something that they knew was wrong. Discuss that these situations actually happen quite frequently. A lot of times we feel that we have to do this wrong act.

**Procedure:**

1. If you did not do this in the introduction, discuss with students some of the situations in which they have been pressured into engaging in uncomfortable or inappropriate behaviour, such as:
   - excluding someone from play
   - cheating on the rules
   - copying on a test
   - shoplifting
   - damaging property
   - name-calling

2. Discuss some of the reasons a person might feel pressure to engage in these types of behaviour:
   - peer pressure
   - threats (If you don’t do….., I’ll tell your dad that….)
   - bribes (If you …. I’ll let you…)
   - exclusions (If you don’t …, I won’t be your friend anymore.)

3. Discuss with students what they can do if they feel pressure to take part in uncomfortable or inappropriate behaviour (Write on board as they are suggested), such as:
   - Just say “no”.
   - “My mom (dad, teacher, etc.) says I shouldn’t do that.”
   - “I think we should go ask…(someone in authority) first.”
   - Walk away.
   - Suggest that you do something else instead.

4. Read the situations on Worksheet #7a. Discuss with students how they should deal with the situation.

5. Distribute Worksheet #7b. Go over the directions.

**Assignment:**
Do Worksheet #7b. NOTE: You might want older students to skip the picture and write a paragraph explaining what they would do.
What Should I Do?

**Directions:** Read the following to the students. As a group discuss possible appropriate actions.

Mrs. Hill was a wonderful teacher. She was kind to her students and took time to help them if they were having a hard time with their work. Mrs. Hill did all kinds of things that helped make school a great place to be. If the students worked really hard, she would sometimes let them have a few extra minutes of recess. Sometimes she went outside and played with the class. That was always fun.

One day a telephone call came for Mrs. Hill. She had to go to the office to take the call. Before she left she said, “I have to go take this call. It’s from my husband, and I think something might be wrong. Can I count on you to keeping working until I get back?”

All children nodded and got right to work. Everyone kept working until Joseph said, “Hey look, the cupboard door is open, and I see the prize box.” The prize box was full of wonderful little toys. At the end of every month Mrs. Hill chose a “Student of the Month.” The student of the month was the person who worked the hardest, was honest, was helpful, and was kind to all the other students. Every student in the class wanted to be the student of the month! That student got to choose one of the prizes in the prize box.

All the children looked at open cupboard door and they could just see the corner of the prize box. Lydia said, “I sure would like to see inside the prize box.”

This idea made Bonnie jump up. She giggled and almost screamed out, “Yes! Me too!”

With that she leaped up out of her desk and ran over to the cupboard.

Lydia shouted, “What if Mrs. Hill comes back? She won’t be very happy.”

Then the idea came. Jacob whispered, “Let’s each take a prize from prize box. If we do it quickly, Mrs. Hill won’t know anything about it. She never looks in the box until the end of the month when she picks the student of the month. Besides she’ll never be able to prove we took them. Come on you guys!”

What would you do if you were one of the students in Mrs. Hill’s class?
What Should You Do?

Directions: Read the following situation. Then make a picture of what you think you should do. Write a sentence or two about your picture.

It is recess, and you and your friends are outside playing. Your teacher has told you not to go close to the barns. You see a rabbit jump up and go behind the hog barn. You all decide to follow. The hog boss comes along and yells at you. Your friend pokes you and whispers, “Tell him that our teacher said it was okay.”

What should you do?
Lesson Eight (W-2.8)

NOTE: Alberta Education included this outcome with the idea of providing children with safety strategies regarding answering the door and telephone. The outcome has been modified slightly for colony students, with the emphasis on dealing with people from outside the colony who come to visit the colony for business, social, or other reasons. It may be advisable to discuss this lesson and the specific suggestions with the German teacher.

Concept: describe and apply communication safety behaviour at home

Resources/Materials: Worksheet #8a (teacher copy)
                      Worksheets #8b and #8c (student copies)

Introduction: Ask students what they do when someone from outside the colony comes to the colony. (Accept all responses.) Conclude that the way you react to “outsiders” depends on a variety of factors such as the regularity of their visits, how well you know them personally, whether they are Hutterites or not, if you have ever seen them before or not.

Procedure:

1. Explain that in our world there are a few people who would try to harm you, but that most people are trustworthy and would never try to harm you.

2. Discuss how to interact with non-colony people that you know well and trust such as a teacher:
   • Be friendly (say “hello”; if they wave to you, wave back)
   • Don’t just stare as they drive by.
   • Engage in conversation.

3. Discuss how to interact with non-colony people who come regularly for business such as a salesperson:
   • Answer questions if asked.
   • Be polite and friendly.
   • If they offer you a ride, it is probably best to say “no thank you”. Instead offer to lead them to where they want to go.

4. Discuss how to interact with non-colony people who are complete strangers.
   • Be friendly.
   • If they ask questions, tell them to wait and you’ll get someone (adult) who can help.
   • Do not get into their vehicles.

5. Practice role playing various scenarios. (Worksheet #8a will give you some role playing suggestions.) For students who have not done a great deal of role playing, the teacher may have to play one of the roles and coach students on what to do and say.

6. Distribute Worksheets #8b and #8c. Go over the directions.

Assignment:
Do Worksheets #8b and #8c.
What is the Right Thing to Do?

Directions: Have students role play one or more of these scenarios.

1. You look down the road and you see a pickup truck with a stranger driving it. He pulls up to where you and your best friend at playing. He asks you for directions to the hog barn. You point to the hog barn. He says, “I’m not quite sure which building you are pointing to. Why don’t you hop in? Then I can tell me where to go.”

2. It’s winter and you are shoveling the sidewalk. You look up just in time to see a man and a woman drive up to where you are shoveling. The man rolls down his window and says, “Hey young man, we have never been to a Hutterite colony before. It looks like quite a place from the road. Can you show us around?”

3. You are babysitting your little brother. You hear a knock on the door. You go to the door and open it and see a stranger. She says, “My friend teaches at the school. I told her I would come to the school today to tell the students about my trip to Germany last summer. Can you tell me where the school is?

4. You, your little sister, and your parents are in town to do some shopping. Your dad drops you, your sister, and your mother off at Wal-Mart and then takes off because he has to pick up some machinery parts. Your sister says she has to go to the bathroom, so your mother says, “Stay right here while I take Katie to the bathroom.” Then she whisks Katie off in search of the bathroom.

Soon a nice young lady comes up to you and says, “You’re so sweet looking. Why don’t you come with me? We can go get a treat.”

5. You are walking home from school when a crew cab pulls up next to you. You look up and see that it an only Hutterite man. The man opens the truck door, steps out, and asks you where the minister’s house is.

6. You are out in the garden with the other boys hoeing weeds. You notice a car parked down the road. Then a lady and a little girl get out of the car and start walking toward the garden. Finally she reaches you and tells you that her car has broken down and she needs some help.
What Should I Do?

Directions: Read each situation. Then tell what you think is the best way to handle the situation.

1. You see your uncle from another colony drive into your colony. He comes to a stop close the where you are playing. He says hello, and then he asks you to hop into his truck so he can drive you to your house.

2. A car pulls up to where you are cleaning the sidewalk. In the car are a man, a woman and three young children. The man rolls down the window and asks you if he can buys some eggs.

3. A salesman stops his pick-up right where you are playing. He offers you some candy. He then asks if the boss is home.
4. Your teacher has decided to come out to the colony on a Saturday to do some work. He stops his car in front of the school and opens his trunk. He starts to unload a whole bunch of boxes.

5. A Hutterite man drives into the colony. You have never seen him before. He stops and asks where the preacher’s house is. He asks you to get into his truck.

6. A young woman speeds up to where you are playing. She looks very upset and looks like she has been crying. She says she needs help.
Lesson Nine (W-2.9)

NOTE: The physical activity equipment that students have will vary from colony to colony. Most colony students do not have such things as bicycles, scooters, and inline skates. For this reason, the lesson deals more with playground equipment safety.

Concept: describe and apply safety rules when using physical activity equipment

Resources/Materials: chart paper, felt marker, unlined paper

Introduction: Discuss with students any accidents that may have occurred while students were playing on the playground equipment. Explain that most playground accidents could have been prevented if students had been exercising a few basic safety rules.

Procedure:

1. Tell students that as a class they will come up with safety rules for each piece of playground equipment.

2. Discuss one piece of equipment at a time. Record the rules on chart paper.

   Example: Swings
   Do not stand up on the swings.
   Stay clear when someone else is swinging.
   Do not swing from side to side.

3. Tell students they are going to make a booklet about playground equipment safety. Have each student choose a safety rule. He/she should write it at the top or bottom of sheet of paper. Then illustrate the rule. If you have the time, each student can do more than one. Staple the sheets into a booklet for students to read in their leisure time.

Assignment:

Make a class playground safety book. Each student should write and illustrate a playground safety rule.

Alternately, display the illustrations on a bulletin board display.
Lesson Ten (W-2.10)

Concept: identify members of personal safety network and how to access assistance

Resources/Materials: Worksheets #10a and #10b (student copies)

Introduction: Present the situation where students are playing outside at recess. One student falls and hits his shoulder on a big rock. He seems to be hurt.

Ask students what they would do.

Procedure:

1. Explain that there are many people on the colony who can help keep children safe. Ask students who some of them might be. (parents, teachers, relatives, ministers, etc.)

2. Discuss how children should decide whom to go to for help. (It depends on the situation and who is available.) Examples:

   - Parents are usually the people you go to for most problems.
   - Teachers can deal mostly with things that happen at school.
   - If parents are not home or unavailable, go to a relative.
   - Students should look out for the safety of each other.
   - If you are in town and you get lost or if something happens, go into a store or other business and ask for help from an employee.

3. Distribute Worksheets #10a and #10b. Go over the directions.

Assignment:

Do Worksheets #10a and #10b.
Who Can Help?

Directions: Read the sentences. Then choose a person from the box that tells you who could help you.

<table>
<thead>
<tr>
<th>parent</th>
<th>aunt or uncle</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>store clerk</td>
<td>someone else</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Tell who it is.)</td>
</tr>
</tbody>
</table>

1. You are downstairs in your house. You accidentally cut your finger. Whom do you go to for help?

2. You are shopping in Lethbridge with your parents in a big store. There are lots of shoppers. All of a sudden you can’t find your parents. You look all over the store, and you don’t see them. Whom do you go to for help?
3. You are at school, and today you get to paint. Your friend is fooling around and pokes you in the eye with his paintbrush by accident. It really hurts. Whom do you go to for help?

__________________________________________

4. The German teacher has asked you and your friend to get a shovel from the garden shed. You run to the garden shed and find the shovel. It is heavy. As you are walking, you trip and hit your arm on the shovel. Your arm starts to bleed. Whom do you go to for help?

__________________________________________

5. Your parents are away and you are home alone. All of a sudden you can hear your little cousin calling for help. She is outside. When you go out, you find that she has her foot caught in a hole. You try to get it out, but it is stuck. Whom do you go to for help?

__________________________________________
Health
Grade Two
Wellness Choices
Test 2

1. Read each situation. Then circle the **best** answer.

   a. You are at school. Your teacher has left her pen on her desk. She is out of the classroom. Your best friend dares you to take her pen. What should you do?

      • Take the pen and put it in your pocket.

      • Tell your friend that you don’t steal.

      • Tell your friend to take it instead.

   b. One of the kindergarten boys has tripped and fallen. He is crying. The other boys call him a crybaby. You feel like you should call the boy a crybaby too. What should you do?

      • Laugh at the kindergarten boy.

      • Call the kindergartener a crybaby.

      • Go over and see if you can help the kindergartener.
c. One of your friends wants you to give him some of your money. She says if you don’t, she won’t be your friend. What should you do?

- Tell your friend that your days says not to give money to anyone.
- Give your friend some of the money and keep the rest.
- Give your friend a punch and knock her over.

2. Read about each situation. Then tell what you should do.

a. A strange woman drives into the colony. She pulls up to where you are sweeping the sidewalk. She asks if she can talk to your mom. What should you do?

b. Your cousins from another colony roar up to you. They are in a pick-up, and there are lots of them. They tell you to get in. You can see there aren’t enough seat belts. What should you do?
c. The farmer who lives next to your colony drives up. He asks if the field boss is home. For some reason, you have a funny feeling inside. What should you do?

3. Circle all the sentences that tell about good playground safety.

| It is alright to go on the monkey bars, even if they are slippery. |
| Only one person at a time should be on each swing. |
| If a person is at bat, be sure you are not close to that person. |
| When playing soccer, it is good to push people over in order to get the ball. |
| Swinging side to side is the most fun on the swings. |
| Do not stank of the teeter-totter. |
| Stay away from areas where trucks and tractors drive. |
| If there is a big pile of snow, try to push the others kids off it. |
4. Read each situation. Circle the name of the person whom you would ask for help.

a. You are in a big store. All of a sudden you can’t find your mom or dad. You look around. You are lost. Whom would you go to for help?

- policeman
- fire fighter
- store clerk

b. It is recess time. You hear a scream. One of the grade one kids has fallen off the swing. She is crying and says she can’t move. Whom would you go to for help?

- preacher
- teacher
- your mom

c. You are home with your two-year-old brother. Your parents have gone to town. Your brother tries to climb on the table, but he falls. He seems hurt badly. Whom would you ask for help?

- teacher
- next door neighbour
- hog boss

d. Your best friend has been asking you to lied about many things lately. You don’t feel right about lying. Whom should you go to for help about this?

- field boss
- parent
- little sister
Topic 2B

Relationship Choices
Topic 2B

RELATIONSHIP CHOICES

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

Specific Learning Outcomes:

A. Understanding and Expressing Feelings
   R-2.1 recognize that individuals make choices about how to express feelings; e.g., frustration
   R-2.2 become aware that the safe expression of feelings is important
   R-2.3 identify possible psychological and physiological responses to stress
   R-2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell

B. Interactions
   R-2.5 demonstrate ways to show appreciation to friends and others
   R-2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support
   R-2.7 demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise

C. Group Roles and Processes
   R-2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills, each member can offer
   R-2.9 explain how groups can contribute to a safe and caring environment
Lesson One (R-2.1)

Concept: Making choices about how to express feelings

Resources/Materials: Worksheet #1a (transparency) – optional
Worksheet #1b (student copies)

Introduction: Have students brainstorm the different types of feelings, ensuring that they are always discussed in real life experiences. Then, as a class, sort them into positive and negative feelings. This can be done on a transparency of Worksheet #1a, if desired.

- happy, sad, excited, nervous, angry, upset, frustrated, afraid, glad, thrilled, frightened

Tell students that it is important to express your feelings, but it is equally important to do this in appropriate ways.

Procedure:

1. Tell students that we express or show our feelings in several ways:
   - What we say
   - Tone of our voice
   - Our facial expression
   - Our body

   Dramatize each of the above to illustrate.

2. Read poem “What Do People Do”, and discus.

   **What Do People Do**

   What do people do  
   When they’re feeling angry?  
   How do they show the world?  
   Some people stamp...  
   And some people yell...  
   And that’s what people do  
   When they’re feeling angry.  
   That’s how they show the world.

   What do people do  
   When they feel afraid?  
   How do they show the world?  
   Some people freeze...  
   And some people shake...  
   And that’s what people do  
   When they’re feeling afraid.  
   That’s how they show the world.

   What do people do  
   When they’re feeling sad?  
   Some people frown...  
   And some people cry...  
   And that’s what people do  
   When they’re feeling sad.  
   That’s how they show the world

   What do people do  
   When they’re feeling happy?  
   Some people laugh...  
   And some people dance..  
   And that’s what people do  
   When they’re feeling happy.  
   That’s how they show the world.
3. **Present the following situations; then have students role play inappropriate and then appropriate ways of expressing each. Point out they must think of other people’s feelings too.**

   a. **Happiness because of a victory.**
      - Inappropriate – bragging; making fun of loser; showing off
      - Appropriate – smiling; laughing (not at others); pats on back of teammates; showing respect for the losing person or team, etc.

   b. **Frustration**
      - Inappropriate – physically or verbally abusing others; breaking things; throwing things around the room; kicking things
      - Appropriate – clenching fists (but not punching); talking to someone about it; doing something totally different; physical activity; deep breaths

   c. **Anger**
      - Inappropriate – name calling; picking fights; wrecking things
      - Appropriate – physical activity; talking to someone; count to 10

   d. **Sadness**
      - Inappropriate – keeping things bottled up inside
      - Appropriate – talking to someone you trust about the situation

   e. **Others**

4. Conclude that we can choose the way we express our emotions.

5. Distribute Worksheet #1b. Go over the directions.

**Assignment:**

Do Worksheet #1b.
## Feelings

<table>
<thead>
<tr>
<th>GOOD</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Expressing our Emotions

Directions: Complete the sentence in your own words.

1. When I am happy, I __________________________
   _____________________________.

2. When I am frightened, I __________________________
   _____________________________.

3. When I am sad, I __________________________
   _____________________________.

4. When I am nervous, I __________________________
   _____________________________.

5. When I am excited, I __________________________
   _____________________________.

6. When I am angry, I __________________________
   _____________________________.
Lesson Two (R-2.2)

**Concept:** Awareness that the safe expression of emotion is healthy

**Resources/Materials:**  
- Worksheet #2a (transparency)  
- Worksheet #2b (teacher copy, cut apart and student copies)  
- Worksheet #2c (student copies)  
- Unlined Paper

**Introduction:** With students do the transparency “How Do You Feel” (Worksheet #2a). Remind them that having all kinds of feelings is very natural. However, the way to choose to express our feelings is our choice. There are some ways that are safer than others.

**Procedure:**

1. Elaborate on these scenarios from Worksheet #2b. Cut them apart and place them in a container. Draw out one at a time. Present the scenario drawn to students.

2. Conclude that there are safe appropriate ways to express all emotions.  
   - When our voices are soft and respectful, others respond in a more positive way.  
   - When our voices are loud and disrespectful, others may respond with anger because their feelings are hurt or they feel you are attacking them.

3. Finally, tell students that a really good way to express feelings is through art.

4. Distribute copies of Worksheet #2b. Explain that these are the scenarios they just talked about. Tell students to choose one to make a picture or comic strip. Then distribute Worksheet #2c. Explain that they can use one or more of the speech balloons in their picture or comic strip.

**Assignment:**

Choose a situation from Worksheet #2b to make a picture or comic strip. Use one or more of the speech balloons from Worksheet #2c, if desired.

**NOTE:** The speech balloons on Worksheet #2c are from the Alberta Teachers’ Association’s *Safe and Caring* program (Teacher Resource Sheet T2-8).
<table>
<thead>
<tr>
<th>When I get a hug, I feel</th>
<th>When someone pushes me, I feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I finish all my work, I feel</th>
<th>When I get to play with my friend, I feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
<td>____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I go to the Doctor, I feel</th>
<th>When someone smiles at me, I feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I can’t go out to play, I feel</th>
<th>When it is raining, I feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

2B Worksheet #2a
Expressing Emotions

- Boy is angry with his parents because they disciplined him when he was playing with matches. He is so angry that thinks he might run away. What should he do?

- The children are outside playing a game. The other team seems to be getting all the points. Sandra thinks she can get even by telling everyone that the best player on the other team is cheating. What should she do?

- Donald thinks that no one likes him because they never ask him to play. He doesn’t know what to do. What should he do?

- Barbara never seems to be able to get all her work done because she often thinks about other things. Her teacher has made her stay in at recess. Now she is upset. What should she do?

- Jimmy is really frustrated because every time he walks by Lydia’s desk, she tries to trip him. He feels like giving her a punch. What should he do?

- Nancy’s teacher told her that she got the highest mark on a math test. She feels wonderful! She wants the whole world to know. What should she do?
Expressing Your Emotions

Directions: Draw a picture or a comic strip where someone is expressing their feelings. Use one or more of these speech balloons.

- I can do it.
- I was afraid to try, but I’m confident now.
- I’ll always remember that rule.
- I practised and now I can do it.
- It wasn’t as hard as it looked.
- I’m proud of myself.
- Now I can do this with my friends.
- I’m glad you showed me how to do it.
- I guess I’m pretty smart.
- This is really fun.
Lesson Three (R-2.3)

Concept: Possible psychological and physiological responses to stress

Resources/Materials: Worksheet #3 (student copies)

Introduction: Ask students how they would feel if they took them shopping in the city and forgot them in one of the stores. (This feeling is called stress.) The feeling of stress occurs when you have a problem, and you are not sure how to solve it.

What happens when you feel stress?

Procedure:

1. Explain that different people react in different ways to stress. Sometimes stress affects how we think and feel; other times stress affects our bodies, and still at other times it affects both.

2. Tell students you will describe a reaction to stress. They are to tell you whether it shows how our mind and feelings are affected or how our bodies are affected.
   - sweaty palms
   - panicking
   - being so frightened we cry
   - getting red in the neck and face
   - turning white
   - heart speeding up
   - shaking
   - having a hard time breathing
   - peeing
   - sudden burst of energy – can’t keep still
   - can’t think very well

3. Distribute Worksheet #3. Go over the directions.

Assignment:

Do Worksheet #3.
**Feeling Stress**

Directions: Look at the words in the box. They tell about some of the reactions we have to stress. Fill in the missing letters.

