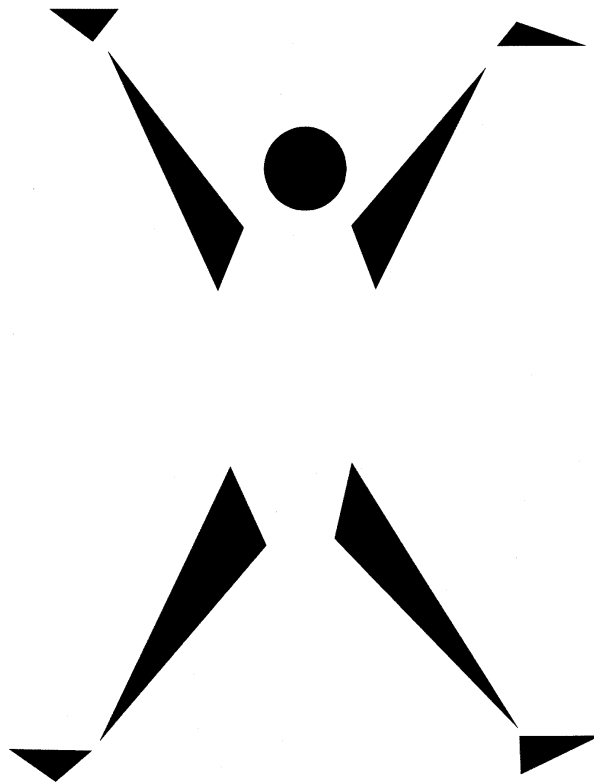

Grade 1

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.K.A.1 \Rightarrow K.5.1.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).</p>	<p>◆ Personal Hygiene Practices</p> <p>Review personal hygiene practices, including the following:</p> <ul style="list-style-type: none"> • Take a daily bath/shower to keep skin, hair, ears, hands, and nails clean. • Brush teeth in the morning, after meals, and before bedtime. • Eat healthy meals (for growth and energy). • Wear clean clothes. • Participate in daily physical exercise to stay fit. • Get adequate sleep, rest, and relaxation. <p>Ask students to demonstrate (mime) good hygiene practices for a healthy body. Explain that good health depends on good hygiene practices.</p>
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge) PE/HE: K.5.K.C.1a, S.5.K.A.3a, K.5.1.B.3, K.2.1.B.1 SC: Cluster 1—Characteristics and Needs of Living Things (basic needs), Cluster 4—Daily and Seasonal Changes (daily health habits)</p>	<p>◆ Balanced Meal People</p> <p>Have students make “balanced meal people” by cutting out food pictures from magazines and gluing them on large pieces of paper in the shape of a person. Students must include at least one food item from each food group.</p>
<p>❖ K.5.1.A.2 Identify common communicable diseases/ illnesses/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of diseases/ illnesses/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).</p>	<p>◆ Lifestyles Poster</p> <p>Have students make a poster on the daily healthy habits:</p> <ul style="list-style-type: none"> <input type="checkbox"/> daily physical activity <input type="checkbox"/> healthy eating (from four food groups) <input type="checkbox"/> adequate sleep and rest <input type="checkbox"/> effective dental and hygiene practices <ul style="list-style-type: none"> <input type="checkbox"/> brushing teeth <input type="checkbox"/> bathing, showering, washing <input type="checkbox"/> brushing/combing hair (hair care) <input type="checkbox"/> dressing <p>◆ Learning Outcome Connection</p> <p>See “What Time Is It, Mr./Ms. Wolf?” (learning outcome K.5.K.A.1).</p> <p>◆ KWL Plus</p> <p>Model how to use the KWL Plus format to record what students know and what they want to know about daily health habits. After students have gathered information, they categorize, map, and summarize what they learned. (See KWL Plus, <i>K–4 ELA, Strategies–89.</i>)</p>



TEACHER NOTES

A physically active and healthy lifestyle contributes to personal well-being. Reinforce the importance of developing daily habits that contribute to health and well-being.

Treat content related to personal hygiene with special consideration. The use of homework hygiene charts should be optional.

Teachers are encouraged to promote learning activities that include student/parent involvement for Early Years programming.

For more information on healthy eating, refer to learning outcome K.5.K.C.1a.

Take into account various cultural and religious differences and customs and potential allergic reactions that influence food choices. Refer to allergy information in the teacher notes provided for learning outcome K.5.1.C.1a.

