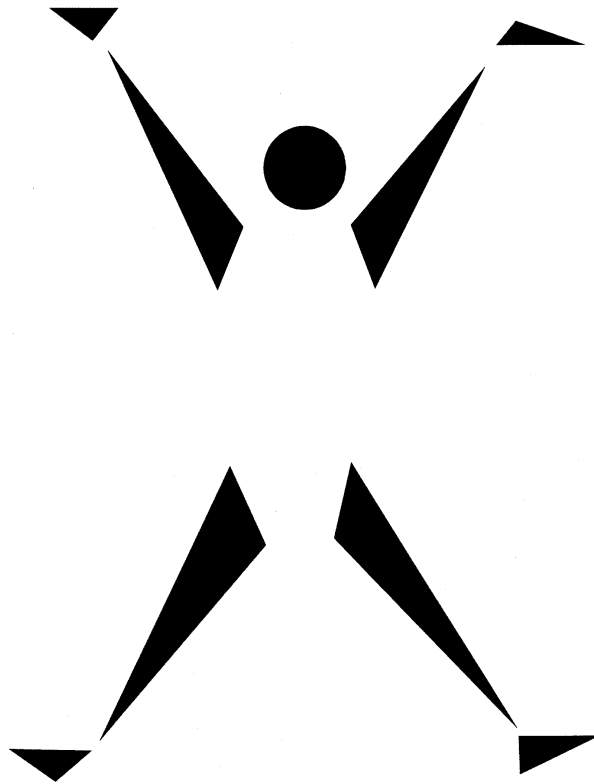

Kindergarten

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>☐ 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).</p>	<p>◆ Healthy Habit Poster</p> <p>Divide a poster or mural into four sections to represent each of the health habits (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices). Have students cut out pictures of healthy things to do and paste them in the appropriate healthy habit section of the poster.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information PE/HE: GLO 4—Personal and Social Management (daily habits, getting ready for school, goals), K.4.K.A.3 (identify daily decisions), GLO 5—Healthy Lifestyle Practices (nutrition, active living)</p>	<p>◆ Greet the Day</p> <p>Ask students to mime or use puppets to show what they do as part of their morning hygiene routine to get ready for school (e.g., bathe/shower, brush teeth, brush/comb hair, dress according to season and weather, eat breakfast). (See learning outcome K.4.K.A.3.)</p>
	<p>◆ “What Time Is It, Mr./Ms. Wolf?”</p> <p>Instead of using time, use daily routines and provide an action for each.</p> <p>Examples:</p> <ul style="list-style-type: none">• “Brushing teeth time”: Perform a brushing teeth action.• “Bedtime” is for sleep or rest: Bend head to side and rest on two hands.• “Snack time” for eating: Rub tummy.• “Active time”: Wolf chases students and tags them to catch them.
<p>❖ K.5.K.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>	



TEACHER NOTES

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.

Take into account various cultural and religious differences and customs, and potential allergic reactions that influence food choices.

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

Refer to the allergy warning in the teacher notes provided for learning outcome K.5.K.C.1a.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Habit Poster**

Teacher: Checklist

To provide formative data, use a checklist to assess students’ posters related to daily health practices.

The poster should include daily habits for

- physical activity
- healthy eating (foods from any of the four food groups)
- adequate sleep and rest
- effective dental and hygiene practices
 - brushing teeth
 - bathing, showering, washing
 - brushing/combing hair (hair care)
 - dressing

◆ **Paper and Pencil Task: Healthy Lifestyle Practices**

Self-Assessment: Rating Scale

Read the following statements aloud and have students complete them by circling the applicable face.

All About a Healthy Life			
Name _____	Grade _____		
☺	☹	⊗	
Yes	Sometimes	No	
1. I wash myself every day.			
☺	☹	⊗	
2. I brush my teeth in the morning and before bedtime.			
☺	☹	⊗	
3. I eat breakfast every day.			
☺	☹	⊗	
4. I eat fruit and vegetables every day.			
☺	☹	⊗	
5. I eat three meals a day.			
☺	☹	⊗	
6. I run and play every day.			
☺	☹	⊗	
7. I get 10 or 11 hours of sleep every night.			
☺	☹	⊗	

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.K.A.3 Show an understanding of the changes (i.e., shedding of primary teeth, eruption of permanent teeth) related to growth and development of teeth, and proper dental care.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information MA: Number (number concepts), Shape and Space (measurement)</p>
<p>❖ K.5.K.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>

SUGGESTIONS FOR INSTRUCTION

◆ **I Take Care of My Teeth**

Discuss and demonstrate proper dental care for good health: brush teeth regularly and properly (e.g., start at gum line with downward sweep; brush inner and outer surfaces), floss regularly, visit a dentist regularly, avoid sugary foods, eat a balanced diet that is rich in nutrients, and keep foreign objects out of the mouth. Simulate a visit to the dentist.