<table>
<thead>
<tr>
<th>turn red</th>
<th>shake</th>
<th>panic</th>
<th>fright</th>
<th>be sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t breathe</td>
<td>breathe fast</td>
<td>can’t think</td>
<td>sweaty palms</td>
<td>scream</td>
</tr>
<tr>
<td>lots of energy</td>
<td>peeing</td>
<td>turn white</td>
<td>heart speeds up</td>
<td>cry</td>
</tr>
</tbody>
</table>

1. cr __
2. sh_k__
3. br__th__ f_st
4. p____ng
5. scr__ m
6. sw__t__ p_lms
7. c__n’t br__ th__
8. b__ s__d
9. h__rt sp__ds __p
10. t_rn wh_t__
11. p_n_c
12. c__n’t th_nk
13. t_rn r__d
14. fr_ght
15. l_ts __f _n_rg__
Lesson Four (R-2.4)

Concept: Communication strategies to express needs and seek support

Resources/Materials: Worksheets #4a and #4b (student copies)

Introduction: Sometimes we are frightened, sad, or confused; but we don’t know who to go to for help. Of course, our parents are always there to listen to us. Who else is there? (aunts and uncles, other relatives, friends, teachers, and any other adult who you trust) It is important that we communicate to other in the right way.

Procedure:

1. Present scenarios by doing the WRONG thing. Have students offer a better alternative.
   - React to being frightened by just crying, but not talking.
   - React to being bullied by someone by hiding in the closet and refusing to come out.
   - React to not understanding school work by pretending you don’t care.
   - React to being touched by an adult in private areas of the body by keeping it to yourself and not telling anyone.
   - Your mom has gone to help a sick relative at another colony for a week. React to her being gone by being mean to your dad.
   - You broke a rule at school and your teacher says you have to be punished. You react by pretending you are sick so you will not have to go to school.

2. Review that you must face up to your problems.
   - First, you must face up to the problem.
   - If you are not sure what to do, ask someone you trust (like parent or teacher)
   - Take a deep breath and take the right action.

3. Distribute Worksheets #4a and #4b, and discuss.

Assignment:

Do Worksheets #4a and #4b.
What Should You Do?

Directions: Read each question. Then draw a line under the words that tell what you should do.

1. The teacher never picks you to be the helper. What should you do?
   a. Cry a lot.
   b. Ask the teacher if you can be the helper some time.

2. You miss your dad because he has gone to another colony for a week. What should you do?
   a. Tell your mom you miss your dad and tell her you will draw a picture for him.
   b. Do not tell anyone because they will think you are a cry baby.

3. Someone has touched in one of your private places. What should you do?
   a. Tell one of your parents or a teacher.
   b. Keep it a secret.

4. You saw one of your friends playing with matches. What should you do?
   a. Just make like you never saw anything.
   b. Tell him or her to stop and then tell an adult.
5. You broke a rule at school. You are afraid to go to school. What should you do?

a. Tell your mom or dad what happened and then go to school.

b. Tell you mom or dad that you are sick.

6. One of the kids at school is pushing you around for no reason at all. What should you do?

a. Pick on someone that is smaller than you.

b. Tell the kid to stop pushing you. If he or she does not, tell your teacher.

7. You broke a dish that was your mom’s favourite. You know that she will be upset when she finds out. What should you do?

a. Take a deep breath and tell her. You know she will punish you.

b. Hide the broken dish and hope she never finds out.

8. You are not happy with your dad because he gave your brother a new toy, but didn’t give you anything. What should you do?

a. Go tell your grandfather because he always gives you anything you want.

b. Ask your father if it will be your turn to get something next time.
Health
Grade Two
Relationship Choices
Test 1

1. For each, circle the words or phrases that tell the appropriate way to express your feelings.

a. You are happy that your team won the game.
   - Brag about how good your team is.
   - Make fun of the losing team.
   - Smile and cheer.

b. You are frustrated because your team is not winning.
   - Take deep breaths.
   - Call the other team cheaters.
   - Break something.

c. You are angry because your parents went to town without you.
   - Pick a fight with someone.
   - Talk to someone about how you feel.
   - Tell your parents that you are going to run away.
2. For each question tell whether the person behaved appropriately or not.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy was sad because she missed her dad who had been gone for three weeks to help at another colony. She sat down and cried for a while. Is that okay?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Sam's team had just lost another soccer game. Sam was so upset. He decided to punch and kick one of the other team members. Did Sam handle the situation in a good way?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Linda was so excited because she had finished her school project. The teacher told her she had done a great job. Linda yelled, &quot;Yahoo!&quot; Did she do the right thing?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>It was Saturday afternoon and David was bored. He had nothing to do. He told his dad that no one loved him because they didn’t pay more attention to him. Did David act appropriately?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Bill accidentally pushed Gideon while they were lined up. Gideon was not happy. Gideon pushed Bill back, only twice at hard. Did Gideon act appropriately?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
3. Circle all the words and phrases that show how our bodies might react to stress.

<table>
<thead>
<tr>
<th>sweaty palms</th>
<th>crying</th>
<th>shaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>turning white</td>
<td>turning red</td>
<td>smiling</td>
</tr>
<tr>
<td>heart speeding up</td>
<td>being calm</td>
<td>not being able to think well</td>
</tr>
<tr>
<td>having a hard time breathing</td>
<td>getting red in the neck and face</td>
<td>panicking</td>
</tr>
</tbody>
</table>

4. For each situation circle the words that tell what you should do.

a. Ben is being bullied by some other boys.

- Keep it to himself.
- Tell his teacher what is happening.

b. Nancy does not understand what to do in math.

- Pretend she knows how to do the work.
- Ask her friend if she can explain the work, if the teacher is busy.
c. Your best friend seems to be spending a lot of time with other kids instead of you.

- Ask your friend if there is a reason she doesn’t spend more time with you.
- Say bad things about your friend.

d. An adult touches you in a way that makes you feel uneasy.

- Be ashamed and don’t tell anyone.
- Tell someone you trust about what has happened.
Lesson Five (R-2.5)

Concept: Ways to show appreciation to friends and others

Resources/Materials: Worksheet #5 (student copies)
chart paper and marker (optional)

Introduction: Relate to students the times you have received comments or notes expressing appreciation for something you have done. Then write the word *appreciate* on the board, and have students say it out loud. Appreciate means we are thankful for something. Tell students that today we will try to think of as many things as possible that we appreciate.

Procedure:

1. Explain to students that they can affect how other people feel. For example, if you are grumpy, you can easily make others grumpy. If you smile and are happy, other people are more likely to feel happy.

2. Brainstorm with students, things or actions they are appreciative of. Ensure that they include things that parents teachers, and friends do. Write the things on the board or on chart paper.

3. Next tell them that sometimes we forget to tell others how much we appreciate what they do. Discuss ways to tell someone you appreciate them or something they have done. Write on the board or chart:
   - Say thanks
   - Tell them how much you enjoy something they bought or made for you
   - Tell them how much easier it is to do something because of their action
   - Tell them how nice something is because of their action

4. Discuss things a person can do to show appreciation. Record on board or chart.
   - Make them a picture.
   - Make them a little gift.
   - Do something for them.
   - Help them with a job.
   - Give them a hug if it is one of your parents.
   - Do chores without complaining.
   - Do a good job with your chores.

5. Distribute Worksheet #5. Go over the directions.

6. Then in notebooks ask students to make a list of things they can say or do to show they appreciate friends and family. (Leave the list from the board/chart for students to refer to, if necessary.)

Assignments:

1. Do Worksheet #5.
2. Make a list of way to show appreciation in notebook.
How I Affect Others

Directions: Finish the sentences with your own words. Then choose one of the sentences. Draw a picture to illustrate it on the back of this sheet.

1. If I am angry, my friend feels ____________________________

   ________________________________________________________.

2. If I am grumpy, my teacher feels __________________________

   ________________________________________________________.

3. If I am cheerful, my family feels __________________________

   ________________________________________________________.

4. If I hit my brother or sister, he or she feels ______

   ________________________________________________________.

5. If I am laughing and smiling, my grandmother feels

   ________________________________________________________.
Lesson Six (R-2.6)

Concept: Strategies to show respect for others

Resources/Materials: strips of paper with respectful and disrespectful behaviours written on them (See Step # 2 below.)

Worksheet #6 (student copies)

Introduction: Write the term respect on the board. Ask students to pronounce it and tell what it means. (Some may understand it through examples, but many will not understand the term.) Define respect as treating someone the way that you would want to be treated if you were they. Not being respectful is called being disrespectful

Procedure:

1. Brainstorm ways you show respect for the following: (Review meaning of respect from time to time.)
   - parents
   - teachers
   - grandparents
   - friends
   - younger people

2. Tell students you will hold up some sentences. They are to tell you whether each talks about something that is respectful or disrespectful.
   **Sentence suggestions:**
   - Disobeying your father
   - Calling your friend bad names
   - Cheating in a game
   - Doing all your work when your mom tells you
   - Hiding your teacher’s pencils
   - Hitting your friend
   - Picking on your little brother
   - Playing fair
   - Tattling on your friend
   - Not doing your chores
   - Talking back to your teacher
   - Keeping your friend’s secret
   - Making fun of your friend
   - Following the rules at school
   - Not arguing with the teacher
   - Helping your friend when he or she needs it

3. Distribute Worksheet #6. Students are to cut the sentences apart and paste them under the headings Respectful and Disrespectful in their notebooks.

Assignment:

Do Worksheet #6
**Showing Respect**

**Directions:** Cut these phrases apart. Paste them under the words *Respectful* or *Disrespectful* in your notebook.

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Disrespectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>helping your friend when he or she needs it</td>
<td>keeping your friend’s secret</td>
</tr>
<tr>
<td>disobeying your mother or father</td>
<td>not answering when the teacher asks you a question</td>
</tr>
<tr>
<td>cheating in a game</td>
<td>listening to your friend when he or she has a problem</td>
</tr>
<tr>
<td>saying “thanks” when someone helps you</td>
<td>asking someone to join a game if they have no one to play with</td>
</tr>
<tr>
<td>going by the rules in school</td>
<td>making fun of someone</td>
</tr>
<tr>
<td>hitting a younger child because you are mad</td>
<td>doing your jobs when your parents tell you to do them</td>
</tr>
</tbody>
</table>
Lesson Seven (R-2.7)

Concept: Strategies for conflict resolution; Types of conflict

Resources/Materials: unlined sheets of paper

Introduction: Begin by exploring the topic. Ask students if they have ever seen or been in a conflict. If students seem unfamiliar with the term, give examples. Ask for details about any conflict they have been in and record them on the board in three columns.

<table>
<thead>
<tr>
<th>Causes of Conflict</th>
<th>Responses in Conflict</th>
<th>Results of Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>teasing</td>
<td>anger</td>
<td>not friends any more</td>
</tr>
<tr>
<td>teasing</td>
<td>said I didn’t like it</td>
<td>teasing stopped</td>
</tr>
<tr>
<td>rough play</td>
<td>hitting</td>
<td>both go into trouble</td>
</tr>
</tbody>
</table>

Tell students that conflicts seem to be part of our lives. We will be talking more about what causes them and how we can do something about them, during the next few lessons.

Procedure:

1. Recall with students the time they have been involved in a tug-o-war. Discuss the conflict that occurs in a tug-o-war. Conflicts may result in anger, physical harm, or hurt feelings; but they don’t have to. Conflicts can, believe it or not, have positive results. For example, in the tug-o-war
   - Children work together as a team.
   - All try to achieve the same goal.
   - People work together to plan a strategy.

   
   We want to learn how to manage conflict in constructive way rather than a destructive way.

2. Explain that conflicts can be between two people, two groups of people, one person and a group, or even a person with him/herself. Give examples of each. (It may be necessary to explain how a person can be in conflict with him/herself. Understanding this type of conflict is essential to helping students develop a conscience. Write the different types of conflicts on the board.

3. Tell students you will describe a conflict and they are to tell you which kind of conflict it is.
   - Three kids are destroying a snowman made by another child.
   - Jane doesn’t know whether she should tell her dad that she lied to him.
   - The boys on one team in soccer always seem to be breaking the rules.
   - Sarah three a rock at Jill.

Assignment:

Assign each person in the class a particular type of conflict. He/she is to write a sentence about the conflict and illustrate it. Then be ready to explain the picture and the conflict to the others in the next class.
Lesson Eight (R-2.8)

Concept: Strategies for conflict resolution: Escalation/De-escalation

Resources/Materials: Worksheets #8a, #8b, and #8c (transparencies and student copies)
Worksheet #8d (student copies)

Introduction: Review the types of conflict and write them on the board. Then have each student share his/her conflicts and illustrations from last class with the others. Those listening should try to guess the type of conflict that is being depicted. Tell students we will continue talking about conflict again today.

Procedure:

1. Tell students that some conflicts go on and get worse and worse. We say that conflicts can increase or escalate. Escalate means to go higher or get worse. Cite an example of an escalating conflict. Tell students that some responses to conflict escalate the conflict. With the class try to brainstorm some of these responses. Write them on the board:
   - blaming, threatening, name-calling, making faces, making accusations, not listening, hitting, grabbing, teasing, talking back, getting even, etc.

2. Distribution Worksheet #8a. Read the title of the sheet with students. They are to choose words and phrases from the list on the board to write in the steps. Have students read and share words they chose.

3. Then tell students that if we choose, we can actually de-escalate conflicts. De-escalate means to make it decrease or get smaller and smaller. This is much harder, but in the end, it is much better. With the class try to brainstorm some ways we can de-escalate conflict:
   - saying what you think, taking time to cool down, count to 10, listening, admitting a mistake, apologizing, offering to help

4. Distribute Worksheet #8b. Read the title of the sheet with students. They are to choose some phrases from the list and write them on the steps.

5. Present the scenario that a boy is pushing at the drinking fountain. Distribute Worksheet #8c. Write the conflict on the middle step. Tell students to write words and phrases that could escalate the conflict on the steps going up from the conflict and those that would de-escalate on the steps going down.

6. Conclude that our responses to conflict can serve to escalate or de-escalate the conflict. It is our choice.

7. Distribute Worksheet #8d. Read the captions with student and discuss. Then students may colour the pictures.

Assignment:

Colour the pictures on Worksheet #8d.
Things That Escalate Conflicts
TIME OUT TO COOL DOWN

1. Even friends get into disagreements. These are conflicts. Conflicts happen to everyone, but how we handle them can make a big difference!

2. Many conflicts can be worked out, if both sides try to cooperate. Sharing or taking turns using the thing that you both want is usually the best solution.

3. If you’re too angry to think clearly enough to work out the problem, take a time out. Count to ten. Take a deep breath.

4. If you’re still too mad, call for a longer time out. Walk away from the problem for now, and agree to talk about it later.

5. To cool down - do something you enjoy. Take a walk, listen to music, read a book. Or squeeze a pillow, or yell into it to get your angries out.

6. Sometimes another person that both sides trust can help us work out our problems. This person acts as a mediator or peacemaker. He or she listens to both sides of the problem and helps us to work out the conflict together.
Lesson Nine (R-2.7) (four days)

Concept: Strategies for conflict resolution: Effective communication and empathy

Resources/Materials: Worksheet #9a (1 per student, cut into pieces)
unlined sheets of paper
chart paper and marker
Worksheets #9b, #9c, and #9d (student copies)

Introduction: Review that we can choose to escalate or de-escalate conflicts. “Which do you think is more difficult to do?” It is often easier to escalate a conflict, but it is much wiser to try to de-escalate. Tell students we will do an activity that may help them to understand how we can de-escalate a conflict.

Procedure:

PART I

1. Divide the class into equal groups. For each group, take the appropriate number of copies of Worksheet #9a and cut them up into pieces. Mix up the pieces and then give each person in the group a “bunch” of pieces. Each person’s goal is to complete the puzzle. The problem is in order to do this each person will need to get some pieces from other people in his/her group. There are some rules:
   - No one may talk.
   - No one may take a puzzle piece from someone else.
   - However, a person may give a puzzle piece to someone who needs it.

2. After all the puzzles have been completed, have the following discussion:

   Introduce the terms communication and empathy. Use these questions to lead the discussion:
   - Which was the hardest rule to follow?
   - How did you know when someone else needed a puzzle piece that you had?
   - What would have made the game easier to play?
   - How did you show empathy for other group members?
   - What feelings did you experience during the activity?
   - Did your group experience any conflicts?

   Conclude that we often communicate nonverbally: body language, facial expressions, etc.

3. Tell students to paste the puzzle pieces onto blank paper and then colour the picture.

Assignment:

Paste assembled puzzle pieces onto unlined paper and colour.
Lesson Nine (continued)

DAY II

4. Review the puzzle activity form last day. Explain that conflicts can occur if people forget to use good manners when they are communicating. Ask students to recall how they can show respect and consideration for each other when they are speaking and listening. Record ideas on a chart.

   **Good Manners When Speaking**
   - Don’t interrupt. Wait to be acknowledged and then say, “Excuse me.”
   - Take turns speaking.
   - Speak to others with respect (tone of voice, choice of words).
   - Look at person you are speaking to.
   - Speak clearly, not too loudly or too softly

   **Good Manners When Listening**
   - Turn toward the speaker.
   - Make eye contact.
   - Ask questions to find out more.
   - Smile, nod, or say something to demonstrate understanding.
   - Keep body still.

5. Have students practise good speaking and listening skills by doing the following activity.
   - Divide the students into pairs.
   - One person pretends he/she found a fancy new pencil and would like to keep it.
   - The other person pretends he lost a pencil and thinks the found pencil is his/hers.

6. Distribute Worksheet #9b. Go over the directions.

**Assignment:**

Do Worksheet #9b.
Lesson Nine (continued)

DAY III

7. Review how to be a good and empathetic communicator: speaking and listening.

8. Tell students that today we will practise communicating in a conflict situation. We will be good speakers and listeners. We will also try to communicate our feelings in a respectful way.

9. Model for students some conflict situations. Then give volunteers a chance. Finally, pair students up and have them try it. Use the following format:

   a. *Name the feeling.* “I feel…”
   b. *Say what the other person did to make you feel that way.* “When you…”
   c. *Say what you want the other person to do.* “I want you to…”

   **Sample Situations**

   - A boy is teasing a girl about her freckles.
   - Your best friend no longer wants to play with you.
   - One of your classmates always pokes you when he/she goes by.
   - One of your group members fools around instead of helping out.
   - You think your friend is laughing at you.
   - A classmate won’t give you a turn on the swings.
   - A classmate broke one of your pencils.

10. Tell students they are going to make a comic strip. They are to make a drawing of the conflict; then make drawings of how the characters try to solve the conflict in the right way. *Show students how to use speech balloons.* Use Worksheet #9c.

**Assignment:**

Make a comic strip on Worksheet #9c.
Lesson Nine (continued)

PART IV

11. Explain that we can show empathy for other people through words and actions:
   - active listening
   - making eye contact
   - nodding
   - smiling
   - giving a pat on the hand, arm, or back
   - lending a hand
   - sitting or standing next to them

12. Summarize showing empathy by going over the following points. Record on a chart:
   - **Listen for feelings** and details about a situation.
   - **Observe body language**, posture, and facial expressions.
   - **Ask questions** to get more information about what a person feels and thinks.
   - **Imagine** what the person is feeling and experiencing.
   - **Repeat** what you heard to let the person know his or her feelings have been heard.
   - **Express concern** and show support by making encouraging statements, offering to help the person.

13. Using some of the same scenarios as in Part III, model and then have students practise showing empathy.

14. Distribute Worksheet #9d. Go over the directions.

**Assignment:**

Do Worksheet #9d.
**Directions:** Circle the sentences that tell about good manners when speaking and good manners when listening.

### Good Manners When Speaking

Don’t interrupt.

Take turns speaking.

Yell at the person.

Speak to others with respect.

Look at the person you are speaking to.

Speak clearly.

Look the other way when the other person is talking.

Kick the person.

Don’t speak too loudly or too softly.

### Good Manners When Listening

Look at the person who is speaking.

Turn toward the speaker.

Ask questions to find out more.

Draw a picture.

Smile, nod, or say something to show you understand.

Hit the person.

Keep your body still.
Showing Empathy

Directions: Read each of the situations. In each case the person was not showing empathy. Tell what the person should have done.

1. Bill had just had a fight with his best friend. He was unhappy, and so he started telling Jack about it. Jack started telling Bill about his new puppy.

2. Sandra was sick. She had a bad cold and couldn’t go to school. Margie went over to see Sandra. Sandra explained how bored and lonely she was. Margie told Sandra to quit complaining and stop acting like a baby.

3. Abe had been saving up to buy his mother a birthday present. When he got to the store, he found he had lost his money! He couldn't buy his mom anything. He was half-crying as he explained what had happened to John. John told Abe that he was stupid for buying a present.

4. Six-year-old Susie was lonely for her mother who had gone to visit Susie's grandmother at another colony. Susie's nine-year-old cousin Debbie saw that Susie was upset. Debbie told Susie that she was behaving like a baby.
Lesson Ten (R-2.10)

Concept: Recognize values, strengths and talents that members bring to a group

Resources/Materials: Worksheet #10 (student copies) See NOTE below.

Introduction: Take an informal poll: How many like working in a group? How many like working alone? Tell students that in life, all people need to be able to do both.

Ask, “What are the advantages of working alone? (no one bothers you; can do things your own way; don’t have to worry if someone is not doing his/her job)

Ask, “What are the advantages of working together as a group?” (others to keep you company; job gets done faster; can tackle big jobs) Emphasize that one of the biggest advantages of working in a group is that people bring different talents to the group. What one person has difficulty with, someone else may be good at.

Procedure:

1. Tell students they are to think about the various people in the classroom. They must think of something each person is good at.

2. Then have students sit on the floor in a circle. Take turns telling about something positive about the person to the right. Make sure the person being complimented says, “Thank you.”

3. Distribute Worksheet #10. In the squares have students write the names of their classmates. Then they are to write something positive about each of their classmates in the squares.

NOTE: If there are more than seven students in the group, you may need to give each student two copies of Worksheet #10.