All living things need sleep, some (e.g., babies) more than others. Sleep is necessary for good health. Lack of sleep causes problems such as inattentiveness, distraction, fatigue, irritability, edginess, and an argumentative temperament.

For related resources, contact Manitoba Egg Producers (1-204-488-4888) and Diabetes Foundation of Manitoba (1-204-943-7871).

A Food Groups Board Game, *Northern Food Groups: The Way to Healthy Living and Healthy Eating Food Guide*, is available, free of charge, from the NorthWest Company (1-800-782-0391).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal: All Activities**

Self-Assessment: Inventory

Have students use a journal to reflect on what they do daily that contributes to being healthy and physically active. Consider the following questions as journal prompts:

1. What did you do that was physically active today?
2. What did you eat that was healthy today?
3. How does sleep affect how you feel?
4. What did you do yesterday to take care of your teeth?

(See *K–4 ELA*, Grade 1–157.)

◆ **Performance Task: Balanced Meal People**

Teacher: Checklist

To provide formative data, use a checklist, such as the following, to assess students' "balanced meal people" related to healthy eating.

The poster includes

- breads and cereal foods (grain products)
- vegetables and fruit
- milk (dairy) products
- meat and alternatives

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.1.A.3 Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth.</p> <div data-bbox="115 537 550 745" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Shape and Space (daily, time), Number (counting) SC: Cluster 1—Characteristics and Needs of Living Things (develop a health action plan), Cluster 4—Daily and Seasonal Changes (daily health habits)</p> </div>	<p>◆ Taking Care of Our Teeth</p> <p>Ask students to identify the different ways of caring for their teeth (e.g., brush teeth several times a day, eat healthy food, avoid processed sugars such as candies and sweets, use dental floss to remove dental plaque, avoid putting objects in mouth, visit a dentist regularly, treat infections and cavities, use a good toothbrush and fluoride toothpaste).</p> <p>◆ Healthy Teeth</p> <p>Show a picture or photograph of a smiling child showing healthy teeth. Using a dentition diagram, have students note the difference between the primary teeth (first set of teeth until age six) and the permanent teeth (second set of teeth before age 20). Discuss the importance of daily dental hygiene practices.</p> <p>◆ Dental Kit</p> <p>Show students a dental hygiene kit that includes fluoride toothpaste, a toothbrush (rounded tip, not worn or frayed), and dental floss.</p> <p>Variation: Have students draw or cut out pictures of items necessary for proper dental hygiene.</p> <p>◆ Cotton Swab</p> <p>Have one student demonstrate proper brushing technique using a cotton swab. Have another student demonstrate proper flossing technique to reduce the risk of infection caused by plaque (e.g., guide the floss into the spaces and openings between teeth, and along the gum line). Send the “I Take Care of My Teeth” checklist home with students for parents to fill out with their children (see suggestions for assessment).</p> <p>◆ Learning Outcome Connection</p> <p>See also Sugar Monster Tag, learning outcome K.5.K.A.3.</p>
<p>❖ K.5.1.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>	



TEACHER NOTES

Plan activities that promote parental involvement related to personal health habits (e.g., take-home activities, displays, speakers at parents’ night, parent-child activity nights).

Proper Brushing Technique:

- For the upper jaw, brush from top to bottom, starting with a circular motion along the gum line, and brush **downward**, away from the gums (brushing up promotes gum recession).
- For the lower jaw, brush from bottom to top, starting with a circular motion along the gum line, and brush **upward**, away from the gums (brushing down promotes gum recession).
- Brush the inner surface of the upper and lower teeth (same as for external surfaces), as well as the chewing surfaces.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Taking Care of Our Teeth**

Teacher: Inventory

Use the following chart for a take-home dental hygiene activity.

I Take Care of My Teeth							
Place a star (☆) in the appropriate block each time you brush your teeth. Add a check mark (✓) each time you floss.							
Dental Health Practice	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brushed Teeth							
Flossed							
Cut out or draw a picture of a healthy food that you have eaten that will help your teeth stay healthy and strong. Paste the picture below.							

◆ **Paper and Pencil Task: Taking Care of Our Teeth**

Self-Assessment: Inventory

Have students complete the following self-assessment to determine whether they can identify proper dental health practices. Read the statements aloud to students.