Variation: Have students mime proper dental care by using a cotton swab.

◆ **Tooth Chart/Calendar**

Use questioning to help students understand the changes in tooth development (e.g., that babies are born without teeth; everyone grows two sets of teeth in a lifetime).

Questions for Discussion:

- Do newborn babies have teeth?
- By what age do you think young children have all their teeth?
- How many teeth do you think you have?
- Why do you think you start to lose your teeth when you are to six to twelve years old?
- How does it feel when a new permanent tooth is coming in?

Throughout the year, have students place a picture of a tooth on a calendar on the date they lost a tooth.

◆ **Sugar Monster Tag**

Select a few sugar monsters (taggers) and have them stand in the middle of the gymnasium. Line up students as teeth (incisors, molars, canines) at one end of the gymnasium. As sugar monsters shout “Cavities,” students run to the other end of the gymnasium. If caught, they sit down. In order to get free, another tooth has to touch them and name three nutritious foods.

◆ **Loose Tooth**

Have students listen to a story about losing a tooth. Lead a group discussion on why this happens and what to do when it happens.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Growth of Teeth:

- Primary teeth grow between the ages of six months (incisors) and six years.
- By around age two and a half, a child has 20 primary teeth.
- Four permanent molars come in behind these primary teeth.
- Primary teeth are shed (between ages six and twelve).
- This is followed by the eruption of permanent teeth (located under the primary ones). There are 32 permanent teeth.
- Wisdom teeth (big molars) erupt at around age 18.

◆ **Paper and Pencil Task: I Take Care of My Teeth**

Teacher: Inventory

Use the following chart as a take-home learning activity.



Refer to BLM K–6: I Care for My Teeth.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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...).</p>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in the fitness activities suggested for learning outcome S.2.K.A.1 or the movement activities suggested for learning outcome S.1.K.A.1, and discuss which activities were enjoyable and why. Provide students with a page of pictorial representations of these various activities and have them circle their three favourite activities.</p> <p>Variation: Have students finish the class by turning thumbs up or down, depending on whether or not they felt an activity was fun.</p> <p>◆ Charades</p> <p>In small groups, have some students mime playing different activities that they enjoy and have the other students guess what they are doing. Each person takes a turn to mime.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 4—Enhance the clarity and artistry of communication (present and share)</p> <p>PE/HE: S.2.K.A.1 (general fitness activities), S.1.K.A.1 (transport skills)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that time spent in the physical education setting is highly active. When implementing paper and pencil activities, use them as a take-home or classroom activities.

◆ **Reflection: Term Activities**

Group Assessment: Inventory

At the end of each term, set out a piece of equipment representing the physical activities in which students participated that term (e.g., skipping rope, mats, hoops). Have students “vote” on any activities they enjoyed by having them place a craft stick through the top of a pylon. Have them count the number of sticks to determine which activities are fun and enjoyable.

◆ **Observation: Charades**

Teacher: Anecdotal Notes

As students play Charades or participate in other activities, keep anecdotal records that describe the kinds of activities that students enjoy.

◆ **Learning Log: All Activities**

Self-Assessment: Inventory

Have students draw pictures of physical activities that they enjoy and place them in an activity portfolio.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 4—Enhance the clarity and artistry of communication (oral presentation) PE/HE: K.2.K.B.1</p>	
	<p>◆ Don't Sit, Get Fit!</p> <p>Show a picture of someone sitting at a television or computer and a picture of someone playing. Have students respond to the following questions:</p> <ul style="list-style-type: none">• Which activity helps the body to stay healthy?• Which person is helping his or her muscles and bones to grow stronger?• Which person is getting better at his or her movement skills? <p>◆ Machine Mime</p> <p>Ask students to pretend to be different machines (e.g., washing machines, lawn mowers, cars, televisions) and demonstrate through movement how the machines work or move. After the activity, discuss with students how each machine affects our activity level.</p>



TEACHER NOTES

Talk about active and inactive experiences. 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.

Encourage students to bring to class pictures of items that reduce physical activity.