4. If time, have students read what they wrote aloud to the class.

Assignment:

Write compliments about classmates on Worksheet #10.
Good Things About My Classmates
Health
Grade Two
Relationship Choices
Test 2

1. On the lines below, write three ways that you can show your friends and family that you appreciate something they have done for you.

   a. __________________________________________

   __________________________________________

   b. __________________________________________

   __________________________________________

   c. __________________________________________

   __________________________________________

2. Circle the sentences that show respect for others.

   a. You obey your parents.

   b. A boy does all the work his mother tells him to do.

   c. Sam makes fun of his friend in front of the others.

   d. Barbara helps her friend when she needs it.
e. Sandy tattles on her friend.

f. Jeff picks on his little brother.

g. That girl always plays by the rules.

h. Pat likes to hide his teacher’s pencils.

3. Read about each conflict below. Then choose the sentence that best tells what the children should do about it.

a. Max and his brother were having a snack of milk and cookies. Each boy had a cookie. There was only one cookies left and both boys wanted it. What should they do?

- The older brother should get the cookie.
- They should share the last cookie.
- They should fight over the last cookie.
b. Ben and Leonard were playing soccer with their friends. Ben ran to get the ball and pushed into Leonard. Leonard pushed Ben back. Soon they wanted to fight. What should the boys do?

- Stop the game and have the fight.
- Each should ask his friends to help fight the other boys.
- Stop and tell each other they are sorry and get back to the game.

c. Sarah got a new pair of shoes. Elizabeth teased Sarah because they were a size bigger than hers. Sarah was angry with Elizabeth and called her a bad name. What should the girls do?

- Stop and have a good laugh about it and go back to what they were doing.
- Keep calling each other names until one of them gives up.
- Decide they don’t want to be friends anymore.
4. Circle all the sentences that show good manners while speaking.

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<table>
<thead>
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<tbody>
<tr>
<td><strong>a.</strong> Don’t interrupt someone else who is speaking.</td>
<td></td>
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<tr>
<td><strong>b.</strong> Take turns speaking.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Look around the room.</td>
<td></td>
</tr>
<tr>
<td><strong>d.</strong> Speak with respect.</td>
<td></td>
</tr>
<tr>
<td><strong>e.</strong> Kick the person if he or she is not listening.</td>
<td></td>
</tr>
<tr>
<td><strong>f.</strong> Speak clearly.</td>
<td></td>
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</tbody>
</table>
5. Circle the sentences that tell about good manners when listening.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Look at the person who is speaking.</td>
</tr>
<tr>
<td>b.</td>
<td>Turn away from the speaker.</td>
</tr>
<tr>
<td>c.</td>
<td>Draw a picture while the other person is speaking.</td>
</tr>
<tr>
<td>d.</td>
<td>Keep your body still.</td>
</tr>
<tr>
<td>e.</td>
<td>Ask questions to find out more about what the person is saying.</td>
</tr>
<tr>
<td>f.</td>
<td>Smile, nod, or say something to show you understand what the person is saying.</td>
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</tbody>
</table>

6. Jacob is in grade one and you noticed that he is very good at drawing. What are two ways you could show him that you think he is a good drawer?

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
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</tbody>
</table>
Topic 2C

Life Learning Choices
Topic 2C

Life Learning Choices

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

Specific Learner Outcomes:

A. Learning Strategies

L-2.1 demonstrate organizational skills; e.g., notebook organization, desk organization

L-2.2 identify personal behaviours that show readiness to learn

L-2.3 apply the decision-making process for age-appropriate issues

L-2.4 recognize that it takes time and effort to accomplish goals

B. Life Roles and Career Development

L-2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills

L-2.6 recognize that each individual has many roles in life; e.g., friend, sister

C. Volunteerism

L-2.7 explain why volunteerism is important

L-2.8 select and perform volunteer tasks in the school
Lesson One (L-2.1)

Concept: demonstrate organizational skills; e.g., notebook organization, desk organization

Resources/ Materials: wrapped candies
Worksheet #1 (student copies)

Introduction: Tell students that you have a treat for them. They must not unwrap it until you say so. Start passing the candies out at random. BE SURE TO LEAVE SOME CHILDREN OUT, BUT MAKE IT APPEAR ACCIDENTAL. When those who are left out object, tell them you thought you had covered everyone. Take the candies back. Ask students what you could do to ensure that everyone gets a candy. Accept their suggestions. (go down the rows; one grade at a time, age, etc.)

Conclude that if you organize the way you do things, you are less likely to make errors. When you have a plan that details how you will do things, you are “organized”. If you are well-organized, you will not only save time but you will do the job well.

Procedure:

1. Tell students they can also organize their notebooks, binders, desks, shelves, and other places like drawers at home. “Why do you think it is better to organize these things?” (know where to find things when you need them.)

2. Hold up a student notebook. Tell students there are certain things that all students should do to keep a notebook organized.
   - Start at the front and work to the back. Don’t skip pages.
   - Start at the left and work to the right.
   - When writing, start at the top of the page.
   - Number the pages, if your teacher wants you to.
   - Give each set of work a heading.
   - Do your work neatly.

3. Organizing a binder.
   - Put new pages behind old pages.
   - Face all pages the same way. (toward the front)
   - Punch holes in the pages if they are not already punched and place the pages in the rings. (Do not place the pages in the front or back folder of the covers unless your teacher tell you to.)

4. Organizing your desk.
   - Keep all your pencils, erasers, glue, and scissors in a pencil box and keep it on the left side of your desk.
   - Stack up all your notebooks. Make sure they are facing the same way. Keep them on the right side of your desk.
   - Take time at least once a day to tidy up and reorganize your desk.

Assignment:

Do Worksheet #1.
Keeping Yourself Organized

Directions: Put a check mark in front of the sentences that tell how you should keep organized.

Notebooks

_____ 1. Do your work neatly.
_____ 2. It is alright to skip pages.
_____ 3. Start from the front and work toward the back.
_____ 4. Start at the top and work toward the bottom.
_____ 5. Number the pages if your teacher tells you to.
_____ 6. Write down things any place you want to.
_____ 7. Give each new set of work a heading.

Binders

_____ 1. Start at the front and work toward the back.
_____ 2. Keep all the sheets in the folders in the front and back covers.
_____ 3. Face all the sheets the same way.
_____ 4. It is alright to put some sheets in upside down.
_____ 5. Write all over the front cover.

Desks

_____ 1. Keep all your pencils, crayons, erasers, glue, and scissors in a pencil box.
_____ 2. Put the pencil box at the back of your desk.
_____ 3. Stack up your notebooks. It is better to have some facing up and some facing down.
_____ 4. Always put your library books into your desk opened up.
_____ 5. You only need to organize your desk once or twice a month.
Lesson Two  (L-2.2)

Concept: identify personal behaviours that show readiness to learn

Resources/Materials: Worksheet #2 (student copies)

Introduction: On the board write the two headings “Baby” and “Now”. With students make points about what they could do as a baby and the things they can do now.

Examples:

<table>
<thead>
<tr>
<th>Baby</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had to be fed by someone</td>
<td>can eat by myself</td>
</tr>
<tr>
<td>Could not walk</td>
<td>can walk, run, hop, and jump</td>
</tr>
<tr>
<td>Could not talk</td>
<td>can read and write</td>
</tr>
<tr>
<td>Did not know numbers</td>
<td>can do math questions</td>
</tr>
<tr>
<td>Relied on others to solve problems</td>
<td>Can think and do difficult things</td>
</tr>
<tr>
<td></td>
<td>Know how to solve problems</td>
</tr>
</tbody>
</table>

Conclude that students of their age are ready to learn many new and different things because of how what they know, the skills they possess and their behaviours.

Procedure:

1. Ask students to think about what behaviours they have now that enable them to learn new things; that is:
   - Have lots of knowledge and skills
   - Know how to read and write
   - Know how to listen and understand directions
   - Understand what is good work and what is poor work
   - Have good attention and concentration
   - Know how to work hard
   - Know how to take responsibility for own actions
   - Can work independently and as part of a group

2. Explain to students that these behaviours are what enable them to learn more complex concepts and skills now and as they get older.

3. Tell students they will now have a chance to see for themselves what things they can do that will help them to learn new things.

4. Distribute Worksheet #2. Go over the directions.

Assignment:

Do Worksheet #2.
I AM READY TO LEARN

Directions: Draw a line under the sentences that tell what you can do.

1. I know all the letters of the alphabet.

2. I can stay in my desk for more than five minutes.

3. I listen when my teacher talks.

4. I do my work neatly.

5. I can work by myself.

6. I know how to take turns.

7. I put my hand up when I want to speak.

8. I can read.

9. I try to do my best work.

10. I help other students when they need help.

11. I do what my teacher tells me to do.

12. I can keep my mind on my work.
Lesson Three (L-2.3)

Concept: apply the decision making process for age-appropriate issues

Resources/Materials: Worksheet #3a (teacher copy)
Worksheet #3b (teacher copy, cut into strips)
Worksheet #3c (student copies)

Introduction: Tell students you are going to read a story to them about a decision that a little girl makes.

Read the story “A Warm Decision” from Worksheet #3a.

Discuss: The Problem
The Choices
The Pros and Cons of each choice
The choice that was made
Evaluate the choice

Procedure:

1. Explain that in everyone’s life, there are choices to make. In order to make the best choices, we must have a way to decide.

2. On the board write the steps in decision making as you discuss them:
   - Decide what the problem is
   - Think of the choices
   - Think about the pros and cons of each choice
   - Make the choice

3. Next put the strips from Worksheet #3b in a container. Ask students to draw a strip from the container. Read the situation aloud. Go through the steps as a class.

4. Distribute Worksheet #3c. Go over the directions.

Assignment:

Do Worksheet #3c.
A Warm Decision

Pattima was snug in her bed, sound asleep, when her mom patted her shoulder. “It’s time to get up and get ready for school. Pattima,” she said.

Pattima yawned and pushed off her covers. She looked in her closet and found her jeans and a shirt. Now, she thought, should I wear my red sweater or my blue one? My red one, she decided. She found it and pulled it on over her shirt.

Just then Pattima remembered the agreement she’d made with her best friend Brittney. Yesterday they told each other they’d wear pink blouses to school today. Pattima quickly pulled off the sweater and shirt. She found her pink blouse and put that on instead.

When she went into the kitchen for breakfast, her mom took one look at her and said, “Pattima, there’s frost on the ground and the wind is blowing hard. That blouse isn’t warm enough. You’ll need to wear a sweater.”

Pattima went back to her room, pouting. She grabbed her sweater and put it on over her blouse. Then she frowned all the way through breakfast.

When Pattima got to school, Brittney had on her pink blouse. She said, “Pattima, why do you have a sweater on over your pink blouse? I didn’t wear one. Take it off so we’ll be the same.”

Pattima took off her sweater and stuffed it in her desk. At recess, the class went outside to play. The wind was blowing even harder. Pattima hugged herself to keep warm. “Aren’t you cold?” she asked Brittney.

“Well, maybe a little,” Brittney answered. Her teeth were chattering. The girls stood close together and watched the other children play on the swings. It seemed like everyone else was wearing a coat or sweater.

When the class went inside, Pattima couldn’t wait to put her sweater back on. It felt so nice and warm.

“If you want us to look the same tomorrow, Brittney, you better wear a sweater,” Pattima told her friend. “I’m sure going to. It’s cold out there!”
**Decision Making Situations**

On the way home from school, Raymond’s friends want to go over to the junkyard to play. Raymond is supposed to be home by 4 o’clock. He must decide whether to go play with his friends or tell them he has to go home.

Jason is getting ready for school. He looks in his drawer and sees two shirts, a blue one and a yellow one. He has to decide which shirt to wear.

Mali is going to have a birthday party. Shannon, her best friend, is mad at Talisa and tells Mali not to invite Talisa to her party. Mali has to decide whether to invite Talisa.

Denise is walking to the park when a neighbor she doesn’t know very well asks her to come into his house for a cookie. Denise has to decide whether to say “No, thank you” or go into the house and get the cookie.

On Saturday Brandon calls and asks LeRoy to come over and play. LeRoy says, “Sure!” Just as LeRoy is leaving his house, Larry calls and says, “Let’s ask our mothers if we can go to the movies today.” LeRoy has to decide whether to go play with Brandon or go to the movies with Larry.

Tisha lost the worksheet she was supposed to hand in. She has to decide whether to pretend she’s sick and stay home from school or go to school without the worksheet.

Paulina still has a bracelet her friend Erin lent her last week. Since Erin never asked for the bracelet back, Paulina has to decide whether to keep it or remind Erin that she still has it.

Steve, Matt, and Josh go to the same daycare after school. One day Matt squashed a castle Steve built in the sandbox and then climbed on top of the jungle gym and laughed about it. Steve wants Josh to help him push Matt off the jungle gym. Josh has to decide whether to help Steve.
Making Decisions

Directions: Look at the problem. Then fill in the rest of the spaces.

Problem: Terry and Chris were in a neighbourhood store looking at all the chocolate bars.
“Hey, I sure would like an O Henry bar,” Terry said.
“Why don’t you buy it?” asked Chris.
“I don’t have any money, that’s why.” Terry said. “But if you go ask the clerk some questions, she’ll be too busy to notice me stick it candy bar in my pocket. When we get home, I’ll share it with you.”

What should Chris do?

Choice One

Choice Two

Pros and Cons:

Pros and Cons:

What should Chris do?
Lesson Four  (L-2.4)

Concept: recognize that it takes time and effort to accomplish goals

Resources/Materials: Worksheet #4a, #4b (student copies)

Introduction: Write the word “goal” on the board. Discuss the meaning of the word. (something that you want to be able to do. A goal usually takes a long time to accomplish.)

“Different people have different goals. It all depends on what is important to a person.” Give some examples of goals:
- Lose weight
- Get more physically fit
- Get a good mark on a test
- Know math facts
- Improve soccer skills

Procedure:

1. Have students imagine that a boy named Mike wants to new toy truck. His parents have said that if he can keep his room clean and learn his addition facts in school, they will get the truck for him.

   Clarify: What does Mike want? What do his parents expect him to do?

   Ask: “How long do you think it will take for Mike to get the truck?

   Explain and discuss with students: This goal may take two or more months. It is not likely he will be able to learn the math facts in just a short while.

   Explain and discuss: It will take a great deal of effort and determination. It is easy to keep your room clean for a few days, but it is quite another thing to do it for months.

2. Conclude that it takes time and effort to achieve goals.

3. Tell students they will have a chance to identify a goal they might have. They will then have to explain what they will have to do to achieve the goal.

4. Distribute Worksheets #4a and #4b. Go over the directions.

Assignment:

Worksheet #4a and #4b
Achieving a Goal

Goal: ________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How long do you think it will take you to achieve your goal?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What will you have to do to achieve your goal?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2C Worksheet #4a
FUTURE GOALS

In school I would like to do better in

1. 

2. 

3. 

At home I would like to try harder to

1. 

2. 

3. 

I would like to try harder to help take care of our pets.

- FEED SCUFFY
- FEED PURR
- CLEAN MISS PIGGY’S CAGE
- FILL WATER BOWLS
- BRUSH SCUFFY
- FEED MISS PIGGY
- BRUSH PURR
- PLAY WITH SCUFFY

2C Worksheet #4b
Lesson Five (L-2.5)

**Concept:** recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills

**Resources/Materials:**  
Worksheet #5a (student copies and transparency)  
Worksheet #5b (student copies)

**Introduction:**
- Pretend to be talking to a student, pointing out all the person’s weaknesses. Ask the class how they think the student feels.
- Then pretend to be talking to another student, pointing out all the person’s strengths. Ask the class how they think the student feels.

Conclude that often when we think about others, we concentrate on their weaknesses. In reality, all people are individuals each with the strengths and weaknesses. It is important that we recognize that all of us are individuals. Just because we have weaknesses, it does not make us bad people.

**Procedure:**

1. **PERSON ON MY RIGHT.** Sitting in a small circle, have each person identify a strength they see or know about the person sitting to the right (nice hair, good friend, honest, kind). Make sure the person being complimented expresses a “thank you”.
   
   Ask students how they felt as they were being complimented.

2. Brainstorm for things that might be considered strengths in people with emphasis on students in the primary grades. Write them on the board. Have the class read the list chorally two or three times. In their notebooks, have students write down three or four strengths they think they have.
   
   **What I Am Good At**

3. Distribute the sheet “The Real Me” (Worksheet #4a and put the transparency on the board. Go through the entire sheet with the students. They fill in the appropriate responses as you go along.

4. Tell students that we sometimes have different interests from our friends. Distribute Worksheet #5b. Go through the directions with the students. Have them complete the sheet as independently as possible.

**Assignment:**

Do Worksheet #5b.
THE REAL ME

CHECK ( ✔ ) the best answers.

I am
☐ slow as a turtle
☐ fast as a rabbit

I am
☐ an indoor kid
☐ an outdoor kid

I am
☐ neat and clean
☐ kind of messy

I am
☐ noisy as a firecracker
☐ quiet as a mouse

I am more
☐ silly
☐ serious

I eat like a
☐ bird
☐ horse

The time I like best is
☐ morning
☐ night

2C Worksheet #5a
**My Special Interests**

1. Tell about something you like to do

At home ________________________________________________________________

At school ______________________________________________________________

With friends ___________________________________________________________

All by yourself _________________________________________________________

2. Tell about three things you are interested in or like to do.
   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________

3. I know a lot about _________________________________________________

4. I think it would be fun to learn more about __________________________
Lesson Six (L-2.6)

Concept: recognize that each individual has many roles in life; e.g., friend, sister

Resources/ Materials: Word Cards: son, daughter, brother, sister, babysitter, student, friend, garden helper, house cleaner, classmate – Put magnetic tape on the back of each so they will stick to the board.

Worksheets #6a, #6b (student copies)

Introduction: Hold up the word cards one at a time. Ask students if they can figure out how they are alike. (They all tell about roles that members of the class have.)

All of us perform several different roles in our lives. Each of these roles has different responsibilities.

Procedure:

1. On Worksheet #6a have students write down the words from the board that apply to them. OR have them do this in notebooks.

   Roles in My Life

2. When this is finished, with the class, go over the responsibilities involved in performing the role; e.g., son – obey parents, be loving, clean up after yourself

   Student – obey teachers, do your best work, follow the rules

3. Distribute Worksheet #6b. Have students select four roles they perform. Draw a picture of each and write the role.

Assignment:

Do Worksheet #6b.
Roles in My Life

These are the roles I have in my life:

a. ________________________________

b. ________________________________

c. ________________________________

d. ________________________________

e. ________________________________

f. ________________________________

g. ________________________________
The Roles in My Life

Directions: In each box tell a role you play in life. Draw and colour a picture of you in that role.
Lesson Seven  (L-2.7, L-2.8)

NOTE: Before doing any volunteer project, it may be best to consult with the German teacher first.

Concept: Explain why volunteerism is important
          Select and perform volunteer tasks in the school

Resources/Materials:

Introduction: Discuss with the students time when someone has done something unexpected and nice. It could be something done for them, or something they have done for someone else. Discuss the positive feelings of the giver and the receiver.

Explain that when you do something for someone else without it being expected and without expecting anything in return, it is called volunteering.

Procedure:

1. Explain that as a class you thought it would be a nice thing to do some volunteer work in the community.

2. Discuss some criteria for deciding on a project:
   • Has to fill some kind of need in the community.
   • Have to be able to actually do the project with the resources you have
   • Must be able to complete it in a reasonable amount of time

3. Make a plan:
   • Decide on a project, as a class.
   • Discuss what is involved: getting permission, equipment, etc.
   • Discuss who will do what

4. Carry out the project.

5. Assess how it went.

Assignment:

Decide on, plan, carry out and assess the results to of the project.
Health
Grade Two
Life Learning Choices
Test

1. Draw a line through the sentences that do not tell how to keep a notebook organized.

   • Do your work neatly.

   • It is okay to skip pages.

   • Start from the front and work toward the back.

   • Start at the top and work toward the bottom.

   • Write things down any place you want to.

2. Draw a line through the sentences that do not tell how to keep your desk organized.

   • Try to pack as many papers into your desk as you can.

   • Keep all your pencils, erasers and crayons in a pencil case or box.

   • Keep your notebooks in a stack, all facing the same way.

   • Clean out your desk once a year.
3. Circle the sentences that show that you are ready to learn.

<table>
<thead>
<tr>
<th>I know the letters of the alphabet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can stay seated in my desk for more that ten minutes.</td>
</tr>
<tr>
<td>I can do my work neatly.</td>
</tr>
<tr>
<td>I am in kindergarten.</td>
</tr>
<tr>
<td>I do what my teacher tells me.</td>
</tr>
<tr>
<td>I do not take turns.</td>
</tr>
<tr>
<td>I can keep my mind on my work.</td>
</tr>
</tbody>
</table>

4. Below are the steps you would go through when making a decision. Number them in the correct order.

_____ Make the choice.

_____ Decide what the choices are.

_____ Think about the good and bad things about each choice.
5. Tell about thing you would like to do better in school.


6. Tell about one thing you would like to do better at home or in the garden.


7. Read about Ida.

Hi, my name is Ida. I am a grade two student at Alberta Colony School. I love school because I can learn a lot and I have lots of good friends. When I go home, I give my mom a big hug. She says grown-ups need hugs too. My sister and I help my mom clean the house. Sometimes I babysit my little brothers.

Circle the words that tell what roles she plays in her life.