Name _____ Date _____

Draw a smile ☺ for true. Draw a frown ☹ for false.

1. I brush my teeth twice a day.
2. I eat candy every day.
3. I go to the dentist for regular checkups.
4. I drink milk.
5. I use dental floss.
6. I drink pop.
7. I put objects in my mouth.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.5.K.B.2 ➡ K.5.1.B.2 Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).</p> <div data-bbox="115 573 550 804" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) PE/HE: S.2.1.A.1 (fitness activities), S.1.1.A.1, S.1.1.D.1 (movement activities) SC: Cluster 4—Daily and Seasonal Changes (daily activity)</p> </div>	<p>◆ Learning Outcome Connection</p> <p>Have students participate in activities suggested for learning outcome S.2.1.A.1 or learning outcomes S.1.1.A.1 and S.1.1.D.1 and discuss which activities were enjoyable and why. Provide students with a paper of blank faces and have them place a smile or frown when you call out activity names.</p> <p>Variation: Have students finish the physical education class by submitting an exit slip (e.g., happy face or frowning face) indicating whether or not they felt an activity was fun.</p> <p>◆ Active Art</p> <p>Have students draw the physical activities they enjoy participating in for a class display or a Gallery Walk.</p> <p>Variation: Have students draw physical activities they enjoy related to the four seasons.</p> <p>◆ Mural Relay</p> <p>Place mural-size paper and markers at one end of the gymnasium. Form relay teams, with three students per team. Each person has a limited time to draw an activity on the mural before running to hand off the marker to the next student. Students waiting for the marker may perform fitness/movement activities. Teams have five minutes in which to draw as many activities as they can. The result is one huge cooperative mural.</p>
<p>☐ K.5.K.B.3 ➡ K.5.1.B.3 Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).</p> <div data-bbox="115 1524 550 1776" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas) GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) MA: Shape and Space (daily, time) PE/HE: K.2.K.B.1 (importance of daily physical activity)</p> </div>	<p>◆ Picture Sort</p> <p>Have students sort pictures of physically active/non-active people. They can assist in creating a bulletin board display with pictures of active, healthy individuals.</p> <p>◆ Show and Tell</p> <p>Ask students to bring to class an item or a picture of an item and share knowledge about how the item makes a job easier to do, requires less strength, or makes one less active. Use the following prompts to help guide the discussion:</p> <ul style="list-style-type: none"> • My item is a... • It is used for... • When I use it, it makes me (less or more) active because... <p>◆ Learning Outcome Connection</p> <p>See also Don't Sit, Get Fit!, learning outcome K.5.K.B.3.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See also Charades, learning outcome K.5.K.B.2.

Use visual arts (e.g., drawings, collages, mime) to enhance student learning and to encourage and support various learning approaches.

Talk about experiences that are active and inactive. Explain how machines/vehicles reduce physical activity.

Automation (e.g., transportation, communication, construction) has reduced the amount of physical energy required to accomplish various tasks. As a result, the society in which students are growing up is largely “sedentary,” which means that muscles and the cardiovascular system are rarely used in situations involving real physical effort.

To counter the harmful effects of a sedentary lifestyle, we need to increase our planned daily physical activity.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.K.C.1a ➡ K.5.1.C.1a Recognize the food guide rainbow and a variety of foods in <i>Canada's Food Guide to Healthy Eating</i> (CFGHE).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Statistics and Probability (sorting, graphing, surveys) SC: Cluster 1—Characteristics and Needs of Living Things (healthy eating, healthy practices) SS: food and culture, geographical regions</p> </div>

SUGGESTIONS FOR INSTRUCTION

◆ **Food Guide Rainbow**

Cut out four large rainbow-shaped bands of yellow, green, blue, and red cardboard. Stick them to a board to make a food guide rainbow (e.g., yellow first, followed by green, blue, and red), based on *Canada's Food Guide to Healthy Eating* (Health Canada). Explain to students that the rainbow represents the four main food groups: grain products, vegetables and fruit, milk products, and meat and alternatives. Tell them about another group called “other foods,” which contains foods that are sometimes combined with those of the four main food groups, or foods that are eaten in small amounts and less often.

◆ **Foods in *Canada's Food Guide to Healthy Eating***

Put students into four groups and have them find illustrations of foods that belong to each of the four food groups in magazines and advertising pamphlets. Ask students to glue these pictures onto the appropriate colour band in the food guide rainbow.