For further activities, see Picture Sort and At-Home Activities, learning outcome K.2.K.B.1.



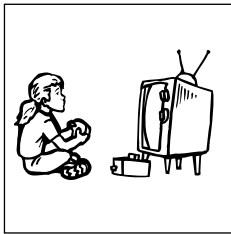
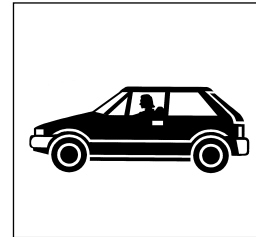
SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Don’t Sit, Get Fit!**

Teacher: Checklist

Use pictures of people being active and people using technology that decreases activity levels. Ask students to present the pictures and discuss how technology decreases activity levels.

Examples:



Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.K.C.1a Recognize the food guide rainbow and a variety of foods in <i>Canada’s Food Guide to Healthy Eating</i> (CFGHE).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information MA: Patterns and Relations PE/HE: S.5.K.A.3a (food groups) SC: Cluster 2—Colours SS: food and culture, geographical regions</p>	<p>◆ Food Guide Rainbow</p> <ul style="list-style-type: none"> • Have students identify the different colours of the food guide rainbow and what foods they represent, based on <i>Canada’s Food Guide to Healthy Eating</i> (Health Canada). Ask them to place pictures of different foods on a large rainbow that the class has made together. Make the colour connections to the food guide rainbow to help students with food group recognition. The food group colours are: <ul style="list-style-type: none"> — yellow (grain products) — green (fruit and vegetables) — blue (milk products) — red (meat and alternatives) • Put students into small groups and have them make a poster on a food group of their choice (ensure that all food groups are addressed), using cuttings from magazines, newspapers, and advertisements. • Have students plan (on a poster) a snack menu, using foods from each of the four food groups. • During snack time have students check off the food group to which the snack belongs. <p>◆ Fruit Basket</p> <p>Have students sit in a large circle, behind coloured cards representing different fruit (e.g., red for apple, yellow for banana), placed on the ground. Call out one of the colours. Students in that category run around the circle, back to their own spots, and quickly sit down. When “fruit basket” is called out, everyone switches places and can change categories.</p> <p>Variation: Play Grocery Cart and have the cards represent the different food groups (using rainbow colours from <i>Canada’s Food Guide to Healthy Eating</i>). Call out colours and the food groups they represent. Students run around the circle to sit in another spot with the same colour.</p>



TEACHER NOTES

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

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/foodguide.html>.

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

See also the Manitoba Health, Food and Nutrition website: <http://www.gov.mb.ca/health/nutrition/index.html>.



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Food Guide Rainbow**

Teacher: Inventory

Have students colour an enlarged blank food guide rainbow representing the different food groups and then draw or cut (e.g., from food flyers, magazines, clip art) and paste pictures of food onto the rainbow matching the food to the corresponding food group colour.



See BLM K-7: The Food Guide Rainbow.

Suggested Criteria:

Look for the ability to recognize

- the colours of the food rainbow
- what foods belong to each colour

♦ **Performance Task: Food Guide Rainbow**

Teacher: Inventory

Have students, in the gymnasium, run to the coloured cards or lines on the floor that match the food/group/colour of the food guide rainbow.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.K.C.1b Recognize that you need food to grow and feel good.	◆ Food, Growth, and Feeling Good Explain that healthy eating contributes to growth and well-being by giving the body the nutrients it requires. Encourage students to identify simple, healthy eating goals that contribute to growth and well-being (e.g., eat regularly, use <i>Canada's Food Guide to Healthy Eating</i> to prepare nutritious, balanced meals).
Curricular Connections ELA: GLO 3—Manage ideas and information	
	◆ Food for Fuel Have students discuss how a body is like a car. Ask questions such as the following: <ul style="list-style-type: none">• What do you put in a car to make it go?• What happens when the gas tank is empty?• What would happen if you put soft drinks in the gas tank?• What do you put into the body to make it go?• Is there only one good food or one good liquid for the body to use?
	◆ Pit Stop Set up a circuit in the gymnasium for students to navigate while pretending they are driving cars. Give each student four to six coloured cards or objects that are safe and easy to carry. After students run one lap of the circuit, they drop off a card in a designated spot or hoop and keep going until their cards are all gone. This means that their fuel tank is empty and they can't go anymore. During their rest break, ask students: Can a car go without fuel? Can people grow or go without food/fuel? Repeat the activity, this time having students pick up the cards on each lap to show that they are filling up their fuel tanks so that they can keep going.
<hr/> ❖ K.5.K.C.2 Identify the need for daily food and fluid to support physical activity.	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage families to have their children participate in making snacks, lunches, or suppers for school or at home that take into account the principles of healthy and balanced eating set out in *Canada's Food Guide to Healthy Eating*.