<table>
<thead>
<tr>
<th>friend</th>
<th>carpenter</th>
<th>truck driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>sister</td>
<td>daughter</td>
<td>student</td>
</tr>
<tr>
<td>babysitter</td>
<td>house cleaner</td>
<td>letter writer</td>
</tr>
</tbody>
</table>
Health

Grade Three
Topic 3A
Wellness Choices
Topic 3A
Wellness Choices

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

Personal Health

W-3.1 Analyze the factors that affect choices for physical activity; e.g., the impact of technology/media

W-3.2 Improve and practice positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture

W-3.3 Examine that individuals grow through similar stages of development at different rates and at different times

W-3.4 Recognize factors that influence unique body characteristics; e.g., genetics, body type, environment

W-3.5 Apply guidelines from Canada's Food Guide to Healthy Eating to individual nutritional circumstances; e.g., active children eat/drink more

W-3.6 Describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

W-3.7 Identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid stares

W-3.8 Employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food

W-3.9 Describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront

W-3.10 Describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person
Lesson One (W-3.1)

Concept: analyze the factors that affect choices for physical activity; e.g., the impact of technology/media

Resources/Materials: Strips with phrases about physical and non-physical activities (see below)
- Worksheet #1a (student copies) – suitable for younger students
- Worksheet #1b (student copies) – suitable for older students

Introduction: Hold up the strips one at a time in random order. Have each strip read and then place them into two groups without telling the students why you are grouping them as you are. Once there are two or three strips in each group, challenge them to tell you why they are grouped the way they are.

Introduce the terms “physical activity” and “non-physical activity”.

Procedure:

1. Discuss the fact that in our lives we do some physical activity and some non-physical activity.

2. Discuss the merits of physical activity – builds up muscles, strong lungs, and strong heart. Non-physical activity can be beneficial if it helps us to learn more and improve our thinking skills. It is important to have a balance of physical and non-physical activities.

3. Discuss the fact that many people these days do not get enough physical activity. One sign of this is the number of overweight people. Physical activity helps to prevent many illnesses such as heart attack, diabetes, and stroke.

4. Discuss some of the factors that affect our choices for physical activity:
   - Technology has reduced the need for so much physical labour
   - Many watch television or listen to music
   - There are lots of people to do a small amount of work
   - In school the amount of equipment available
   - Gender – some people feel that girls should not be engaged in as much physical activity

5. Conclude that everyone, young and old, needs to do plenty of physical activity to stay healthy.

6. Distribute Worksheets #1a AND/OR Worksheet #1b. Go over the directions.

Assignment:

Do Worksheet #1a and/or Worksheet #1b.

Suggestions for sentence strips:
- sitting and looking out the window
- playing a game of soccer
- scrubbing the floor
- driving the tractor
- reading a book
- working in the garden
- writing in a book
- running up the stairs
THE ACTIVE PLAYGROUND
Worksheet

Everyone is having fun at the playground. Draw circles around the children who are exercising. Then answer the question at the bottom of the page.

How many children in this picture are getting exercise? ________
EXERCISE OR FUN
Word Search Puzzle

Find ten words in the word puzzle that tell how you can get lots of exercise. The words are listed in the Word Bank. They may be written from top to bottom or from left to right. Some words may share some letters. One word has been circled for you.

Word Bank

- hop
- swing
- skip
- run
- jump
- hike
- swim
- climb
- skate
- dance

3a Worksheet #1b
Lesson Two (W-3.2)

Concept: Improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture.

Resources/Materials: Worksheet #2a (transparency or enlargement)
Worksheet #2b (younger students, student copies)
blank sheets of paper
red water soluble marker

Introduction: Challenge students to stand as tall as they can. “Try to make the top of your head get close to the ceiling. Your feet must stay flat on the floor.”

Next challenge them to stand and then walk with a book balanced on their heads.

Tell students that if you have good posture, you can actually walk with a book balanced on your head.

Procedure:

1. Good posture is essential to good health. It helps your heart and lungs do their jobs more easily and you are less tired because your muscles do not have to work as hard holding up your body.

2. Everyone has a spine. (Have students feel their spines.) Your spine has a long nerve called the spinal cord running through it. If your spine is straight, your spinal cord will also be straight. With poor posture, your spinal cord may get pinched between the bones in your spine. This can cause backaches.

3. Put up transparency or enlargement of Worksheet #2a. Discuss the vertebrae and use a red marker to draw in where the spinal cord would be. At this time discuss the function of the spinal cord.

4. Discuss that good sitting posture also helps the spinal cord to stay straight.

5. When picking up and carrying a heavy load, be sure to keep your back straight. This will keep your spine straight. Demonstrate. Then have children practise.

6. Summarize that with good posture, your spine is straight.

7. Distribute the blank sheets of paper. Students are to draw a line down the middle with a ruler. On one side write “Poor Posture” and on the other write “Good Posture”. If you like., have younger students do Worksheet #2b instead. They are to trace the dotted words. Then write the numbers of the pictures that go with the words in the boxes. Finally, they are to draw in the bodies of the two girls.

Assignment:

Make drawings of good and poor posture OR Do Worksheet #2b.
Think about all the problems that you might experience if you had a bad back. What effect would this have on your ability to move about?

Get together with a partner and look at the picture of the spine on the right. Discuss all the movements that the spine allows you to make. One person should make the movement, while the other makes a rough sketch of it.

Estimate how many hours a day you spend sitting down. What are you doing during this time?

What kind of chair do you use? Which of the pictures below best shows your sitting position? Label the diagrams pointing out what is good and bad posture. Look particularly at the height and position of the tables and chairs.

Design a poster aimed at young people, showing the importance of good sitting posture. Explain what can happen if you get it wrong.
<table>
<thead>
<tr>
<th>Good Posture</th>
<th>Bad Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Good Posture Image" /></td>
<td><img src="image2.png" alt="Bad Posture Image" /></td>
</tr>
</tbody>
</table>

2

1
Lesson Three  (W-3.3)

Concept: examine that individuals grow through similar stages of development at different rates and at different times

Resources/Materials: Worksheet #3a (student copies and transparency)
Worksheet #3b (transparency)
Worksheet #3c (student copies)
Worksheet #3d (student copies)
Train cars (Worksheets #3e, #3f, #3g, #3h, #3i and #3j) Cut train cars out and mount of different colours of construction paper OR photocopy on construction paper and cut out.

DAY ONE

Introduction: Have two or three children that are obviously at different stages of development come up to the front of the class. Ask the class to tell about how the students are different in what they can do and why.

Conclude that the students are at different stages of development. Tell students that scientists, doctors, and others have studied people and their development and have discovered that people go through “stages of development. But what makes us grow? What do we need?

Procedure:

1. Tell students that just like plants, we need certain things to grow. With students do Worksheet #3a. Put up transparency of this page and do the first part with the students. They can do the second part independently.

Assignment:

Do the second half of Worksheet #3a
Lesson Three (continued)

DAY TWO

Introduction: Recall with students that we need certain things to grow: sun, water, good food, sleep, play, care. Then recall with them also that we all go through what are called “Stages of Growth”.

Procedure:

1. Put up Worksheet #3b on overhead. Discuss each of the stages of growth, emphasizing the things we are able to do at each stage.

2. “Do each of us go through each of these stages of growth?” (Yes)

   Emphasize that we pass through these stages of growth at different ages, however. The ages shown on the transparency are only a rough guideline. We grow at different rates because the cells in our bodies grow at different rates. (Our bodies are made up of millions of tiny things called cells. They are so small that it is impossible to see one cell without using a microscope.)

3. Put up the construction paper train cars in random order. Challenge students to tell you the correct order.

4. Distribute Worksheet #3c. Tell students to cut out the train cars and paste them in their notebooks in the correct order.

5. Distribute Worksheet #3d. Go over the directions.

Assignment:

Do Worksheets #3c and #3d.
How We Grow

See my seeds grow.
My seeds need sun, water, and good food to grow. I take good care of my garden.
I need ___________, ___________, and ___________ ___________ to grow. I need sleep and play, too. My mother and father take good care of me.

Draw pictures to show how you get the things you need to grow.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Water</td>
<td>Good Food</td>
</tr>
<tr>
<td>Sleep</td>
<td>Play</td>
<td>Care</td>
</tr>
</tbody>
</table>
Stages of Growth

Infancy (0 – 4 years)

Childhood (5 – 8 years)

Pre-adolescence (9 – 12 years)

Adolescence (13 – 19 years)

Adulthood
Stages of Growth

Adolescence
- teenagers
- changing into an adult
- period of rapid growth

Infancy
- 0-4 years
- depend on your parents for most things

Pre-adolescence
- 10-12 years
- learning to do many things on your own

Adulthood
- can do most things on your own

Childhood
- 5-9 years
- can do some things by yourself, but still need your parents for most things
Stages of Growth

1. When we grow, we pass through several stages. Print the numbers 1 – 5 to show the order in which we pass through these stages.

   ____ adult
   ____ adolescence
   ____ infancy
   ____ pre-adolescence
   ____ childhood

2. Why do people grow at different rates or speeds?

   ____________________________________________

   ____________________________________________

3. Name two things that can help our bodies grow and stay healthy.

   ____________________________________________

   ____________________________________________
Stages of Growth
Infancy
(0 – 4 years)
You depend on parents for things.
Childhood
(5 – 8 years)
You can do some things by yourself, but still need parents for most things.
Pre-adolescence
(9 – 12 years)
You are learning to do many more things on your own.
Adolescence
(teenagers)
You are changing into an adult.
There is rapid growth.
Adulthood

You can do most things on your own.
Lesson Four (W-3.4)

Concept: recognize factors that influence unique body characteristics; e.g., genetics, body type, environment

Resources/ Materials: Worksheet #4a (transparency OR copy on board or onto chart paper)
Worksheet #4b (copies for grade one only)

Introduction: Have two students with noticeably different body characteristics come to the front of the class. Point out to students the differences in their body characteristics. Then ask students what they feel is reason why we have different body characteristics.

Procedure:

   1. Discuss with students each of the following factors:

      a. heredity – each of us takes some characteristics from our parents and grandparents; that is, our ancestors. That is why you can often tell that two people are related because they share similar features.

      b. body type – there are several different body types: thin, stout, short legs and long trunk, short, tall,

      c. racial/ethnic origin – certain racial and ethnic groups have particular characteristics; e.g., orientals have straight black hair; northern Europeans are often tall with fair skin

      d. environment – poor nutrition, lack of exercise, disease, etc. can affect how you grow. This affects what you look like.

   2. Put up the transparency of Worksheet #4a. With students read the notes on the worksheet.  
   If you do not have access to an overhead projector, copy the notes on the board or onto chart paper.

   3. Have grade two and three students copy notes from Worksheet #4a (transparency)  
   Have grade one students complete Worksheet #4b.

Assignment:

Grades Two and Three: Copy notes from transparency or the board.
Grade One: Do Worksheet #4b.
Our Bodies

Our body types are influenced by several factors.

1. ancestors – our parents and grandparents

2. body type

3. environment

4. racial and ethnic background
All About Me

My name is ____________________________

I am _______________ years old.

There are _______________ people in my family, counting me.

Are you right-handed or left-handed? _________________

My hair is ________________________________.

My eyes are ________________________________.

Do you wear glasses? _____________________________

Do you have freckles? _____________________________

(Have students draw a picture of themselves in the box.)
Lesson Five (W-3.5)

Concept: apply guidelines from Canada's Food Guide to Healthy Living to individual nutritional circumstances; e.g., active children eat/drink more

Resources/Materials: Canada’s Food Guide to Healthy Living (2 pages, student copies)
   Worksheet #5a (transparency and copies for each group)
   Worksheet #5b (transparency and student copies)
   Worksheet #5c, #5d, #5e, #5f, #5g, #5h, #5i, #5j (student copies)
   Worksheets #5k, #5l, #5m, #5n, #5o (one copy of each, cut into squares)
   Other Worksheets, as desired.

NOTE: This lesson is designed to be done over several days.

Introduction: In groups of two to four have students write down all the things they have eaten in the last day. (Use Worksheet #5a) When that is finished put up the transparency of Worksheet #5a and summarize what students have said. (If you do not have an overhead, do this on the board.)

Tell students that in order for them to be healthy, they must ensure they are eating enough of the right kinds of foods. For the next several lessons, we will be talking about nutrition.

Procedure:

1. Tell students that the foods we eat can be divided into five groups. Write them on the board.
   - Meat and Alternates
   - Milk Products
   - Fruits and Vegetables
   - Grains
   - Other

2. Distribute copies of Canada's Food Guide to Healthy Living (2 pages). Show students how it is organized. (NOTE: You may want to explain that the reason there is such a wide range in the number of servings is because at certain times in your life, you need more of these foods. Teenagers grow rapidly and need the upper end. Children in grades one, two, and three can usually get by with the lower end.

3. We need foods from the first four of these groups every day. We can do without the last group. Have students copy notes into their notebooks. Have them print the “Other” in coloured crayon.

   The Food Groups
   1. Meat and Alternates
   2. Milk Products
   3. Fruit and Vegetables
   4. Grains
   5. Other
The Meat Group.

1. Foods from the meat group help us to grow. That is because they contain a substance called protein. We need 2 or 3 servings from that group each day.

2. Hold up pictures of food from this food groups (from Worksheet #5k).

3. Explain that foods from the meat and alternate group contain a substance called protein. Protein helps us to build muscles. They are often called the GROW foods. Have students look on Canada’s Food Guide to see how many servings are needed per day.

4. Distribute Worksheet #5b. Help students fill in the section on the Meat and Alternates group. Some grade one students may have difficulty with this chart. You may want to consider not having them fill it out at all. (Tell students to save this sheet, as they will be filling in the rest of it as other food groups are discussed.)

5. Distribute Worksheet #5c and put it on the overhead. Do all or some of the sheet with the students.

6. Distribute Worksheet #5d. Go over the directions.

Assignment: Do Worksheet #5d.

Optional: give students a sample of a snack food from the meat and alternates group.
The Milk Products Group.

1. Hold up pictures of foods from the milk products group (Worksheet #5l). Name them as you hold them up.

2. Explain that foods from the milk products group also help us to **GROW**. That is because they also contain protein. Babies drink only milk and yet they grow. That is because milk and products made from milk have protein. The foods from the milk products group contain an important substance, a mineral called calcium. Calcium is necessary so that we have strong bones and teeth. If our bones are strong, they won’t break easily and if our teeth are strong, they won’t rot as easily. We need 2 or 3 servings from the milk products group each day.

3. Have students fill in the section on the milk group on Worksheet #5b.

4. Distribute copies of Worksheet #5e and do it with students.

5. Distribute Worksheet #5f. Go over the directions.

Assignment:

Do Worksheet #5f.

Optional. Give students a snack made from a food from the milk group, like cheese or yogurt.
The Fruit and Vegetables Group.

1. Hold up pictures of foods from the fruit and vegetable group (Worksheet #5m).

2. Ask students to tell you how they are alike. (all fruits or vegetables) These foods make you GLOW. That’s because they help to keep you from getting sick and when you’re healthy you look great and you “glow”. The foods from the fruit and vegetables group contain some substances called vitamins. They also contain other substances called minerals. Both vitamins and minerals help your body to fight off bad germs. You need between 5 and 10 servings from this group each day.

3. With students complete the section on the fruit and vegetables group on Worksheet #5b.

4. Distribute Worksheet #5g. Complete all or part of the sheet with students.

5. Distribute Worksheet #5h.

Assignment:

Do Worksheet #5h.

Optional. Give students a snack from the fruit and vegetables group. (carrot or celery stick, fruit kabob)
Grain Products Group

1. Ask students how many of them like to eat grass. Most will say they do not. Yet, some of our most important foods are really made from grass seeds. These are the foods from the grain products group. If possible, show students a few blades of grass or wheat and some kernels of rice, wheat, barley, or corn. Also bring in some flour and cornmeal. Tell students that foods from the grain products group come from plants with leaves shaped like grass leaves. We eat the seeds, as is or cooked, or we dry the seeds out and grind them up. Flour is ground up wheat. Cornmeal is ground up corn. We make different foods from these.

2. Hold up pictures of foods from the grains group (Worksheet #5n). Go over the examples.

3. And then tell students foods from the grain products group are often called GO foods because they give us energy to work and play – to go. We need 5 to 12 servings from the grain products group each day.

4. With students fill out the section on the grain group on Worksheet #5b.

5. Distribute Worksheet #5i and do all or part of it with students.

6. Distribute Worksheet #5j. Go over the directions.

Assignment:

Do Worksheet #5j.

Optional. Give students a snack from the grains group. (cracker, rice cake)
The Other Food Group.

1. These are the food that we all love to eat because they taste so good. However, they little or no nutritional value. Some can even be harmful if too much is eaten. That is because they contain too much fat. Fats include some margarines, butter, and lard. Foods that are fried are particularly bad. Do not eat the fat on meat. Trim it off.

2. Use the pictures on Worksheet #3o as examples of foods from the Other group.

Summary.

1. Go over the five food groups, their nutritional value, why we need them, servings per day and examples of each.

2. **Tell students that the number of these servings we need depends on our age and activity level.** The more active we are, the more servings of each we will need. Sometimes in our lives we experience a growth spurt. At these times we need to increase the amount we eat. **However, the proportions should remain the same.** That is we need about three times as many servings of foods from the grains group and the fruit and vegetables group than we need from the milk products group or the meat and alternates group. Foods from the Other group are not necessary for healthy living.

3. Tell students that when we plan meals it is sometimes good to try to get one food from each of the food groups. Then try to have snacks that come from the grain products group and the fruit and vegetables group.

Assignment:

Assign any of the “extra” worksheets as desired..
Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

Grain Products
Choose whole grain and enriched products more often.

Vegetables and Fruit
Choose dark green and orange vegetables and orange fruit more often.

Milk Products
Choose lower-fat milk products more often.

Meat and Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.
Different People Need Different Amounts of Food
The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That’s why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Consult Canada’s Physical Activity Guide to Healthy Active Living to help you build physical activity into your daily life.

Enjoy eating well, being active and feeling good about yourself. That’s VITALITY.
<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
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</table>

<table>
<thead>
<tr>
<th>Supper</th>
<th>Snacks</th>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## The Food Groups

<table>
<thead>
<tr>
<th>Food Group</th>
<th>What It Gives Us</th>
<th>How It Helps Our Body</th>
<th>Servings Per Day</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat and Alternates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fruit and Vegetables</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grains</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
The Meat and Alternates Group

Foods from the meat and alternates group gives us ________________.
We need ___________ servings from this group each day.

Circle the foods that belong to the meat and alternates group.

Pork Chop

SUGAR COOKIES

Tuna

APPLE

PEANUT BUTTER

Chicken

Butter

EGGS

Ice Cream Bar

Bacon

3A Worksheet #5e
**The Meat and Alternates Group**

Directions: Write the words in the box in the correct square.

<table>
<thead>
<tr>
<th>chicken</th>
<th>peanut butter</th>
<th>baked beans</th>
<th>egg</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>nuts</td>
<td>ham</td>
<td>steak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bacon</td>
</tr>
</tbody>
</table>

[Image of food items corresponding to the words]
The Milk Products Group

The foods from the milk products group contain _______________________.

Foods from the milk products group help us to have _______________________.

We need to have ________________ servings from this group each day.

Circle the foods from the milk products group.

- Milk
- Bread
- Cheese
- Chocolate Milk
- Yogurt
- Ice Cream
- Milk Pudding
- Milkshake
- Kool Aid
The Milk Products Group

Can you spell the mystery words?

Each of the words below spells the name of a food from the milk products group. Some of the letters have been left out. Can you fill in the missing letters?

m__l__k

c__h__s__
p__d__n__g

y__g__r__t

__c__c__r__m

m__l__s__h__k__

Draw a picture of your favourite food from the milk group in the box below.

<table>
<thead>
<tr>
<th>Ice cream</th>
<th>pudding</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>yogurt</td>
</tr>
<tr>
<td>milkshake</td>
<td>milk</td>
</tr>
</tbody>
</table>
The Fruit and Vegetables Group

Foods from the fruit and vegetables group contain _______________________

These foods help us to _______________________.

We need ________ servings from this group each day.

Circle the foods from the fruit and vegetables group.

Apple  Potato  Cabbage

Milk  CEREAL  Tomato  Grapes

Banana  Fruit Juice  Carrot
The Fruit and Vegetables Group

You are hungry. It's time for a snack. Which is better — a chocolate bar or a piece of cheese?

1. Join the dots on these three puzzles.
2. Color the pictures you find.
The Grain Products Group

Food from the grain products group contain _____________________.
They are sometimes called GO food because they give us ________________.
We need _________ servings from the grain products group each day.

Circle the foods from the grain products group.

Cereal  Corn  Rice  Toast

Ice Cream Cone  Noodles  Orange  Bran Muffin

Spaghetti  POP  Hot Cereal  Bread  Roll
The Grain Products Group

Great Grains!
Pooh likes to eat foods from the Grain Group. He eats breads and cereals. He knows that these foods are made from different grains such as

wheat
rye
oats
barley
corn
and
rice.

Unscramble the letters! Write the name of each grain.