◆ **Snack Time**

Have students eat their snack at a special table where the food guide rainbow is posted. Have students identify which colour of the rainbow their snack belongs to. Have them sign their names on the rainbow. Graph and discuss results as a class activity or follow-up discussions with parents.

◆ **Nutrition Run**

Use the cards from the Nutrition Relay (see learning outcome S.5.2.A.3a). Distribute equal numbers of the different food group cards (one card per student). When the music starts, call out the name of one food group. All students with cards from that food group are “it” and try to tag the others. Students who are tagged sit down until a new food group is called out. At that time, new students become “it” and a new game begins. Call out a new food group every 15 to 20 seconds. Colour-code cards to match the food group rainbow colours to help students make the association and identify who is “it.”



TEACHER NOTES

Canada's Food Guide to Healthy Eating (Health Canada) promotes the concept of “vitality”: eating well, being active, and feeling good about yourself. Being active means enjoying physical activity, rather than just exercising, and finding a variety of ways that are fun to move and be active. Encourage students to choose activities that are easily integrated into daily routines, at home, work, and play, and with family and friends. Being active includes walking, biking, skating, running, and playing.

The new version of *Canada's Food Guide to Healthy Eating* is based on the latest research in nutrition, eating, and health. It is available on the Health Canada website: <http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html>.

Food guides are also available from: Publications Health Canada (613-954-5995).

See also the following websites:

- Health Canada, “Vitality”: http://www.hc-sc.gc.ca/main/hppb/nutrition/pube/vitality_books/english.htm
- Manitoba Health, Food and Nutrition: <http://www.gov.mb.ca/health/nutrition/index.html>

Allergy Caution:

Some students have reactions to food (e.g., to chemical additives) or allergies to food (e.g., to proteins in some foods), some of which can be fatal (e.g., nuts, peanuts, seafood). Follow school guidelines and take all necessary precautions (e.g.,



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: All Food Group Activities**

Teacher: Inventory

Have students place an X in the box(es) that show(s) a food from all four food groups.



See BLM 1–7: Food Groups.

TEACHER NOTES (*continued*)

ensure that there is no contamination risk or that the student with allergies carries an EpiPen kit) to guarantee student safety. For further information, see The Food Allergy and Anaphylaxis Network website: <http://www.foodallergy.org/>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.K.C.1b ⇨ K.5.1.C.1b Recognize that you need food to grow and feel good.	◆ Eat Well to Grow and Feel Good Have students respond to stories, videos, and/or pictures about how important it is to eat healthy foods for growth and energy.
Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (healthy eating context) SC: Cluster 1—Characteristics and Needs of Living Things (healthy eating, healthy practices)	◆ Make a Science Connection Have students do an experiment with plants. Put one healthy plant in good living conditions (e.g., provide proper light, water, nutrients) and the other in bad conditions (e.g., don't water, don't feed, put in a dark place). Discuss how this is similar to humans requiring good living conditions (e.g., proper food, water, rest, exercise, air, hygiene practices).
<hr/> ✿ K.5.1.C.2 Identify the need for daily food and fluid to support physical activity.	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat content related to healthy eating, healthy weight, or weight management with sensitivity. Students should not be encouraged to diet but they should be encouraged to eat the foods that are recommended by *Canada's Food Guide to Healthy Eating* and understand the difference between “sometimes” foods and “everyday” foods.

Health and beauty cannot be measured on the bathroom scale. It is vital that young students realize that a healthy weight does not necessarily mean being thin. Rather, it means the weight at which a person is fit, feels good about himself or herself, is active and full of energy, and is able to get a lot done. Encourage students to develop positive associations with being active, such as “I am active because I want to feel more energetic, more alive” rather than “I am active because I am fat and need to lose weight” (see concept of “vitality” in *Canada's Food Guide to Healthy Eating*).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.1.D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).</p>	<p>◆ Substances at Home</p> <p>Have students name and sort household substances and products into two columns: those that can help and those that can harm the body (e.g., bathtub cleanser can harm the body, while milk is a nutritious food).</p> <p>Variation: In groups, have children classify containers of various substances and indicate why the substances could be harmful to the body.</p> <p>Examples:</p> <ul style="list-style-type: none"> • poison • corrosive • flammable • explosive • trusted adult not there to help
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (reading symbols), GLO 3—Manage ideas and information (group inquiry)</p> <p>MA: Patterns and Relations (sorting, graphing)</p> <p>SC: Cluster 2—The Senses (for safety and protection)</p> </div>	<p>◆ Substances in School</p> <p>Have students name and sort substances/products found at school according to whether they could help or harm the body. For example, corrector fluid can harm the body (e.g., flammable, harmful if inhaled), while clean drinking water can help.</p> <p>◆ Substances in the Community</p> <p>Create a large class web showing substances or items that are found in the community that could be helpful or harmful (e.g., doctor’s office, library, community centre, store, skating rink). Determine which are helpful and/or harmful, depending on their use.</p> <p>Example:</p>
<p><i>(continued)</i></p>	<div style="text-align: center;"> <pre> graph TD DO((Doctor's office)) --- swabs DO --- water DO --- blood DO --- tongue_depressors[tongue depressors] DO --- needles DO --- medicines </pre> </div> <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