Students' nutrition (i.e., what they eat at home and what they should eat) can be a sensitive topic due to different home environments (e.g., socio-economic and cultural diversity). Should you have significant concerns regarding a student's inadequate or overly adequate nutrition, bring them to the attention of the school administration.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.K.D.1 Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).</p>	<p>◆ Sort and Organize</p> <p>Using a Venn diagram, have students sort substances found in the home and school according to whether they are helpful, harmful, or both (e.g., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products), depending on their use.</p> <p>◆ Cut and Paste</p> <p>Have students cut pictures out of flyers or magazines of substances that are helpful or harmful and paste them into the appropriate area of the Venn diagram (helpful, harmful, or both).</p> <p>◆ Slide Show</p> <p>Take pictures with a digital camera of different substances found in the home and school. Make a slide show of substances and ask students to identify in what way each substance is helpful and/or harmful.</p>
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues, cueing systems) GLO 3—Manage ideas and information MA: Patterns and Relations (sorting, organizing, Venn diagram) PE/HE: K.3.K.B.1 (safety)</p>	
<hr/> <p>❖ K.5.K.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...).</p>	



TEACHER NOTES

This learning activity may be considered sensitive, depending on the substances that are being identified. Decisions related to delivery of potentially sensitive content (i.e., personal safety, substance use, abuse prevention, human sexuality) must be determined through a school division/district planning process and provide a parental option. Teachers must consult with the school principal before teaching potentially sensitive content.

In 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 some helpful substances such as medications or household products can be harmful with improper use. Students should always ask permission before touching them.

Ensure that all containers brought into the classroom are clean and empty.

Review the safety guidelines and rules suggested in relation to learning outcome K.3.K.B.1.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Score students according to their performance on the sort and match activities, using the following rubric.

Scoring Rubric	
Scale	Task Performance
3	The student <ul style="list-style-type: none"> • recognizes harmful and helpful substances • recognizes danger symbols • understands that 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 • understands that some helpful substances can be harmful if not used properly
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
<i>Students will...</i>
<p>☐ K.5.K.E.1a Identify the major parts of the body by their appropriate names (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).</p> <div data-bbox="115 604 548 789" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 3—Manage ideas and information PE/HE: K.1.K.B.3b (body awareness) SC: Cluster 2—Colours</p> </div>
<p>❖ K.5.K.E.2a Describe how human beings express their emotions for people about whom they care (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).</p>
<p>☐ K.5.K.E.3a Show the understanding that people have a right to privacy (e.g., in reading corners, time-out zones, washrooms...).</p> <div data-bbox="115 1640 548 1776" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (appreciate diversity, cooperate with others)</p> </div>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Names of Major Parts of the Body**
 Use a poster of the human body and ask students to identify the major parts of the body (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips). Discuss the names of the body parts that are considered private (penis, vagina, breasts) and are covered by bathing suits for males and females.

- ◆ **Parts in Action**
 Have students do actions to songs such as
 - “Head and Shoulders, Knees and Toes”
 - “Hokey-Pokey”
 - “Sammie Says”

- ◆ **Body Outline**
 Have students trace their bodies on large pieces of paper. Cut out body part labels and glue them to the correct part of the body outline. (See also learning outcome K.1.K.B.3b.)

- ◆ **Time-Out Teddy**
 Have the class decide on a privacy symbol (e.g., teddy bear) to represent the need for personal, quiet time (to be used when needed). Discuss the importance of showing respect for those needing privacy (e.g., knock on the door, don’t interrupt, have a time-out zone).

- ◆ **Right to Privacy**
 Ask students to name situations at home or school where they needed privacy (e.g., listening to music in their bedroom, taking a time out after an argument to think, taking a shower, using the toilet).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Before implementing the suggested learning activities, check with the school principal regarding guidelines for delivery of potentially sensitive content.

Some students may be uncomfortable about using proper names for private parts. Discuss with them that sometimes other names are used instead of the actual names because these parts are considered private. However, it is important to learn the real names or terms because doctors, nurses, books, and so on, would use the proper names when talking about the human body.

Because certain body parts are private, avoid including the names of the private parts when playing games or drawing posters.