1. nocr

2. elryab

3. tsao

4. ery

5. taehw

6. ceri
Foods from the Meat and Alternates Group

- Chicken
- Peanut butter
- Eggs
- Baked beans
- Nuts
- Hamburger
Foods from the Milk Products Group

- Milk
- Ice Cream
- Chocolate Milk
- Cheese
- Yogurt
<table>
<thead>
<tr>
<th>Glass of juice</th>
<th>Carrot</th>
<th>Potato</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Orange</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Banana</td>
<td>Grapes</td>
<td>Tomato Juice</td>
</tr>
<tr>
<td>Foods from the Grains Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread</td>
<td>Cereal</td>
<td>Corn</td>
</tr>
<tr>
<td>Popcorn</td>
<td>Sandwich</td>
<td>Hot Cereal</td>
</tr>
<tr>
<td>Spaghetti</td>
<td>Toast</td>
<td></td>
</tr>
</tbody>
</table>

3A Worksheet #5n
Foods from the Other Group

Coffee

Popsicle

KOOL AID
FOOD GROUPS

NAME: ____________________________

1. Into how many groups can you divide the food we eat? __________
Name them: ____________________________________________________

2. Match the food group with the foods listed below:
   Chicken: __________________________  Bran muffin: __________________________
   Tomato: ___________________________  Peanut butter: __________________________
   Cheese: ___________________________  Pork chops: __________________________
   Pop: _______________________________  Macaroni: __________________________
   Yogurt: ____________________________  Lettuce: __________________________
   eggs: ______________________________

3. Name two snacks that are good for you: _____________________________

4. Name two snacks that are not good for you: __________________________

Some of the foods that we eat do not belong in any of the basic food groups. Put an X on the foods that do not belong in one of the basic food groups.
SNACK-O-GRAM
Choose 15 good snacks.
DRAW A LINE FROM THE FUNCTION TO THE FOOD GROUP.

**FUNCTION**

- build muscles
- GO
- feels good
- healthy
- GROW
- energy
- GLOW
- strong bones and teeth

**FOOD GROUP**

- Milk Group and Meat Group
- Fruits and Vegetables
- Bread and Cereals
GROW FOODS

Circle the grow foods.

Egg  Orange Juice  Cheese
Milk  Lettuce  Chicken
Peanut Butter  Nuts  Yogurt
Fish  Cereal  Roll
GLOW FOODS

Check the glow foods.

Milk
Banana
Chicken
Carrots
Corn
Orange Juice
Eggs
Tomato
Ice Cream
Lettuce
Apple
Potato
GO FOODS

le the go foods.

Cereal  Peanut Butter  Milk

Tomato  Muffin  Toast

Lettuce  Roll  Spaghetti

Banana  Fish  Nuts
# What's Missing?

**Draw the Missing Food Group**

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>orange</td>
</tr>
<tr>
<td>bread</td>
<td>bread</td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Supper</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>carrot</td>
</tr>
<tr>
<td>milk</td>
<td>yogurt</td>
</tr>
<tr>
<td>corn</td>
<td>bran muffin</td>
</tr>
</tbody>
</table>
Smart Snacks for Me

Here are some snacks children often eat. Some contain table sugar. Cross them out. Some do not have table sugar. Draw circles around them. Two have been done to show you how.
Do you know the four important food groups? You need foods from each group everyday.

Three or more servings
This is Group 1. Most of the foods in Group 1 come from a cow's milk.
Write the missing words. The pictures will help you.

"Here we are at the store," said Jean.
Mother wants some fresh vegetables.
What shall we buy?
"We should eat a green vegetable each
day. I shall get some _____________.
"We need a yellow vegetable too.
___________ will be good."

David said, "Don't forget a ____________ each day. I like mine baked. You
like yours mashed.
"Leafy vegetables help us grow.
Buy some _____________."
"___________ and ____________
are green leafy vegetables too," said Jean.
"Sometimes we eat the seed part
of the vegetable. ____________,
and ____________ are seeds.
"Potatoes, ____________, and
___________ are the root part."

"All vegetables are good to
eat and good for us," said her
brother.
1. Circle the sentences that tell about getting good physical activity.

| I helped the German teacher in the garden all day Saturday. |
| My dad loves to drive the tractor. |
| Sometimes my dad has to shovel wheat. |
| My grandmother likes to sit at the window and watch all the activities. |
| Every Saturday, the older girls have to clean the school. |
| Sometimes I just like to sit and read good book. |
| I just love to have a good game of soccer at recess. |
| Last week our class ran around the colony twice during physical education class. |
2. Look at the picture below. Put a big check mark (√) beside the student who has good posture. Put a big X beside the student who has poor posture.

3. Match the stages of development with the descriptions. (Draw lines.) Then number them in the correct order from youngest to oldest.

_____ Adolescence  

depend on your parents for most things

_____ Infancy  

can do some things by yourself, but still need your parents for most things

_____ Adulthood  

can do most things on your own

_____ Childhood  

changing into an adult; period of rapid growth

_____ Pre-adolescence  

learning to do many things on your own
4. Match the food groups with the reasons why we need foods from those groups. (Write the correct letter.)

   a. gives us strong bones and teeth  
   b. helps build muscles  
   c. gives us lots of energy  
   d. helps keep us healthy

   _____ Meat and Alternates  
   _____ Fruit and Vegetables  
   _____ Milk and Milk Products  
   _____ Grains

Now tell how many servings from each food group we need each day.

   _____ Meat and Alternates  
   _____ Fruit and Vegetables  
   _____ Milk and Milk Products  
   _____ Grains
5. Write the foods from the box under the correct food group.

<table>
<thead>
<tr>
<th>corn</th>
<th>meat</th>
<th>orange</th>
<th>pudding</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>carrot</td>
<td>bread</td>
<td>cheese</td>
</tr>
<tr>
<td>rice</td>
<td>peanut butter</td>
<td>apple</td>
<td>milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milk and Milk Products</th>
<th>Fruit and Vegetables</th>
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<table>
<thead>
<tr>
<th>Grains</th>
<th>Meat and Alternates</th>
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<td></td>
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</table>
Lesson Six (W-3.6)

Concept: Describe the importance of decision making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens, alcohol.

Resources/Materials: Worksheets #6a, #6b, and #6c (student copies)

Introduction: Write the word “alcohol” on the board. Ask students if they know what the word is and then what “it” is.
- What are some things that contain alcohol?
- Why do you think some people like to drink beverages containing alcohol?
Tell students that there are many things that adults often consume that are not good for children. One of these is alcohol.

Procedure:

1. Write the words “depressant”, “hallucinogen”, “stimulant”, “nicotine”, and “allergen” on the board. Tell students that we will be discussing some of the substances that belong in each of these categories.

2. Depressants – such as alcohol, dull the senses. When you take in depressants like alcohol; you cannot see, hear, feel, smell, or taste as well. That is why a person who has been drinking alcohol cannot drive a car safely. Beer, wine, and whisky are examples of drinks that contain alcohol. Some medications are also depressants. They must only be taken if a doctor says so.

3. Hallucinogens – these are drugs that make your mind see things that are not really there. Marijuana falls into this category.

4. Stimulants – these are substances that make you more alert. Some contain a substance called caffeine. Coffee, most teas, chocolate, and some soda pops all contain some amount of caffeine. Caffeine drinks should not be consumed by young children. Some medications do contain stimulants. These medications should only be taken if a doctors says so.

5. Nicotine – Nicotine is a substance that is addictive. That means that once your body has some, it has to have it. Substances that are made from tobacco like cigarettes, pipe tobacco, cigars, and chewing tobacco all contain nicotine. The problem is that tobacco products also cause diseases, such as cancer. These diseases can kill you.

6. Allergens – Some people are allergic to some things like foods, plants and animals. Example: Some people get swollen eyes and throats from eating peanuts, peanut butter, strawberries, etc. Not everyone has allergies.

7. Question: What should you do if someone offers you something from one of the categories on the board?

Answer: Politely say “No thank you.” Don’t let them try to convince you otherwise. If they insist and keep trying to convince you, then you must say “No!” with a louder voice. They will soon get the message.
Lesson Six (continued)

Ways to Say “No”

- I don’t …
- I can’t…
- My mother says …
- My father says…
- I never …
- No, that is against…
- No, we’ll…
- My teacher …

8. Adults often consume some of these substances:
   - There are some substances, like caffeine, that do less harm to adults than they do to children whose brains and bodies are still developing.
   - Some substances like chocolate can be consumed in moderation without much problem.
   - Adults are old enough to make their own decisions. However, they must deal with the consequences of their decision.

9. Some of these substances have side effects that can help people who are sick. Occasionally, a doctor will prescribe medications containing some of these substances. The doctor knows that it is generally not a good idea for children to consume them, but that the benefits outweigh the negatives.

10. Distribute Worksheet #6a. Do with students. (coffee, tea and cola – have caffeine; wine and beer – have alcohol; water, orange juice and milk – no drug)

11. Distribute Worksheet #6b. Do with students, if possible

12. Distribute Worksheet #6c. Have students draw and colour a picture to go with the caption.

Assignment:

Do Worksheet #6c.
What Is in the Things You Drink?

- coffee
- wine
- orange juice
- tea
- milk
- beer
- water
- cola
Draw a circle around the beverages that have alcohol in them.

- beer
- champagne (sparkling wine)
- cola
- coffee
- apple juice
- cocktail
- milk
- wine
JUST SAY NO
Lesson Seven (W-3.7)

Concept: identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares.

Resources/Materials: Booklet: The Bully (teacher copy: Caution, some pages are out of order.)
Worksheets #7a and #7b (student copies)
Extra activities (do as appropriate and if students have time to do them)

Introduction: Ask students if they, or someone they know, has ever been pushed around, punched, kicked, made fun of, had things taken from them, or been called names just for the fun of it.

Conclude: This behaviour is wrong. Someone who does these things for no real reason is called a bully.

Procedure:

1. Most bullies bully because it makes them feel powerful and they like to see others suffer.

2. Bullies usually pick on someone younger or smaller than they.

3. Present the booklet “The Bully”. Read the story to the children, guiding as you go along.

4. Hand out the questions that go with the story. (Worksheet #7a and #7b) Go over the directions.

5. Conclude:
   - Bullying is wrong
   - Avoid being bullied by telling someone like a teacher or parent
   - Always tell an adult where you are going
   - Get away from the bully
   - Say “no” firmly
   - Avoid dares

6. If desired, have students colour pictures or do some of the other activities (included)

Assignments:

1. Do Worksheets #7a and #7b.

2. Other activities, as desired.
Jason peeked out from behind the bushes. He couldn't see the bully, but Jason was sure the bully was there. Maybe he was behind the fence, or around the corner of the school. He was somewhere. He always was.
Jason held his lunch bag tightly in his arms and stepped out from behind the bush. One step, two steps, three steps. If he was lucky, he might make it into the school before the bully found him. Two more steps...he was almost there.

The door to the school opened and the bully came out to meet him. "Hey, Jason. Did you bring me a lunch today?" the bully asked.

Jason's legs went weak and he held his lunch tighter. Why did the bully always pick on him? Yesterday he took Jason's lunch. And the day before, he pushed Jason down in the playground.
Jason felt the sting of tears in his eyes. He didn't want to let the bully see him cry, but sometimes he just couldn't stop the tears from falling. He felt a wet drop slide down his cheek.

"Cry baby! Cry baby!" The bully sang. He used his loud outside voice to make sure everyone heard what he was saying. "Jason's a cry baby. Look at him cry." Some of Jason's friends watched, some ran away, but no one helped him.

Jason tried to force his way into the school, but the bully stopped him.

"Give me your lunch and I'll let you in."

Jason handed the bully his lunch and ran inside the school. It would be another long, hungry day without any food.
The thought of his sandwich and apple and juice made him hungry, and it wasn't even lunch time yet.

When the school day was over, Jason stayed in the school washroom until he was sure the bully had left. On the way home he ran so fast it hurt to breathe. At any moment the bully might grab him, or jump out and trip him.

He felt scared, and lonely. The world didn't seem like a very nice place. School wasn't a good place to be anymore.
When he got home his mother was waiting for him.

"Jason," she said, "did something bad happen at school today?"

Jason didn't answer. How could he tell his mother that he was afraid of someone? The bully called him a cry baby, and a scaredy-cat. Maybe he was a cry baby. He knew he was a scaredy-cat. After all, he was scared of the bully.

He pretended not to hear her question.

"Mommy, I'm really hungry. Can I have a sandwich?"

His mother looked at him for a long time, then she nodded and made him a peanut butter and jelly sandwich. She poured a big glass of milk and set it on the table. Then she sat down and looked at him again.

This was going to be one of those we-need-to-have-a-talk times.
"Your teacher called this afternoon."

Jason's heart sank into his tummy. Suddenly, he wasn't hungry anymore.

"She said you didn't have a lunch with you today. And it wasn't the first time this week that you didn't have your lunch. Jason, did someone take your lunch away from you?"

Jason set the sandwich on the plate and looked at his hands. He felt the tears come again. Soon they were splashing on his fingers.

"Sweetheart," his mother said very softly, "is someone bullying you at school?"
Jason nodded, and the words came tumbling out. It felt good to finally tell someone how miserable it felt when he was bullied. He told his mother how the boy stole his lunches, and pushed him, and called him names in front of the other children.

"Even my friends won't play with me anymore. I tried to be invisible, mommy. I try to keep away from him, but the harder I try the more he bugs me."

His mother listened, then she gave him a hug. "Tomorrow your father and I will go to the school and talk to the principal and your teachers."

"No!" Jason cried. "Don't do that. It will make it worse."

"It won't make it worse, sweetheart. If nothing is done to stop the bully he will only grow stronger. He will still be mean and hurt you and other people. We'll work with the school and do whatever it takes to make the bullying stop."
Introduction

Make Sure Your Child Knows
How To Handle Bullies

Encountering a bully is one of the toughest situations a child can face. As parents and teachers, we owe it to our children (and ourselves) to make sure they know what to do if bullied. That’s where this book on bullying comes in.

You will notice this book has a unique format. A short story sets the scene, giving children insights on how a bully operates and what to do in different situations. Question and answer segments - for both children and parents and teachers - follows to ensure kids understand what they’ve read. The children’s quiz provides positive solutions for dealing with bullies, while the parent’s and teacher’s quiz provides education concerning the problem.

In addition, the drawings in the book can be printed out and colored with markers or crayons building your child’s interest and reinforcing the lessons learned from the stories.

The Bully targets bullying situations in elementary school. Look for future books that will target bullying for those in senior school, and books that deal with cyber stalking and other child safety issues.

Bully Quiz for Kids - Answer #1

Answer: All of the above.

A bully is someone who makes you want to stay home from school. They try to frighten you and make you unhappy.

Go to the next page for the next question
Bully Quiz for Kids - Question #3

If you want to stay out of a bully's way you can:

- Hide in the bathroom
- Stay out of the games at recess
- Stay in the middle of a large group of kids

Go to the next page to view the answer

Bully Quiz for Kids - Question #4

If someone bullies you on the school bus you should:

- Walk home instead
- Sit near the driver
- Sit alone and cry

Go to the next page to view the answer
Bully Quiz for Kids - Answer #2

Answer: Tell your teacher, or your parents.

If it's too hard to talk to them, write them a note and explain what's happening. If they don't help you, talk to your grandparents, or another adult you trust. Remember, if someone is bullying you – it's not your fault. The bully is wrong, not you.

Go to the next page for the next question

Bully Quiz for Kids - Answer #3

Answer: Stay in the middle of a large group of kids

Bullies don't want lots of people to know what they are doing. If you stay with a large group there's a better chance the bully will leave you alone.

Go to the next page for the next question
Bully Quiz For Kids - Question #1

Someone is a bully if:

☐ They take your things away from you
☐ They make your friends stop playing with you
☐ They try to get you in trouble
☐ All of the above

Go to the next page to view the answer

Page 16

Bully Quiz for Kids - Question #2

When someone bullies you, you should:

☐ Tell a teacher, or your parents
☐ Try to make yourself invisible
☐ Stay away from school

Go to the next page to view the answer

Page 18
Bully Quiz for Kids - Answer #4

Answer: Sit near the driver

If the bus driver sees the bully in action he can report him or her to the school and something will be done about it.

Go to the next page for the next question

Bully Quiz for Kids - Answer #5

Answer: You lose because the bully has won

If the bully makes you miss school he has really hurt you. He has made you change your life and you will fall behind in your lessons. If you miss too much school you'll get in trouble at home and at school.

Go to the next page for the next question
Bully Quiz for Kids - Question #5

If you stay home from school because you are being bullied:

- You win because the bully can't hurt you
- You have one day when the bully can't pick on you
- You lose because the bully has won

Go to the next page to view the answer

Bully Quiz for Kids - Question #6

If someone tries to bully you with words, you should:

- Say "So?" or say "Okay" and walk away
- Believe what they say because they are probably right
- Hit them or start a fight

Go to the next page to view the answer
Bully Quiz for Kids - Answer #6

Answer: Say "So?" or say "Okay" and walk away

A bully tries to make you upset, or they try to hurt your feelings. If you agree with them, there's nothing more they can say. Just remember—they were trying to hurt you and they don't really know how nice you are.

Go to the next page for the next question

Bully Quiz for Kids - Answer #7

Answer: Act like someone who isn't afraid of anything

Try to look like you're not afraid of anything, even if you don't feel that way. Walk tall and look straight ahead, not at the ground. If bullies think you are afraid they think it's fun to scare you.

Go to the next page for the next question
Bully Quiz for Kids - Question #7

To avoid becoming the target of a bully you should:

- Act like a mean person
- Act like someone who isn't afraid of anything
- Don't talk to anyone and keep out of people's way

Go to the next page to view the answer

Bully Quiz for Kids - Question #8

If someone you know is being bullied you should:

- Be their friend
- Avoid them so you won't be bullied
- Bully them too

Go to the next page to view the answer
Bully Quiz for Kids - Answer #8

Answer: Be their friend

It hurts to be bullied. If someone you know is being bullied then you should try and be their friend. One way you can be their friend is to tell someone about the problem. Tell a teacher, or an older person you can trust to help with the problem.

Go to the next page for the next question

Bully Quiz for Kids - Answer #9

Answer: All of the above.

All of the above is behavior that can hurt someone. If you think you might be hurting someone and don't want to do it anymore, speak to a teacher or a parent about the problem. No one likes to be hurt.

Go to the next page for the next question
Bully Quiz for Kids - Question #9

Are you a bully and don’t know it? Do you:

- Think it’s fun to call people names
- Exclude people from your games
- Encourage other people not to talk to someone
- All of the above

Go to the next page to view the answer

Bully Quiz for Parents & Teachers - Question #1

The percentage of children who are bullied in school is:

- 60%
- 5%
- 23%

Go to the next page to view the answer
Bully Quiz for Parents & Teachers - Answer #1

Answer: 23%.

Studies vary as to how many children are bullied in schools each year, but the figures settle in at about 23%. NO child should be bullied.

Go to the next page for the next question

Bully Quiz for Parents & Teachers - Answer #2

Answer: All of the above.

Other signs of bullying include: sudden loss of friends, inability to concentrate, insomnia and being afraid to leave the house.

Go to the next page for the next question
Bully Quiz for Parents & Teachers - Question #2

Signs that a child is being bullied include:

☐ Missing or "lost" items of school equipment
☐ Ripped clothing and bruises
☐ Loss of interest in school
☐ All of the above

Go to the next page to view the answer

Bully Quiz for Parents & Teachers - Question #3

Bullying is:

☐ Part of growing up
☐ Something a child needs to learn to deal with
☐ Deeply hurtful

Go to the next page to view the answer
Answer: Deeply hurtful.

Bullying is a serious problem and can scar a child for life. It can make them lonely, unhappy and frightened. The world can feel like a very unsafe place. Many bullied children see themselves as failures and are driven to the point of suicide.

Answer: All of the above.

Although not everyone can "fit in," there are things that can be done to minimize the risk of being bullied. Teaching a child to value themselves and develop good self-esteem is a good place to start. Children who move with confidence, with their head held high and a spring in their walk are less likely to be bullied.
Bully Quiz for Parents & Teachers - Question #4

Children are bullied because:

- They look different
- They have different beliefs
- They lack assertiveness and look like they can't defend themselves
- All of the above

Go to the next page to view the answer

Bully Quiz for Parents & Teachers - Question #5

Bullies are:

- Weak people who feel a need to dominate
- People who want to be noticed
- People who see nothing wrong in what they are doing and don't care about the way the bullied child feels
- All of the above

Go to the next page to view the answer
Bully Quiz for Parents & Teachers - Answer #5

Answer: All of the above.

All of the above. Bullies can grow up to become adult bullies. Action should be taken immediately to stop the problem while a child is still young.

Go to the next page for the next question

---

Bully Quiz for Parents & Teachers - Answer #6

Answer: Work with the school to help stop the problem.

It's normal to be angry if your child is being bullied. But strong emotions often lead to actions that make the matter worse, or the bully will just become more devious in his/her taunting. It's best to work with the school to resolve the problem. If you are not satisfied with the result there are other sources of help available.

Go to the next page for more information for parents & teachers
Bully Quiz for Parents & Teachers - Question #6

If your child is being bullied you should

- Tell them to ignore the bully and he'll go away
- Confront the bully and tell them to leave your child
- Work with the school to help stop the problem

Go to the next page to view the answer
The Bully Quiz for Kids

Directions: Draw a line under the correct answer.

1. Someone is a bully if:
   - they take your things away from you.
   - they make your friends stop playing with you.
   - they try to get you in trouble.
   - they push, hit, or kick you.
   - they call you names.
   - All of the above

2. When someone bullies you, you should:
   - tell a teacher, or your parents.
   - try to make yourself invisible.
   - stay away from school.

3. If you want to stay out of a bully’s way, you can:
   - hide in the bathroom.
   - stay out of the games at recess.
   - stay in the middle of a large group of kids.

4. If someone bullies you on the school bus, you should:
   - walk home instead.
   - sit near the driver.
   - sit alone and cry.
5. If you stay home from school because you are being bullied:
   o you win because the bully can't hurt you.
   o you have one day when the bully can't pick on you.
   o you lose because the bully has won.

6. If someone tries to bully you with words, you should:
   o say “So?” or say “Okay” and walk away.
   o believe what they say because they are probably right.
   o hit them or start a fight.

7. To avoid becoming the target of a bully you should:
   o act like a mean person.
   o act like someone who isn't afraid of anything.
   o don’t talk to anyone and keep out of people's way.