Decisions related to delivery of any potentially sensitive content (e.g., substances) must be determined through a school division/district planning process and provide a parental option. Teachers must check with the school principal before teaching any sensitive content.

At the Early Years, the types of substances that should be addressed are common, everyday, household products that young children may see or use. Ensure that students understand that there are many substances or products in the home, school, and community that can help or harm the body. Also, explain that some substances can be both helpful and harmful, depending on their use.

Danger Symbols:

Have students check labels on products for symbols related to the following hazards:

- **Poison:** causes serious illness or even death if swallowed or ingested (key words: make sick or may kill).
- **Corrosive:** eats away at skin; can attack eyes; causes skin to peel and split; causes blisters (key words: eat through).
- **Flammable:** ignites easily; causes fires and serious injury (key words: burns up).
- **Explosive:** can explode or burst under pressure (key words: blow up).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Substances at Home**

Teacher: Checklist

Based on students’ participation in the learning activities, indicate students’ knowledge of safety and their ability to determine the difference between helpful and harmful substances, using the following checklist.

Can the student

- pick out medicines from an assortment of products?
- describe how to take medicine safely?
- discuss personal experience with medicine use?
- describe rules for safe use (e.g., caregivers decide; adults help; store properly; read labels)?
- describe what to do if he or she finds medicines (e.g., don’t taste or swallow)?

◆ **Performance Task: Substances at Home, in School, in Community**

Teacher: Scoring Rubric

Score students’ performance in the learning activities, using the following rubric.

Scoring Rubric	
Scale	Task Performance
3	The student <ul style="list-style-type: none"> • recognizes all harmful and helpful substances • recognizes all danger symbols • understands that some helpful substances can be harmful if not used properly
2	<ul style="list-style-type: none"> • recognizes most harmful and helpful substances • recognizes most danger symbols • considers some substances to be either helpful or harmful but not both
1	<ul style="list-style-type: none"> • confuses helpful and harmful substances • does not recognize danger symbols • does not understand that some helpful substances can be harmful if not used properly

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.1.D.1 *(continued)*

*** K.5.1.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body** (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system, first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Substance Sort Race**

Organize a relay race in the gymnasium. Have students put pictures of household substances into the correct column: “Safe” or “Unsafe.”

◆ **BINGO**

Have students take home a blank BINGO sheet. Their task is to try to find substances in the home, together with their parents or trusted caregivers, and then print the substance under the correct column. Have them bring the sheet back to school to use to play BINGO as a class.

B bathroom	I kitchen	N laundry room	G garage or storage area	O others

◆ **Venn Diagram**

Using a Venn diagram, have students classify substances as “harmful” or “helpful.” Those that are both go into the middle. Use the substances from the BINGO sheets.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A large, empty rectangular box with a thin black border, intended for writing teacher notes. It occupies the left half of the page below the header.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>❖ S.5.1.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.</p>
<p>❑ S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe'en candy; taking proper dosage of prescribed medication).</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication) PE/HE: K.3.1.B.1, K.3.1.B.4, K.3.1.B.5b, K.3.1.B.6a (safety) SC: Cluster 2—The Senses (appropriate use of senses in context)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Taking My Medicine**

Ask students to name situations in which they have had to take medication (e.g., cold, flu, fever, cough). Have them explain the reasons for taking it (e.g., to reduce fever, control cough, heal infection, treat injury). Ask how they obtained the medication they required (e.g., visit to doctor, prescription, pharmacy) and who gave it to them (e.g., doctor, parent/guardian). Emphasize that for prescribed medications to be effective and treat the person who is sick, they must be taken according to the instructions provided by the doctor (pharmacist).