8. If someone you know is being bullied, you should:
   o be their friend.
   o avoid them so you won't be afraid.
   o bully them too.
This is a Bully-Free Zone
No Bullies
ACTIVITIES

BE BULLY FREE (FILL IN THE BLANK)
I have __________ and responsibilities.
I need to __________ the rights of others.
It is not ok to __________.
Bullying hurts __________ and outside.
I can play safely without __________ others.
I am unique and __________.
It is okay for people to think, __________ and act differently.
I am responsible for my own __________.
It is okay to __________ when someone bullies.
I know that both actions and __________ can hurt.
Be a friend to have a __________.

Words: LOOK, RESPECT, TELL, INSIDE, FRIEND, WORDS, HURTING, RIGHTS, SPECIAL, BULLY, ACTIONS

Bully-Free Zone For Kids

Bullying is when someone keeps doing or saying things to have power over another person. Some people bully others by

- calling them names.
- saying mean things.
- threatening them.
- damaging or taking their things.
- kicking or hitting them.
- leaving them out of activities.
- making them do things they do not want to do.

What can you do if you are being bullied?

- Tell them to stop.
- Ignore them.
- Walk away.
- Always tell a teacher or adult you can trust.
- Spend time with your friends; bullies hardly ever pick on people if they are in a group.
Be Bully Free Word Search

Words To Find
BE A FRIEND
IGNORE
REPORT
RESPECT
SAFE
SPECIAL
STOP
TELL
UNIQUE
WALK AWAY

Home Alone Word Search

Find the following words:
LOCK DOORS
NINE-ONE-ONE
SAFE
KNOW ADDRESS
READ
NO COOKING
HOME ALONE
STAY IN

Internet Safety Word Search

Find and circle these words:
Computer, guidelines, password, parents, exit, online safety, chat, off, careful

G D F H T A H C
U C E N I L N O
I A J O R E B M
D R O W S S A P
E E D F A D A U
L F T S F R M T
I U C M E E T E
N L H N T K I R
E A T U Y S X E
S S O Q X Z E L
Lesson Eight (W-3.8)

Concept: employ practices that provide safety for self and others at home; e.g., describe strategies for safely preparing and storing food.

Resources/Materials: Worksheets #8a, #8b, #8c, #8d, #8e and #8f (student copies)
Optional: Worksheet #8g (student copies on brown construction paper) and small squares of Kleenex.

Introduction: Everyone knows that we can all do things to make things safe in our home. It is just not up to our parents, but up to every person to help out. Today we will be looking at several different things that you can do to make your home safe.

Procedure:

1. It is impossible to talk about everything that we can do to make our homes safer. We will only be able to cover some of them.

2. With students go over each of Worksheets #8a, #8b, #8c, #8d, #8e and #8f. The sheets may be guided, or the students may do them independently and then checked as a class, or a combination of both.

Assignment:

1. Do Worksheets #8a - #8f.

2. Optional: Colour some or all of the pictures on the sheets.

3. Have students make the Sneezeing Bear from Worksheet #8g.
Germs

Germs are so small we cannot see them, but they are all around. We have germs in our mouth, in our nose, and on our hands. Germs can make us sick. We must not give our germs to others. We must try to keep germs from getting into us.

Look at these pictures. Draw a red line under the right way. Draw a blue under the wrong way.
One For You — One For Me

Do not do this.  

Do this.  (Draw it.)

Do not do this.  

Do this.  (Draw it.)

Do not do this.  

Do this.  (Draw it.)
Clean Hands

Clean hands keep us healthy.

Clean hands make us look nice.

Clean your hands with soap and water.

Which picture comes first? Second? Third? Write 1, 2, or 3 in the box.
“I have no ladder, so I’ll use
This rocker,” Billy said.
The chair upset, and down he fell,
A bump upon is head!

Billy wanted to sneak some ___________________ on the shelf.

Billy did not have a ___________________.

The rocking chair fell ___________________.

Billy ___________________ his head.

cookies        ladder        over        hurt

3A Worksheet #8d
Stop Fires

Fireman Bill came to school.
He talked to the children.
He said, "You can stop fires.
Look around your house.
You may see something that may start a fire.
Tell Mother or Daddy about it.

Put a red X on the things that may start a fire.
Write "Stop Fires" under each picture.
Safety at Home

Sometimes our homes are not safe.
Many boys and girls get hurt at home.
Many mothers and fathers get hurt too.

Falls, burns, cuts, and poison are things that hurt us most in our homes.

Put a red X on the things that are not safe.
Sneezing Bear

Run off on brown.
Colour and cut out.
Paste small piece of Kleenex on upraised arm.
Fold arm on dotted line.
Lesson Nine  (W-3.9)

**Concept:** describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront

**Resources/ Materials:** Worksheets #9a, #9b, #9c, #9d, #9e, #9f, #9g, #9h (student copies)

**Introduction:** Just like we have to practice safety at home, we must practice safety in the community whether it is on the colony, on the way to town, or in town. Today we will discuss some more good safety practices.

Just like we could not cover every safety rule for home, we can’t cover every safety rule for when you are out in the community. Mostly it is just a matter of good common sense.

**Procedure:**

Go through the sheets. Have students work on them independently, in small groups, as a class, or a combination of both.

**Assignment:**

Do the Worksheets and colour pictures as desired.
The green light means Go,
but go with care.

Make one traffic light say Go.

Make one traffic light say Stop.

Make one traffic light say Wait.

The _______ light means Go, but _______ with _______.

3A Worksheet #9a
Don't run on icy or slippery sidewalks or roads.
Playground Safety

Put a green X on those who obey safety rules.
Put a red X on those who do not obey safety rules.
Farm Safety

MACHINERY
1. Keep a safe distance from moving tractors and other farm machinery.
2. Don’t go near machinery that is still running.
3. Don’t touch the gears or play on the machinery.
4. Tractor keys should be kept out of sight.

ANIMALS
1. Don’t tease the animals.
2. An animal has a way of telling you whether he wants you near or not.
3. Don’t play with bulls.
4. Don’t ride an untrained horse.
5. Don’t stand directly behind a horse.

CALVING SEASON
1. Don’t go near cows during calving season. A mother cow is very protective of her young and may act differently towards you. If you want to go and see the cows, go with an adult.

SWIMMING
1. Be careful while swimming in ponds, sloughs and rivers. Never swim alone.
**BURNING**
1. Stay away from burning brush and garbage.

**OIL**
1. Don’t have a fire near oil bins.

**POISONS**
1. Keep away from poisons, chemicals, pesticides and weed killers.
2. Don’t walk on newly sprayed ground.

**BARBED WIRE**
1. Be careful of barbed wire.

**SHARP OBJECTS**
1. Clean up sharp tools and put them away in their proper places.

**WELDING**
1. Never watch someone welding. Keep far enough away from the sparks to be safe.

**SHOES**
1. Wear shoes with good soles and watch out for gopher holes.
Can you find 3 safe practices that children are doing?
Can you find 4 dangerous things happening in this picture?
Water Safety

FILL IN THE BLANKS USING THESE WORDS:

back underwater supervised alone fun learn parallel daylight airmattresses two

1. Swim only in ________________ areas.

2. Never swim ____________.

3. Know your swimming area. Make sure you are aware of any ________________ dangers.

4. Swim ________________ to the shoreline.

5. Wait ____________ hours after eating before you enter the water.

6. Do not depend on blow up toys and ________________ to keep you out of trouble in water that is too deep.

7. Swim in the ________________ when you are able to see and be seen.

8. If you get into trouble stay calm, drown proof, tread water, float or swim on your ________________.

9. Enroll in swimming lessons and ________________ the rules of the water.

10. Swimming can be ________________ if you practise good safety.


3A Worksheet #9g
Outdoor Safety Checklist

Put a ✓ beside the outdoor safety hints that are correct and an ✗ beside the outdoor safety hints that are incorrect.

1. Big trees are safe to climb.

2. It is okay to throw sand at the playground.

3. When you are playing away from home it is best to bring along another friend.

4. Always let your parents know where you are playing.

5. You try hard to be home before dark.

6. Be careful not to play rough when you are around small children.

7. You should always take the fastest route home.

8. Never go near an open manhole in the road and let your parents know about it.

9. Stay away from steep embankments along ravines and rivers.

10. If you are caught in lightning, you should not take shelter under trees.

11. You could hit and damage a person’s eye with a snowball.
Lesson Ten  (W-3.10)

Concept: describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person.

Resources/Materials: Worksheet #10 (Student copies)

Introduction: We all try to be safe, but accidents can still happen. What should you do if an accident happens?

Procedure:

Discuss the following:

1. If it is just a little accident, go home or to the school. Your parents can look after you.
   
   If you get burned, keep the body part in cold water.

2. If it is emergency where someone is severely hurt, do the following:

   - Call for help. If someone else is with you, send them for help.
   - Do not move an injured person. You might make it worse.
   - If you have a blanket or a coat, cover the injured person with the blanket or coat.

3. Distribute Worksheet #10. Go over the directions.

Assignment:

Do Worksheet #10.
What to Do in an Emergency

Match the pictures with the sentences.

A. Send someone to get help.
B. Cover the person with a blanket or coat.
C. Don't move the person and don't let anyone else move the person.
D. Ask the person where they are hurt.
E. Put cold water on a burn.
Health
Grade Three
Wellness Choices
Test 2

1. What should you do if someone offers you some wine?


2. Circle the drinks in the box below that contain caffeine.

<table>
<thead>
<tr>
<th>milk</th>
<th>Kool-aid</th>
<th>coffee</th>
<th>Coca-cola</th>
</tr>
</thead>
<tbody>
<tr>
<td>tea</td>
<td>water</td>
<td>juice</td>
<td>beer</td>
</tr>
</tbody>
</table>

3. Circle the drinks in the box below that contain alcohol.

<table>
<thead>
<tr>
<th>water</th>
<th>wine</th>
<th>coffee</th>
<th>whiskey</th>
</tr>
</thead>
<tbody>
<tr>
<td>tea</td>
<td>beer</td>
<td>apple juice</td>
<td>pop</td>
</tr>
</tbody>
</table>
4. Use the words in the box to make sentences about bullying.

wrong       bully       no       adult

a. A person who does hurtful things to others for no real reason is called a ________________.

b. Bullying is ________________.

c. If a bully does things to hurt you, tell an ________________.

d. If a bully looks like he or she might try to hurt you, stand up and tell him or her, “________.”

5. Circle the sentences that tell how to keep healthy and safe.

<table>
<thead>
<tr>
<th>Always wash fruits and vegetables before you eat them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash your hands after you use the bathroom.</td>
</tr>
<tr>
<td>Sneeze into a handkerchief or your sleeve.</td>
</tr>
<tr>
<td>Share an ice cream cone only with your best friend.</td>
</tr>
<tr>
<td>Wash your hands with soap and warm water.</td>
</tr>
</tbody>
</table>
6. Circle the sentences that tell how to keep healthy and safe.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash your hands before you eat.</td>
</tr>
<tr>
<td>It is okay to play by the stove.</td>
</tr>
<tr>
<td>Unplug the iron if you have to stop ironing to do something else.</td>
</tr>
<tr>
<td>Do not leave toys lying around on the floor.</td>
</tr>
<tr>
<td>Do not play with knives.</td>
</tr>
<tr>
<td>Watch babies and young children while they are playing.</td>
</tr>
</tbody>
</table>

7. Think about the traffic lights when you go to a town or city.

a. When the light is __________________ you may go.

b. When the light is __________________ you must stop.
8. **Cross out** the sentences that **do not tell** about good playground safety.

<table>
<thead>
<tr>
<th>It is fun when many kids go down the slide at once.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not walk near the swings when someone is swinging.</td>
</tr>
<tr>
<td>Do not run across the baseball field when there is a baseball game.</td>
</tr>
<tr>
<td>Walk on the top of a high fence.</td>
</tr>
<tr>
<td>Have fun by standing on the swings with your friends.</td>
</tr>
<tr>
<td>Do not show off on the playground equipment.</td>
</tr>
<tr>
<td>Do not throw snowballs.</td>
</tr>
</tbody>
</table>

9. Which of the following are good farm safety rules? Circle them.

<table>
<thead>
<tr>
<th>Don’t tease the animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep a safe distance from farm machinery.</td>
</tr>
<tr>
<td>Ride on the tractor with your dad.</td>
</tr>
</tbody>
</table>
10. Use the words in the box to finish the sentences that tell what to do in an emergency.

coat   burn
help   hurt
person

a. Send someone to get ________________.

b. Cover the person with a blanket or a ________________.

c. Don’t move the person and don’t let anyone else move the ________________.

d. Ask the person where they are ________________.

e. Put cold water on a ________________.
Topic 3B

Relationship Choices
Topic 3B

Relationship Choices

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

A. Understanding and Expressing Feelings

R-3.1 Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others.

R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings.

R-3.3 Develop, with guidance, strategies to deal with stress/change.

R-3.4 Develop, with guidance, effective communication skills and strategies to express feeling; e.g., appropriate expression of anger.

B. Interactions

R-3.5 Develop strategies to build and enhance friendships

R-3.6 Demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic

R-3.7 Examine the effects of conflict on relationships

C. Group Roles and Processes

R-3.8 Develop skills to work cooperatively in a group

R-3.9 Encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings
Lesson One (R-3.1)

Concept: Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others

Resources/Materials: Worksheet #1a (one copy)
Worksheet #1b (student copies)

Introduction: Ask the students to think of all the things they can think of that make them upset, angry, sad, or any other negative feeling. Have a volunteer or two come up and start to complain.

Tell students to seriously think about a person who is constantly complaining. What effect does it have on people.

Procedure:

1. Ask students if they think that those people who are constantly complaining are happy about themselves. Do they enjoy life?

2. Ask students to think of something good or exciting that has happened to them. Did they tell anyone? How did they feel after telling about it?

3. Conclude that a person usually feels excited and upbeat after sharing good news. This also goes for the people that you share the positive feelings with.

4. Sharing positive feelings also encourages other people to share their positive feelings.

5. The opposite is true for those who always complain. They feel worse and so do the listeners.

6. Sometimes you feel angry or frustrated and you want to share those feelings too. Just be careful that you are not just sharing negative feelings.

7. Photocopy one copy of Worksheet #1a. Cut it apart, fold up the sections and put into a container. Have volunteers pick out a paper from the container and share what is directed on the paper.

8. Distribute Worksheet #1b. Go over the directions.

Assignment

Do Worksheet #1b.
SHARING POSITIVE FEELINGS

Teacher Directions: cut apart, fold and put into container. Volunteers choose a paper and what it says. Encourage students to expand on their ideas and to put in a little drama.

Tell the class about something positive that happened to you sometime after English School yesterday.

Tell about something good that happened to you yesterday in English School.

Tell about the funniest thing that has ever happened to you or someone else.

Describe your teacher and why you like her or him.

Tell about your favourite food.

Tell about a time you went to Lethbridge or Taber.

Tell about the biggest surprise that you have had.

Tell about the adult you like most of all.

Tell about a child that you like most of all.

Tell about a time when you got a good mark on a test.
SHARING POSITIVE FEELINGS

Directions: Change each sentence below from a negative feeling to a positive one. The first one is done for you.

1. I hate eating cabbage.
   
   I love eating fried chicken.

2. I don’t like Spelling.

3. I’m so bored because I have nothing to do.

4. My little brother cries all the time.

5. I have to work all the time.

6. School is so boring.

7. I don’t like memorizing verses.

8. It’s too hot outside.
Lesson Two (R-3.2 and R-3.4))

Concept: Demonstrate safe and appropriate ways for sharing and/or supporting feelings through words or behavior; e.g., demonstrate good manners when expressing feelings.

Resources/Materials: Worksheet #2a (teacher copy)
Worksheets #2b and #2c (student copies)

Introduction: Ask a volunteer to pretend that he is a salesman and wants you to give him directions on getting to the cow barn. When students asks for the directions, do not respond, just stare.

Ask another volunteer to pretend he is the minister and wants to compliment you on doing a good job of cleaning the yard. When the student asks, just giggle, but do not respond verbally otherwise.

Ask both students how they felt when no response was forthcoming.

Procedure:

1. Discuss the idea that when you do not respond when a person talks to you, it is considered rude. When someone waves to you, wave back, etc. Conclude that when interacting with others, you should follow the Golden Rule.

2. Present the case where another person did something you did not like. What should you do? Go through the following process of thinking:
   - Is it worth bothering about, or was it just something minor?
   - Has it happened before?
   - What is the likelihood of this or something similar happening again?
   - See things from the other person’s point of view.
   - What do I do about it, if anything?

3. Sometimes you need to express your feelings about what has happened to the person. Discuss the following points:
   - Be diplomatic! Use good manners!
   - Tell the person how you feel and what effect the action had on you.
   - Be ready to listen to and consider the other person’s point of view.
   - Discuss with the person how you could handle the situation.

4. Discuss the situations presented on Worksheet #2a.

5. Distribute Worksheets #2b and #2c. Go over the directions.

Assignment:

Do Worksheets #2b and #2c.
HOW DO YOU FEEL?

Situation One

For the third day in a row you have not been able to play on the swings. You see that Bill always gets there first and stays on the swing the whole recess. The other children all seem to take turns, but not Bill. You think he should give others a turn as well.

Situation Two

It was your turn to read out loud to the class. You made quite a few mistakes. Betty started to laugh. The teacher told Betty to stop, but she kept on laughing. By the time your turn was finished, you were almost crying. You don’t think Betty should have laughed at you.

Situation Three

You and your friend are at the store. You see your friend put a chocolate bar into her pocket when the store clerk was not looking. You do not say anything, but you know that stealing is wrong.

Situation Four

One of the other boys always seems to be pushing your little brother around. There have been times when your brother has come home crying because of this. You decide that enough is enough.

Situation Five

At recess all the girls in the class play together, but they never seem to want you around. Sometimes they get together in a group and you just know that they are laughing and talking about you. Your feelings are very hurt.

Situation Six

You have a hard time doing your school work, but it seems that no one will help you. The teacher is always so busy and helps whenever possible. You are frustrated because you can’t do all of the work.
HOW DO YOU FEEL?

Directions: Look at the picture. There are many problems. Write about one of the problems and then tell what you would do about it. Remember to use good manners!

The Problem


What Should Be Done


What might you do about one of these problems?
Lesson Three (R-3.3)

Concept: Develop, with guidance, strategies to deal with stress/change

Materials: Chart paper and marker OR white board
Hand Puppet (optional)
Worksheet #3 (student copies)

Introduction: Ask “How did you feel the first day you entered German School? English School?” Discuss that most children feel stress. Stress occurs when you are unsure of what is happening and you don’t know how to handle the situation.

Procedure:

1. Discuss that there are positive and negative ways to deal with stress or change.

2. The positive ways help you to learn more about the situation and how to deal with it. The negative ways sometimes make matters worse.

3. Demonstrate some of the positive and negative ways to deal with stress. (If you like, use the hand puppet to demonstrate the ways to deal with stress.)
   a) It is the first day of school
      Negative: Cry
      Positive: Sit, listen to the teacher, and watch what the other kids do
   
   b) Your mother is visiting another colony. This has never happened before.
      Negative: Hit your mother and your little brothers and sisters
      Positive: Ask your mother to write down a schedule of when you should do what so that you know what needs to be done. Ask your mother who to go to if you run into a problem you can’t handle.

   c) You are having a big test at school the next day.
      Negative: Stay home and pretend you are sick.
      Positive: Take your school books home and study for the test when you have time

4. With students generate a list of strategies to deal with stress/change. Write on the chart paper or whiteboard.
   - Try to get more information about the situation.
   - Ask for advice from someone you trust.
   - Take a deep breath to help relax yourself.
   - Look around and see what the others are doing.
   - Think positively.
   - Reduce stress by being ready and organized ahead of time.

5. Conclude that there are positive and negative ways to deal with stress.


Assignment
Do Worksheet #3.
HELP! I’M ALL STRESSED OUT!

Directions: Circle Yes or No.

1. When you feel stress, crying will help. Yes No

2. It is always bad when you have to make a change. Yes No

3. When you feel stress, ask your parents for help. Yes No

4. When you feel stress, it sometimes helps to take a deep breath to help you relax. Yes No

5. When you feel stress, it helps to find out more about what is going on. Yes No

6. When you feel stress, it is always a good idea to hit someone. Yes No

7. When you feel stress, it is often a good idea to just think about what is going on. Yes No

8. When you feel stress, you should try to blame someone else. Yes No

9. When you feel stress, you should try to go out and get some exercise because it can help you to relax. Yes No

10. Be ready and organized; then you won’t feel quite so much stress. Yes No
Lesson Four (R-3.5)

Concept: Develop strategies to build and enhance relationships.

Resources/Materials: Chart paper and marker
Blank paper folded in half and stapled to make booklet (See note at bottom.).

Introduction: To introduce the key word of the day, present the following riddles. Write the first letter of each answer as follows:
F     Another word for emotions (feelings)
R     One of the colours on the Canadian flag (red)
I     The substance inside of a pen that writes (ink)
E     An antonym for full (empty)
N     An antonym for always (never)
D     The name of a person that can help you if you are sick (doctor)

Procedure:
Divide the class into small groups. Have them come up with answers to these questions. Record on chart paper.

1. Why is it important to have friends?
   - go to for help
   - playmate
   - can tell things to
   - go to for advice
   - fun to be around

2. What are the characteristics of a good friend? (What is a good friend like?)
   - fun to be around
   - can be trusted
   - loyal
   - helps you when you need it
   - honest
   - has some of the same interests
   - listens

3. What are things you can do to make friendships stronger?
   - be honest with your friend
   - be a good listener
   - help when needed
   - keep secrets
   - be loyal
   - be kind

Assignment: Make a Friendship booklet. Each page should tell about a strategy. Illustrate. You may want younger students to make shorter booklets than older students.
Health
Grade Three
Relationship Choices
Test 1

1. Change one word in each of the following sentences so that each will show how to share positive feelings. Cross out the word you do not want, and write the word you do want above it.

   a. Always talk about things that you hate.

   b. When the German teacher asks you to do something, put a frown on your face.

   c. If your mother or father asks you to do something, grumble about it.

   d. Talk about things that make you sad.

   e. Let everyone know how upset you are.

2. In each box, circle the sentence that shows a kind way of doing things.

   A salesman stopped and asked directions to the hog barn. What should you say?
   
   - How am I supposed to know?
   - Just keep on going down this road. You can’t miss it.
Your teacher asks you to stay at recess and help clean up. You have missed recess for the last five days because the teacher has asked you to stay and clean up. What should you say?

- Would you mind if Don stayed and helped just for today? I haven't had recess for five days now and I could use a little exercise. I'll be glad to help tomorrow.

- How come you're always picking me? I am not your slave, you know.

You notice that your friend Julie does not finish her work as quickly as most of the students in the class. What should you say?

- Hey Julie, you're the slowest person I have ever seen. A snail works faster than you.

- Hey Julie, do you need any help with your work. I'm all finished and have nothing to do.

You and your friends are playing ball. One of the balls goes onto your neighbour's lawn. He comes out of his house and starts yelling at you to get your ball off his property. What should you do?

- Tell your neighbour you are sorry; that you didn’t mean for the ball to go on his lawn. Tell him you will try to be more careful next time. Then play somewhere that is farther from his house.

- Tell your neighbour to back off, and tell him that he is old and mean.
3. Circle yes or no about these sentences about stress.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. When you feel stress, cry really loudly.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>b. It is always bad when you have to make a change.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>c. When you feel stress, it sometimes helps to take a deep breath.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>d. Be ready and organized; then you won't feel quite so much stress.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>e. When you feel stress, find someone to hit.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>f. When you feel stress, you should try to blame someone else.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>g. When you feel stress, it helps to find out more about what is going on.</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
4. Circle the sentences that tell why it is important to have friends.

You can go to a friend if you need help.

If you have a friend, you can blame your friend if things go wrong.

A friend is someone you can play with.

You can ask a friend for advice.

You can talk a friend into doing all your work for you.

A friend is someone you can share things with.

5. Circle all the sentences that tell about the characteristics of a friend.

A friend is fun to be around.

A friend is loyal and can be trusted.

A friend tells on you.

A friend is honest with you, but doesn’t want to hurt your feelings.

A friend listens to you.

A friend is interesting in a lot of the same things as you.
Lesson Five (R-3.6)

Concept: Demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic

Resources/Materials: small treats for all students
    Worksheets #5a and #5b (student copies) See note below.

Introduction: At the beginning of class identify one group of students with a particular physical characteristic, such as those wearing green. Give every student except those “wearing green”, for example, a small treat to begin with. Compliment each of those not wearing green in some way. As the class progresses, demonstrate other discriminatory practices against the greens. Those wearing green will begin to protest.

Procedure

1. Discuss the following:
   - What is the nature of the protest.
   - How did those wearing green feel? Why?
   - How did those not wearing green feel? Why?

2. Discuss instances where students may have been treated differently because of what they look like.

3. Discuss the fact that many people treat those of different races, ethnicity, social status, economic status, and religion in discriminatory ways.

4. Discuss the idea of fairness and inclusiveness
   - On the playground
   - In town
   - In the community
   - At school

5. Conclude that the world is made up of many different kinds of people. However, different does not necessarily mean bad. It is unfair to make judgements about people because they are different. Acceptance and tolerance should be the norm.

6. Give the greens their treat.

7. Distribute Worksheets #5a and #5b. Go over the directions.

   NOTE: Worksheets #5a and #5b might be too difficult for younger children. As an alternative, you may want them to illustrate an example of inclusive behaviour.

Assignment:

Do Worksheets #5a and #5b.
Treat People with Respect

Directions: Read each of the situations. Tell how the person could behave differently.

Situation 1

Ben was in the city with his brother to do some shopping. While they were going up some stairs, they came upon a very old woman who was walking very slowly. The stairs were narrow, so they could not get by her. Ben said, “Get out of the way, you old lady. You're too slow!”

Situation 2

Michelle’s cousin Ruth was visiting from Saskatchewan. She seemed so friendly. When all the work was done, Michelle and all the other girls decided to go play outside and play catch with some balls. Everyone had a partner except Ruth. No one would be her partner.

Situation 3

When nine-year-old Sally and her mother were at the dentist’s office, they came across a little girl with black hair and different eyes. Sally’s mother said that she was Chinese. The girl smiled at Sally and asked if she wanted to play with some toys the dentist had in the waiting room. Sally scowled and said, “I’m not allowed to play with people like you.”

3B Worksheet #5a
Situation 4

Levi’s cousin was visiting from Montana. He brought along a friend whose name was Daryl. Levi noticed that something was wrong with his cousin’s friend. He could not walk properly. His cousin told him that Daryl had a sickness called cerebral palsy. Levi said, “Well, I wanted to play soccer, but I guess we can’t because of your friend. Why did you have to bring him for?”

Situation 5

One day a class of grade three students from a nearby town school came to visit the colony. Annie noticed that one of the students was a First Nations student. She pointed at him and said to her teachers, “I don’t want that guy at our colony. He might steal something.”

Situation 6

Sam was upset. The gardener had asked him and Jonah to go to the garden shed and get some onions. Jonah had lost one of his arms in a farm accident. “Why do I have to work with Jonah?” Sam said. “He’s only got one arm and I end up doing most of the work.”
Lesson Six (R-3.7)

Concept: Examine the effects of conflict on relationships.

Resources/Materials: Worksheet #6 (student copies)

Introduction: Make up a scenario where a boy named Jared had an argument with his best friend:
- Jared told a secret to his friend.
- The friend swore he would not tell anyone.
- The friend ended up telling another boy the secret.
- Jared is very upset with his friend and has not played with him for a week.
- Jared has not spoken to his friend about the matter.
- Jared feels betrayed, but he also feels lonely and misses his friend.

Ask students for advice about what Jared should do.

Procedure

1. With students’ input come to the following conclusions:
   - Conflict is a normal part of living
   - Conflict occurs for many different reasons, some more acceptable than others
   - Conflict often occurs when one person does not respect the rights or expectations of others

2. Discuss the effects of conflict on relationships:
   - Friendships are strained.
   - Cause stress
   - Can overflow to others

3. Discuss ways of dealing with conflict:
   - Talk to the other person about the situation
   - If you are the person who was in the wrong, you must apologize
   - If you are the person who was wronged, it is important to be able to forgive the violator.

4. Distribute Worksheet #6. Tell students to write a letter to Jared, advising him about how to go about resolving his problem.

Assignment

Do Worksheet #6.
Help Jared

Directions: Write a letter to Jared. Give him some advice on what he should do about the conflict with his best friend.
Lesson Seven (R-3.8)

Concept: Develop skills to work cooperatively in a group.

Resources/Materials: old newspapers, tape
Worksheet #7 (student copies)

Introduction: Tell students that you have a challenge for them: Build a bridge out of newspapers that is at least 30 cm tall and 30 cm long. It must stand on its own.

Divide the students into groups of three or four students each. After about 15 or 20 minutes, check on progress and stop the groups.

Procedure:

1. Have the students return to their desks and determine which group
   • has made the most progress
   • seems to be getting along the best
   • has everyone participating in some capacity

2. Using their bridge-building experience as a foundation, discuss how you know a group is working effectively:
   • everyone has a job
   • everyone's ideas are considered
   • compromise
   • good listening
   • etc.

3. Make a list of the characteristics of a cooperative group on the board.

4. If time, have students finish their bridges. Be sure to keep in mind the characteristics of a good group.

5. Distribute Worksheet #7. Go over the directions.

Assignment:

Do Worksheet #7.
LET’S WORK TOGETHER

Directions: Read the sentences about how to work cooperatively. Then find the words in **bold face type** in the puzzle.

1. Be sure your **group** has a **plan** that everyone understands before you start.
2. Everyone in the group should **work** hard.
3. Be sure to **cooperate**.
4. Make sure that everyone has a **job**.
5. Keep working until you **finish**.
6. It is important to **listen** to what other people in the group are saying.

Row One:   R T C O O P E R A T E O M U
Row Two:   W O R K L V N N Q P A Z M I
Row Three: U S A Z N I Y R L I S T E N N
Row Four:  I G R O U P L M C B Y T R L
Row Five:  P K L U O R G C V P L A N E
Row Six:   U Y R F I N I S H M B O T P
Row Seven: J O B K I R O P Q A A A A D
Lesson Eight (R-3.9)

Concept: Encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings.

Resources/Materials: Worksheets #8a and #8b (student copies)

Introduction: Ask students to tell about their favourite thing to do at recess time. Then ask what kinds of things can happen that might spoil the fun. Lead students to the idea that poor sportsmanship and not sharing happen a lot and spoil the fun for everyone.

Procedure:

1. Discuss showing kindness and consideration with regard to individual play activities, such as on the swings, slide, skipping, etc.:
   - Take turns.
   - Share the space.
   - Help others, when necessary.

2. Discuss good sportsmanship when participating in group and team activities:
   - Follow the rules.
   - Do not put others down.
   - Congratulate people when they do well.
   - Do not swear.
   - Do not get angry.
   - Do not argue with the referee.
   - Be honest.

3. Emphasize that the most important way to teach younger children to play fairly is to play fairly yourself. That is, lead by example.

4. Distribute Worksheets #8a and #8b. Go over the directions.

Assignment:

Do Worksheets #8a and #8b.
**LET'S BE FAIR!**

Directions: Cut apart the sentences. Paste them under the correct heading.

<table>
<thead>
<tr>
<th>A boy swears when something goes wrong.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girls are taking turns on the swings.</td>
</tr>
<tr>
<td>Jack knows it is important to be honest.</td>
</tr>
<tr>
<td>Bill knows the rules and does not break them.</td>
</tr>
<tr>
<td>John sometimes cheats if he thinks no one is looking.</td>
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<tr>
<td>Barbara helps the younger children learn how to play the game.</td>
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<tr>
<td>Cindy says she followed the rules when she did not.</td>
</tr>
<tr>
<td>Jill makes fun of others when they make a mistake.</td>
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<tr>
<td>Danny quits playing because his team is losing the game.</td>
</tr>
<tr>
<td>Billy makes sure that everyone has room to play.</td>
</tr>
</tbody>
</table>
1. Read each situation. Then tell what the person should do.

Shelley is visiting her grandmother at another colony. She brought some of her school books to show her grandmother. One day a friend of Shelley’s grandmother came for coffee. Shelley showed the visitor her school books, but the visitor did not know how to read Shelley’s books. The visitor looked embarrassed. What should Shelley do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

One day a stranger came to the colony. He stopped by where the boys were playing and said that he had just bought the farm next to the colony. He said his name was Paul. Paul had very dark skin, darker than any person the boys had ever seen. None of the boys would talk to the man. They just looked at each other and laughed. Jack decided he would say something. What should Jack say?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Read the sentences about conflict. Use the words from the box to finish the sentences.

reasons normal friendships wrong talk

a. Conflict is a ______________________ part of living.

b. Conflicts can happen for many different ______________________.

c. Sometimes conflict can affect ______________________.

d. It helps to ______________________ about the conflict.

e. If you were the one that was ______________________, be sure to apologize.

3. The following sentences tell about how to work together. Circle the best word to go in the space.

a. Be sure your group has a ______________________ that everyone understands.
   (plan, pine)

b. Everyone in the group should work ______________________.
   (healthy, hard)

c. Be sure to ______________________.
   (fight, cooperate)

d. Make sure that ______________________ has a job.
   (everyone, most people)

e. Keep working until you ______________________.
   (finish, forget)

f. It is important to ______________________ what others are saying.
   (laugh at, listen to)
4. Circle yes or no about these sentences that tell how to encourage fair play.

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<tbody>
<tr>
<td>a. Take turns.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>b. Share the space where you are playing with everyone, except the younger children.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>c. Help others, when necessary.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>d. Follow the rules. Don’t cheat.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>e. Put others down. It will make you feel better.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>f. Congratulate others when they do well.</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
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<tr>
<td>g. Be honest.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>h. Complain all the time.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>i. Do not get angry.</td>
<td>yes</td>
<td>no</td>
<td></td>
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<tr>
<td>j. It helps to argue with your team mates.</td>
<td>yes</td>
<td>no</td>
<td></td>
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Topic 3C

Life Learning Choices
Students will use resources effectively to manage and explore life and career opportunities and challenges.

Specific Learner Outcomes

A. Learning Strategies

L-3.1 develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety.

L-3.2 identify ways individuals learn in various environments

L-3.3 generate alternative solutions to a problem and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness

L-3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals.

B. Life Roles and Career Development

L-3.5 examine personal skills and assets; e.g., physical, verbal, intellectual

L-3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

C. Volunteerism

L-3.7 assess how individual contributions can have a positive influence upon the family, school, and community.

L-3.8 select and perform volunteer tasks as a class or as a group
Lesson One (L-3.1) - Four Parts/Days

Concept: Test-taking skills

Resources/Materials: Worksheets #1a and #1b (student copies)
Worksheets #1c, #1d, #1e, and #1f (student copies; transparencies, if you like)

Introduction: “Pretend you are a teacher. You just finished teaching the children in your class how to read and write the numbers to 100. How would you find out if your students know how to read and write those numbers?” (You could give them a test.) “For the next few lessons we will be talking about tests.”

Procedure:

PART I: PURPOSES OF TESTS

1. Tell students we will take a look at why teachers give tests. Present these scenarios to demonstrate reasons for giving tests:

   - In is the beginning of November. Reports will be going out in two weeks. Mrs. Black needs to know how well her class is able to read. She is going to give a reading test to the whole class. (Assess how a group is doing in a particular subject.)

   - Mr. Brown has decided to use a new reading series. He has now used it with his students for more than half a year. He wants to see how well the new reading series helps to teach the students. (Assess resources.)

   - Miss Green has just finished teaching the grade twos how to do some difficult subtraction questions. She is not quite sure if James knows how to do all of the questions. (Assess individual progress.)

   - Ms. Orange decided she is going to do more hands-on activities when she is teaching Science. She has just finished a unit on colours. She decides to give a test. (Assess a method of teaching.)

   - It is March and Mr. White notices that Julie is having some difficulty with reading. He is not sure why she is having this trouble. He decides he will give her a test to find out. (Figure out areas of strength and weakness.)

   - Mr. Purple is the principal of the school. He would like to know if the students in the school he is in charge of know when to use periods and capitals. He asks all the teachers to give a test. (Principal wants an idea of how students are doing.)

   - Some of the students in Mr. Ball’s class think they don’t know much. Mr. Ball know that they do. He decided to give them a test. (Show students what they know.)

2. Summarize reasons and write on the board.
Lesson One – continued

3. Tell students that in order for a test to do its job, a student has to do his or her best.

4. Distribute Worksheet #1a and go over the directions. Tell students that sometimes they might see questions like this on a test.

Assignment:

Do Worksheet #1a.

PART II: INDIVIDUAL AND GROUP TESTS

1. Select a story form a reader. Call a student up. Tell the class you are going to test him or her. **Have the student read an easily managed story and ask some questions.**

2. Tell students that when you have them do a test one at a time, it is called an individual test. We give individual tests when we want to know lots of things about each child. By doing an individual reading test, we can see:
   - what kinds of words the child knows and doesn’t know.
   - if the child know the sounds of the letters.
   - if the child know the meanings of words.
   - if the child understands what the story is about.
   - if the child reads smoothly.
   - if we need to have someone else examine the child like an eye specialists or an ear specialist.

3. Tell students that sometimes we use a tape recorder when doing individual tests. This is because we often want to remember all the things the child said. Individual testing needs to be done in a quiet room.

4. Most teachers give the whole class a test at the same time. This is called a group test. Group tests are usually given when we just want to know how everyone in the group is doing. It gives lots of information about the students and what they have learned, but not as much as an individual test.

5. Have students recall incidents when they have taken individual or group tests. Ask them how they felt before the test, during the test, after the test. Tell them it is perfectly okay to feel a little nervous; in fact, it is normal.

6. Distribute Worksheet #1b. Go over the directions.

Assignment:

Do Worksheet #1b.
Lesson One – continued

PART III – TYPES OF QUESTIONS

1. Tell students that today we will look at a whole bunch of different kinds of test questions. Some may be new, but most will be familiar.

2. Use Worksheets #1c, #1d, 1e, and #1f to demonstrate the questions.

   • **Fill in the blank.** There are two types. In one type you are given some words and you use those words to fill in the spaces in sentences. In the other type you have to come up with your own words.

   • **Matching.** You somehow need to match up the parts that go together. Sometimes you are to draw lines. Other times you need match by putting in a number, letter, or word.

   • **Finish the sentence.** You are given the beginning of a sentence and you are expected to finish it using your own words.

   • **Short answer.** You are given a question and you must answer the question in your own words.

   • **Label.** You are given a diagram and you must name the parts.

   • **Multiple choice.** This is often the most difficult type of test. You are given a question and three or four possible answers. You have to choose the **best** answer.

   • **True or false.** Sometimes these are called “yes – no” questions. You have to read a sentence and tell whether it is true or false.

   • **Put an X, underline, or circle.** You are given several sentences and you have to choose all the ones that are correct.

3. Distribute Worksheets #1c, #1d, #1e and #1f. **Do not explain the directions.**

Assignment:

Do Worksheets #1c, #1d, #1e and #1f.
Lesson One – continued

PART IV – WRITING TESTS

1. Review the things learned so far about tests: why they are given, types of tests, types of test questions.

2. Explain to students there is a lot they can do so that they do as well as possible on a test. Write them on the board as you discuss them. (You may want to just write the essential words for each point; e.g., sleep.)

   - Get lots of sleep the night before.
   - Make sure you eat nutritious foods.
   - If there is time, study for the test.
   - If you are a little nervous, take deep breath and let it out slowly.
   - When you first get the test, look through to see what kinds of questions there are.
   - Be sure to read all directions and questions carefully.
   - If you can’t get a question, go on and do the others; then come back to it.
   - When you think you are finished, check to make sure all the questions are done.
   - Remember that to do a good job on a test, you must work hard.
   - Try to maintain a positive attitude.

3. Conclude by telling students that writing tests is important because they give a lot of information.

Assignment:

Have students work in pairs to write down as many test taking strategies they can think of, in their notebooks. Have a contest to see who can remember the most.
Why Teachers Give Tests

Directions: Put a √ in front of the sentences that tell why a teacher might give a test.

______ The teacher wants to know if the class knows how to add.

______ The teacher doesn’t feel like working that day.

______ The principal has said that he would like all grade twos to take a reading test.

______ The teacher wants to know why Bobby is having trouble with his spelling words.

______ The teacher is upset and wants to make the students do lots of work.

______ The teacher wants to see if a new text book helps the students to do a better in Social Studies.

______ The teacher is sick and just wants to rest.

______ The teacher wants to know if he is doing a good job of teaching his students how to read.

______ The teacher wants to know who knows their math facts and who doesn’t.

______ The teacher wants to know if she should review how to subtract.
Individual and Group Tests

Directions: Write I if the sentence tells about an individual test. Write G if the sentence tells about a group test.

1. _____ The teacher wants to know if the class understands how to add numbers.
2. _____ The teacher wants to know if it is time for the class to learn a new skill.
3. _____ The teacher wants to know how fast Paul can add numbers.
4. _____ The teacher wants to know which letters of the alphabet Betty still has to learn.
5. _____ The principal wants to know how Mr. Black’s class is doing in Social Studies.
6. _____ Debbie’s mother is concerned that Debbie’s eyes are poor. Debbie’s doctor will give her an eye test.
7. _____ The teacher wants to figure out why Don can read well orally but does not always understand what he is reading.
8. _____ The teacher is planning to give the students a party if the class does well on its weekly spelling test.
9. _____ Mr. Ashmore wants Elizabeth to show him that she can do a Science activity without any help from her friends.
10. _____ Mr. Ashmore wants to see how smooth John’s oral reading is.
11. _____ Miss Roberts is testing Bobbie with some flashcards.
12. _____ The school division boss wants to know if the colony students are better in Language Arts or Math.
13. _____ Everyday the German teacher wants to see if I know my verses.
14. _____ Yesterday I had to read several lists of words to my teacher.
Fill in the Blanks

Directions: Use the words in the box to fill the blanks.

black white green

1. A polar bear is ____________________.
2. The grass in the spring time is ____________________.
3. The man put on his ____________________ hat.

Directions: Fill in the blanks with your own words.

1. The truck was driving on the ____________________.
2. You can see with your ____________________.
3. The ____________________ woman was yelling at the children.

Matching

Directions: Match the animals with the colours. Draw lines.

tiger black and white
skunk orange and black
lion tan
Directions: Match the words with the numbers.

a. sixty-seven _____ 15
b. fifteen _____ 41
c. forty-one _____ 67

Finish the Sentence

Directions: Finish each of the sentences in your own words.

1. A bear has fur because _____________________________________________.

2. You go to school to _____________________________________________.

3. The boy was crying because _____________________________________________.
   _____________________________________________.
   _____________________________________________.

Short Answer

Directions: Answer the questions in a sentence or two.

1. Why did Grant decide to run away?
   _____________________________________________.
   _____________________________________________.

2. Explain why you should not walk in the dark alone. _____________________________.
   _____________________________________________.

3C Worksheet #1d
Label the Diagram

Directions: Label the parts of a person.

head        leg         arm         neck

Multiple Choice

Directions: Read each question. Then underline the best answer.