◆ **Danger Signs**

In a flash-card type of activity, have students identify danger symbols related to substances, what they mean, proper use of unknown substances, and avoidance strategies.



See BLM G–9: Safety Symbols (Appendix H).

Variation: Make this into a snakes and ladders game. When players land on a space marked “Danger,” they choose a safety card and tell their opponent what it means.

◆ **Mime the Crime**

Present situations related to substances marked with a danger symbol and ask students to mime or demonstrate how they should react (e.g., do not touch, tell a responsible adult, move/stay away).

◆ **School Walk**

Take students for a supervised walk around the school in search of any posted danger signs or symbols. Have students identify the signs on symbols and their meanings.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



If using actual containers to show hazard symbols, ensure that containers are empty and clean. Check school rules and regulations.

See learning outcome K.5.1.D.1 for the meaning of the following symbols:

- poison
- corrosive
- flammable
- explosive

Ensure that students strictly obey danger signs and that there is a definite “NO” message.

Emphasize that improper use of medication can be harmful. Medicine is not candy, even though it may sometimes look or taste good.

Explain that medication prescribed for one person could make someone else very sick, even if he or she has the same illness or condition (e.g., dosage is calculated by the doctor based on factors such as age, body size, body weight, level of infection, and specific characteristics of the patient, such as intolerance of certain substances, allergies, and medical history).

Encourage communication with families for any issue involving their children’s safety (e.g., safe storage of hazardous substances, labelling, storage of medications and medicinal products, allergy issues, exercising caution with unknown substances).



◆ Questioning/Interview: Taking My Medicine

Teacher: Checklist

When conducting the student interview, use the following suggested questions:

- When should you take medication?
- Who can help you when you are sick? When you are supposed to take your medication?
- Where do you find out how to take your medication?
- Why should you talk to your parents before taking any medication?
- Why are there labels on medicine containers?
- What would you do if a friend asked you for some of your medicine because he or she has the same illness or condition? Why?
- Your medicine really tastes good. You are tempted to take two teaspoonfuls instead of one. What should you do? Why?

◆ Paper and Pencil Task: Taking My Medicine

Teacher: Inventory

Read the following statements aloud while students complete the paper and pencil task.

Name _____ Date _____

Draw a smile ☺ for true. Draw a frown ☹ for false.

1. Medicine is like candy.
2. A friend can give you medicine.
3. It is all right to share your medicine.
4. You should follow the doctor’s instructions on the label.
5. An adult should be present when you take your medication.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.5.1.A.4 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Opened Hallowe'en Candy**

Ask students questions that help them to recognize how to exercise caution with Hallowe'en candy. Have them use role-play or mime to demonstrate these precautions (e.g., bring the candy back home first, do not open them until they have been checked, throw out opened candy, refuse offers from others, tell parents of any danger).

◆ **Do Not Touch!**

Have students make/design a sign saying
“Do not touch _____ (name of substance)”
for all unsafe substances/medicines that have been discussed.

◆ **Use of Unknown Substances (Role-Play)**

Students should understand that an unknown substance can be dangerous, even if it is offered by someone we know. Prepare case scenarios and have students demonstrate through role-play what to do in a situation involving offers of unknown substances (e.g., say “no,” be assertive, move away/stay away, ask for help or talk to a parent or safe adult).

Point out that sometimes dangerous substances, such as cleaning products, are kept in containers that were once used for food, and it is difficult to know what is really inside. It is, therefore, better to ask for help before using them and not to touch them without the permission of a safe adult.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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Healthy Lifestyle Practices Outcomes: Grade 1

Knowledge

Skills

- K.5.K.A.1** ➡ Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).
- K.5.1.A.3** Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth.
- K.5.K.B.2** ➡ Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).
- K.5.K.B.3** ➡ Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).
- K.5.K.C.1a** ➡ Recognize the food guide rainbow and a variety of foods in Canada’s Food Guide to Healthy Eating (CFGHE).
- K.5.K.C.1b** ➡ Recognize that you need food to grow and feel good.
- K.5.1.D.1** Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).

- S.5.1.A.4** Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe’ en candy; taking proper dosage of prescribed medication).

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.