1. A baby cries because
   a. it wants to do some work.
   b. it likes to make its parents angry.
   c. it is hungry.
   d. it wants to go to the store.
2. Why might a fox be in a city?
   a. It wants to meet a lot of other foxes.
   b. Many people like to have foxes as pets.
   c. Foxes sometimes want to get a hair cut.
   d. The fox lives in a zoo.

---

**True or False**

**Directions:** Read each sentences. Tell whether it is true or false.

________ An orange is a type of fruit.

________ Monkeys have no tails.

________ It is important to get lots of exercise.

---

**Put An X**

**Directions:** Read the sentences. Put an X in front of those that are true.

_____ Hair grows on your head.

_____ A rabbit can change the colour of its fur.

_____ You use a hammer to help you chew food.

_____ You can use a pencil to write your name.
Lesson Two (1-3.2)

Concept: Identify ways individuals learn in various environments.

Resources/Materials: Worksheets #2a, #2b, and #2c (student copies)

Introduction: Ask students who taught them
- to say their prayers
- how to count to 100
- how to hoe weeds in the garden
- whom their cousins are

Conclude that we learn different things in different places and in different ways.

Procedure:

1. On the board write the following headings:
   Home School Kindergarten Garden Playground Other

2. Start with Home and ask students to tell you things they learned at home. Write them on the board under the correct heading. Do the same with the others.

3. Distribute Worksheet #2a. Have students write things they learned under each of the headings.

4. On the board write the headings:
   Parents English Teacher German Teacher Friends Other

5. Ask students what they learned from each of the above. Write them on the board. Distribute Worksheet #2b. Have students makes lists under each.

6. Discuss with students the fact that we learn different things in different ways. Sometimes we learn because someone taught us. Sometimes we learn by copying others. Other times we learn by finding out for ourselves. In order to be a good learner, you must a good listener and a good observer.

7. Write headings on the board:
   Someone Taught Me Copied Learned by Myself

   Discuss each of these and the processes involved; e.g., to learn by yourself you must first look the situation over carefully and decide what should be done first. Then you must be willing to take a chance and try it on your own. If it doesn’t work the first time, you must try again.

8. Distribute Worksheet #2c. Go over the directions.

Assignment:

Do Worksheets #2a, #2b, and #2c.
**We Learn in Different Places**

**Directions:** Write some things you learned in these places.

<table>
<thead>
<tr>
<th>Home</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>English School</td>
<td>German School</td>
</tr>
<tr>
<td>Garden</td>
<td>Playground</td>
</tr>
<tr>
<td>Town or City</td>
<td>Other</td>
</tr>
</tbody>
</table>
**I Learn From Many People**

**Directions:** Tell some of the things you learned from these people.

<table>
<thead>
<tr>
<th>Parents</th>
<th>English Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Teacher</td>
<td>Kindergarten Ladies</td>
</tr>
<tr>
<td>Friends</td>
<td>Other Colony Members</td>
</tr>
<tr>
<td>Doctors, Dentists, Nurses</td>
<td>Other</td>
</tr>
</tbody>
</table>
I Learn in Many Different Ways

**Directions:** Think of what you learned in these ways.

<table>
<thead>
<tr>
<th>Someone taught me.</th>
<th>I copied someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I taught myself.</td>
<td>Other Ways</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three (L-3.3)

Concept: Generating solutions to problems and predicting consequences of solutions.

Resources/Materials: Safe and Caring 2 Teacher Resource T5-5, page 78 (transparency)
Worksheet #3a (transparency or enlargement)
Worksheet #3b (one copy per group)

Introduction: Present the following situation:

Marcus has been waiting to use the blue crayon, but Tanya doesn’t seem to notice. Finally, Marcus grabs the blue crayon out of Tanya’s hand. Tanya grabs it back and calls him a thief. Then they both start throwing crayons at each other.

What should they do? Tell students there may be more than one solution. When that happens, we need to think about the best solution. The best solution is one that satisfies both people.

Procedure:

1. Tell students that today you want to look at a good way to solve conflicts. Put up the transparency of Safe and Caring, Teacher Resource Sheet T5-5, page 78. Go through the points in the process.

2. With students think about the problem introduced earlier (with Tanya and Marcus). Go through the process. Record the steps on Worksheet #3a.

   - Identify the problem – both students want the blue crayon
   - Brainstorm for solutions – write the suggested solutions on the board. Once this is done, talk about the positive and negative consequences of each.
   - Choose a win-win solution.
   - Do it.
   - Evaluate the solution.

3. Distribute Worksheet #3b. Have students work in groups of three or four to try to resolve the situation. Assign various group members roles: secretary, reader, moderator, etc.
   ALTERNATELY. You may want younger children to do Worksheet #3c instead.

4. Discuss.

Assignments:

In small groups do Worksheet #3b.
ALTERNATELY. Do Worksheet #3c.
ABCs of Conflict Resolutions

☑ Ask, "What is the problem?"

☑ Brainstorm for solutions.

☑ Choose a win-win solution.

☑ Do it.

☑ Evaluate the solution.
Resolving Conflicts

Identify the problem: __________________________________________________________

___________________________________________________________________________

Think of solutions and the negative and positive consequences of each.

Solution 1: _________________________________________________________________

___________________________________________________________________________

Positive Consequences: ____________________________________________________

___________________________________________________________________________

Negative Consequences: ____________________________________________________

___________________________________________________________________________

Solution 2: _________________________________________________________________

___________________________________________________________________________

Positive Consequences: ____________________________________________________

___________________________________________________________________________

Negative Consequences: ____________________________________________________

___________________________________________________________________________

Solution 3: _________________________________________________________________

___________________________________________________________________________

Positive Consequences: ____________________________________________________

___________________________________________________________________________

Negative Consequences: ____________________________________________________

___________________________________________________________________________

Choose a win-win solution: ________________________________________________

___________________________________________________________________________

3C Worksheet #3a
Resolving Conflicts

The Situation: Trina tells Bobby she doesn’t want him to sit at her table. Bobby starts to cry and Trina calls him a cry baby.

Identify the problem: ____________________________________________

Think of solutions and the negative and positive consequences of each.

Solution 1: ____________________________________________

Positive Consequences: ______________________________________

Negative Consequences: ______________________________________

Solution 2: ____________________________________________

Positive Consequences: ______________________________________

Negative Consequences: ______________________________________

Solution 3: ____________________________________________

Positive Consequences: ______________________________________

Negative Consequences: ______________________________________

Choose a win-win solution: ____________________________________

3C Worksheet #3b
Resolving Conflicts

Marc and Tanya are fighting over who will use the blue crayon. Draw a picture.

How will they work out their problem? Draw a picture.
Lesson Four (L-3.4)

Concept: Identify steps of the goal-setting process, and apply these components to short-term personal goals.

Resources/Materials: Worksheet #4a (transparency or enlargement)
Worksheet#4b (student copies)

Introduction: Tell students that sometimes we want to be able to do certain things. For example, you might want to be a good reader, a good soccer player, or a good cook. “Do these things happen automatically?” (No) “We must figure out ways that will help us achieve what we want.”

Procedure:

1. First, tell students that when you have something you want to be able to do, it is called a goal. It is important for all of us to set goals for ourselves. This helps us to be able to do the things we want. Setting goals is helpful.
   - Gives a person meaning and purpose in life.
   - Offers a sense of accomplishment which helps one’s self-esteem.

2. With input from students, go over the steps in the process:
   - Decide what you goal will be.
   - Think about all the things you will have to be able to do.
   - Think about the things you will need.
   - Think about people who can help you.
   - Think about how long you think it will take.

3. Put up Worksheet #4a. Go over the steps again. Present the scenario where a girl wants to be able to learn to write a good story. Go through the steps.

4. Tell students that sometimes some of things we have to be able to do to reach a goal are difficult. You can make that into a mini-goal. Follow the same process.

5. Tell students to think of a goal they might have. Complete Worksheet #4b.

   NOTE: Some students may not be able to think of a goal. In this case, give them a goal, such as knowing your math facts.

Assignment:

Do Worksheet #4b.
❖ Decide on a goal.

❖ Make a list of things you will have to be able to do.

❖ Make a list of things you will need.

❖ Make a list of people who can help.

❖ Think how long it will take.
Achieving Goals

Goal: ____________________________________________

____________________________________________________________________

What I Need to Be Able to Do:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What Things I Will Need:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

People That Can Help:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How Long It Will Take:

____________________________________________________________________

3C Worksheet #4b
Health
Grade Three
Life Learning Choices
Test 1

1. In the box are several reasons why teachers give tests. Match the reasons to the sentences. Write the letter in the space.

a. The teacher wants to know how well a group is doing in a particular subject.
b. The teacher wants to know how good a book is to teach a subject.
c. The teacher wants to know how a particular student is doing.
d. The teacher wants to know if he or she is doing a good job of teaching.
e. The students want to know how well they are doing.

____ Miss White is worried about how Jack is doing in math.
____ The teacher wants to know if the grade two students can add numbers.
____ The students in Mr. Brown’s class want to know how good their reading is.
____ The teacher wants to know if the new Spelling books do a good job of helping students to learn to spell.
____ Ms. Wilkie has been trying out a new way to teach Science. She wants to know if it is better than the old way.
2. Read each group of sentences. Then write I if the teacher would give an **individual test** and G if the teacher would give a **group** test.

_____ The principal wants to know how the grade three students at Lovely Colony School are doing in Math.

_____ Mr. Wentz thinks that Judy can read as well as a grade five student, and she is only in grade three. He wants to find out how well Judy can read.

_____ The students in Miss Hill’s grade one class have finished some work subtracting numbers. Now she would like to know how well they can subtract.

_____ Johnny has had some trouble with reading. Mr. Wahl wants to know more about the types of things Johnny has trouble with.

3. Tell about two things that you learned to do by copying how someone else did it.

   a. ___________________________________________

   b. ___________________________________________

4. Tell about two things that you learned because someone taught you.

   a. ___________________________________________

   b. ___________________________________________

5. Tell about two things that you learned to do by yourself.

   a. ___________________________________________

   b. ___________________________________________
6. Below are the steps you would go through to solve a conflict. Number them in the correct order.

_____ Brainstorm for solutions.
_____ Identify the problem.
_____ Evaluate the solution.
_____ Choose a win-win solution.
_____ Try out the solution.

7. Circle all the sentences that would help you set a goal and achieve it.

<table>
<thead>
<tr>
<th>Decide on the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a list of things you will have to be able to do.</td>
</tr>
<tr>
<td>Make a list of the things you need.</td>
</tr>
<tr>
<td>Make a list of the people who can help.</td>
</tr>
<tr>
<td>Keep putting it off.</td>
</tr>
<tr>
<td>Think about how long it will take you to achieve your goal.</td>
</tr>
</tbody>
</table>
Lesson Five (L-3.5) To be done over several days.

Concept: Examine personal skills and assets: physical, social, intellectual

Resources/Materials: white roll paper
Worksheets #5a, #5b, #5c, and #5d (student copies)
paint
metre stick

Introduction: Ask “How are all people alike?” (same basic body features, need food, have feelings, can learn, like to do things with others, etc.) Then ask, “How can people be different?” Accept answers. Pose the question “Are differences good or bad?” Conclude that differences can be negative, but usually they are positive. Today and for the next couple of days, we will be talking about these positive differences.

Procedure:

PART I – PHYSICAL

1. Talk about how bodies are different. (shape, size, eye colour, skin colour, hair colour, etc.) Discuss how these differences can be positive.
   - Can tell one another apart.
   - Makes the world a more interesting place to be.
   - Some body types are better for some kinds of activities; e.g., a stock person might be more muscular while a person with a more willowy build might be more flexible. Tall people can reach high places, but shorter people can get into smaller spaces.

2. Ask students to think about what they can do now that they couldn’t do in kindergarten. Tell them to concentrate on things they can do with their bodies (e.g., hit ball, write with a pencil, lift up heavier objects, eat with knife and fork, etc.).

3. Distribute Worksheet #5a and have students complete it. Share with class.

4. Tell students they will work with a partner and trace each other’s bodies on large sheets of paper. Once this is finished, they will draw in their faces, hair, and clothing. If they turn out well, they can even paint them.

Assignment:

Trace bodies, draw in features, and paint.
Lesson Five – continued

PART II - INTELLECTUAL

1. Ask students to compare themselves with when they were in kindergarten. “What kinds of things have you learned to do since then?” (Emphasize activities, such as know how to read, write, figure out problems, reason, do math, etc.).

2. Distribute Worksheet #5b and go over the directions.

Assignment:

Do Worksheet #5b.

PART III – SOCIAL

1. Review with students how they have grown physically and intellectually. Tell them that we will now turn our attention to how they have grown as far as knowing how to live and work with each other.

2. Ask students to tell you how they have grown as far as getting along with others goes. This is probably the most difficult for students to understand. Guide the discussion using some of the following:
   • There are different personality types. (quiet, outgoing, serious, etc.)
   • There are times we choose to be alone and times we choose to be with others.
   • There are some jobs best done alone and other best done by a group.
   • Very young children think mostly of themselves; but as children get older, they begin to think of the feelings and positions of others.
   • In school, children learn better, how to get along with others as a group member.
   • As children get older, they can start to participate in team sports.
   • As children get older, they talk to different people in different ways. (You talk to your teacher in a different way than you talk to a friend or a sibling.)
   • As children get older, they learn manners and adjust their language to the situation; e.g., saying “please” and “thank you”; school language versus home language.
   • As children get older, they understand about respecting people in authority.

3. Distribute Worksheets #5c and #5d. Go over with students.

Assignment:

Do Worksheets #5c and #5d.
My, How My Body Has Changed

**Directions:** Your body has changed since you were younger. Tell about things you can do now that you could not do when you were younger.

In school:

On the playground:

At home and around the colony:
My, How My Mind Has Grown

Directions: Put an X in front of the sentences that tell what you can do now that you could not do when you were much younger. On the back of the sheet draw a picture of you doing one of those things.

_____ Read books.

_____ Drive a car.

_____ Write a sentence.

_____ Draw good pictures.

_____ Eat with my fingers.

_____ Do hard math questions.

_____ Solve a hard problem.

_____ Count.

_____ Do grade seven work.

_____ Spell words.

_____ Help a friend with work.

_____ Put things away when I am finished.
Doing Things with Others

Directions: Answer these questions:

1. What are some things that you like to do by yourself?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What do you like to do with your friends?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What work do you think is best done with other people?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What school work do you like to do with others students?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What do you like to do with your family?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
About Me

Directions: Finish these sentences.

1. My favourite subject at school is ____________________________.
2. The thing I do best at school is ____________________________.
3. Some things I am learning in school are ____________________________

Directions: Put a check mark in front of things you like to do.

_____ be outdoors
_____ draw pictures
_____ talk to people
_____ be by myself
_____ work with machines
_____ play games
_____ do sports
_____ do hard math questions
_____ clean house

_____ do things where I can move around
_____ work with my hands
_____ try new things
_____ make up songs
_____ build things
_____ collect things
_____ sing songs
_____ read books
_____ work in the garden
Lesson Six (L-3.6)

Concept: Responsibilities associated with a variety of age-appropriate rules.

Resources/Materials: Worksheets #6a and #6b (student copies)

Introduction: Tell students that as they get older and older, they are expected to do different things so that everyone can get along and make the community a better place to be. Tell students we will be talking about some of these things today.

Procedure:

1. Tell students that depending on the situation, they have different responsibilities or roles to play. Starting with school, brainstorm and discuss these responsibilities.

As a student:
- Do your best.
- Keep your desk and shelf tidy.
- Help the teacher when needed.
- Help other students when needed.
- Obey the rules.
- Keep the room clean and organized.
- Use your books and supplies in the correct way.
- Do homework (including German lessons).
- Have good school habits: promptness, perseverance, dependability, neatness, responsibility

As a family member:
- Clean up after yourself.
- Do your chores.
- Help around the house.
- Help with other children.

As a friend:
- Play fair.
- Be a good listener.
- Keep secrets.
- Be kind.

As a colony member:
- Do your job the best you can.
- Follow the rules.

2. Conclude that depending on where we are and what we are doing, we have different responsibilities.

3. Distribute Worksheets #6a and #6b and go over the directions.

Assignment:

Do Worksheets #6a and #6b.
What Are My Responsibilities?

Directions: Draw and colour a picture for each. Write a sentence to tell what you are doing.

As a student:

As a friend:

3C Worksheet #6a
As a family member:

As a colony member:
Lesson Seven (L-3.7)

Concept: Individual contributions can have a positive influence upon the family, school and the community.

Resources/Materials: building blocks
Worksheet #7 (student copies)

Introduction: Out of the building blocks construct a tower. Ask students what would happen in you took the top block off. (not too much, but the tower may shake a little and then be still again) Then ask what would happen if you tried to remove one of the other blocks. (Tower would most likely collapse.)

Tell students that the people in any family, school, or community are like the blocks. If everyone fulfills the responsibilities as they should; the family, school, or community functions well. But if even one person does not, if affects everyone else. *That is why each individual in a school, family, or community is important.*

Procedure:

1. Discuss with students that individuals can have a *negative influence*. For example, what if one of the boys decided to trample the plants in the garden instead of hoeing the weeds? (In the long run, there would be less to eat. In the immediate term, the German teacher would have to stop and do something about it. The others would have to do what they could to ensure that the trampled plants did not all die.) Emphasize that it is much more positive if everyone did his/her job.

2. Present the following negative situations. Have students tell what the individual(s) can turn instead that is positive.
   
   - A woman is gossiping about one of the other women.
   - At clean-up time, John cleans the area around his desk by pushing the scraps of paper on the floor under his neighbour’s desk, when he thinks no one is looking.
   - On the playground Melissa calls another girl a bad name because that girl will not give Melissa a turn on the swings.
   - Instead of going out to the field a couple of boys decide to sneak behind the shop and hide.

3. Divide the class into groups of two or three. Distribute Worksheet #7. Have them complete it as a group. Then share answers.

Assignment:

Do Worksheet #7 (group work).
Everyone Needs You

Directions: Read the sentences. Then tell what the person should do to make things better.

1. Sandy doesn’t feel like sweeping the school one day. She decides just to sweep the middle of the floor and not under the tables and in the corners.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. John and Bob are good friends. Bob thinks that John always has to have his own way. One day John was first on the teeter-totter. Bob pushed John off and go on himself.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Jack forgot to make his bed one day. To his surprise his bother made it for him. Jack decided he would not make his bed anymore. His brother could do it.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. Cindy didn’t like it when the teacher told Mike how nice his picture was. She thought hers was just as good or even better. She went over with her pencil and made all kinds of marks on Mike’s picture. Mike was upset.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3C Worksheet #7
Lesson Eight (L-3.8)

Concept: Select and perform volunteer tasks.

Resources/Materials:

Introduction: Relate events where people have helped out “just because it is a nice thing to do”. (as opposed to because they are getting paid or because they want the attention) When people do this, we say they volunteer.

Procedure:

1. Ask students about reasons they might want to volunteer.
   - Notice that some jobs that need to be done are not being done. (doesn’t seem to be anyone’s job)
   - Some people’s jobs are very busy and they don’t always have time to finish everything.
   - Some people work very hard and you just want to give them a break.
   - Gives you a good feeling to help someone out.

2. Ask students what kinds of jobs they would volunteer to do:
   - Must be age-appropriate.
   - Must have the skills to do it.
   - Must be approved by an adult.
   - Must be of help to a person in the community.
   - Must have the time to do it.

3. Have students think of some things that they could do as individuals or as a class. Brainstorm.

4. As a class choose to volunteer to do something (perhaps pick up litter on the colony). Ask the German teacher for permission.

5. Have students volunteer to do something at home. Report to the class about what they did the next class.

Assignment:

Have each student write a few sentences about what he or she volunteered to do. Tell how it helped someone else and how the person who was helped felt and how the volunteer felt.
Health
Grade Three
Life Learning Choices
Test 2

1. Match the parts of the body with what they help us to do. Draw lines.

   hands  read books
   legs   carry heavy loads
   eyes   write a letter
   arms   run across the field

2. Put an X in front of those things you can do now that you could not do when you were in kindergarten.

   _____ Read a story.
   _____ Solve hard math problems.
   _____ Do grade nine work.
   _____ Write a sentence.
   _____ Count to 100.
   _____ Drive to town.
   _____ Draw good pictures.
   _____ Speak English to my teacher.
3. Circle the sentences that are true about knowing how to get along with others.

| People have different personality types. |
| People think exactly alike on everything. |
| Sometimes people want to be alone, and other times they want to be with others. |
| Everyone is happy all the time. |
| Very young children usually think only of themselves. But as they get older, they start to think of others as well. |
| As children get older, they can start to play team sports. |
| No one should have to listen to their grandmothers. |
| As children get older, they start to learn that it is important to respect parents and teachers. |

4. As a family member you have many responsibilities. Write about two of them.

a. ____________________________________________
   ____________________________________________

b. ____________________________________________
   ____________________________________________
5. As a student you have many responsibilities. Write about three of them.
   
a. 

   ________________________________________________

   ________________________________________________

   ________________________________________________

   b. 

   ________________________________________________

   ________________________________________________

   ________________________________________________

   c. 

   ________________________________________________

   ________________________________________________

6. As a friend you have many responsibilities. Write about two of them.
   
a. 

   ________________________________________________

   ________________________________________________

   b. 

   ________________________________________________

   ________________________________________________

7. Read the following. Then write about a positive way the person could handle the situation.

   The teacher asked Melissa and Mary to clean up the shelves. Mary didn’t feel like it. She knew that because Melissa was older, Melissa would do the job herself. What should Mary do?

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________