This learning outcome has a strong link to the body awareness learning outcomes in GLO 1—Movement.

See also game descriptions for “Sammie Says” and “Head and Shoulders, Knees and Toes” suggested in relation to learning outcome K.1.K.B.3b.

◆ **Paper and Pencil Task: Parts of the Body**

Teacher: Checklist

To determine student understanding of the parts of the body and the related vocabulary, give each student a picture of a body outline. Provide the following oral instructions:

Colour the

- head—yellow
- arms—red
- shoulders—orange
- elbows—purple
- hands—black
- legs—blue
- knees—pink
- feet—brown



See BLM K–8: My Body.

Suggested Criterion:

Look for

- number of correct identifications

Explain to students that it is sometimes important to have private space, away from others (e.g., to take a time out, read a book quietly, go to the washroom).

All humans have a right to spend some time in private when they can think their thoughts or take care of personal needs. Help students to understand the concept of privacy and the appropriate behaviours they should demonstrate around

◆ **Observation: Time-Out Teddy**

Teacher: Anecdotal

Record the name, date, and description of the behavioural incident that occurred when the student used the Time-Out Teddy.

TEACHER NOTES (continued)

others who need privacy (e.g., do not interrupt, do not tease or bother others during their time out, knock on the door).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.K.A.1 Record, with assistance, daily practices for personal health (i.e., dental and hygiene practices).</p> <div data-bbox="110 499 553 684" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (organize, record, evaluate information) MA: Number (number concepts), Shape and Space (measurement)</p></div> <hr/> <p><input type="checkbox"/> S.5.K.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.</p>	<p>◆ Daily Practices for Personal Health</p> <p>Prepare simple charts with pictograms of various daily practices for personal health (e.g., personal hygiene and dental care; sleep and rest; healthy eating; daily physical activity). With the assistance of an adult, students identify daily practices for personal health and check off the appropriate boxes in the chart (or draw a happy face) each time they have practised a health habit.</p>



TEACHER NOTES

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.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Daily Practices for Personal Health**

Teacher: Inventory

Use the following chart for a take-home learning activity.

Daily Health Habits							
Name _____							
Put a check mark (✓) or a happy face ☺ in the appropriate box for each time (each day) that you perform the tasks.							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I washed.							
I brushed my teeth.							
I slept 10 to 11 hours.							
I ate a healthy snack.							
I exercised.							

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.K.A.3a Match a variety of healthy snacks to food groups and “other foods.”</p> <div data-bbox="115 464 550 676" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (select and process) MA: Patterns and Relations (sorting and organizing) PE/HE: K.5.K.C.1a (food guide rainbow) SC: Cluster 2—Colours</p></div>	<p>◆ Healthy Snacks</p> <p>Have students identify and sort foods (or pictures of foods) from the four food groups: grain products, fruit and vegetables, milk products, and meat and alternatives. Make large posters showing examples of healthy snacks containing food from all four groups. (Be mindful of allergies and cultural practices.) Point out that some foods belong to the “other foods” category and name a few. Make a poster of “other foods.”</p> <p>Variation: Distribute pictures of a variety of foods and ask students to sort them according to food group and/or colour. Have them choose foods from each of the four food groups for a class snack. Make colour connections to the rainbow in <i>Canada’s Food Guide to Healthy Eating</i> to help students with food group recognition. Food group colours are:</p> <ul style="list-style-type: none">• yellow—grain products• green—fruit and vegetables• blue—milk products• red—meat and alternatives <p>◆ Harvest Treasure Hunt</p> <p>Hide cards containing pictures of a variety of foods from different food groups around the classroom, in the gymnasium, or outdoors. Put a poster of each food group and “other foods” around the area. Divide students into four groups and challenge each group to find all the cards for one food group. Colour code the picture cards.</p>



TEACHER NOTES

Encourage parents/guardians to participate in preparing nutritious snacks for their children and for the class, based on the principles of *Canada’s Food Guide to Healthy Eating*.

Encourage students to bring these foods for a class snack.

“Other Foods”:

According to *Canada’s Food Guide to Healthy Eating*, foods in this category are not included in the four food groups but can be served with them in meals and snacks. Some “other foods” are higher in fat, sugar, or salt, and should, therefore, be used in moderation.

“Other foods” include

- foods that are mostly fats and oils, such as butter, margarine, cooking oils, and lard
- foods that are mostly sugar, such as jam, honey, syrup, and candies
- high-fat and/or high-salt snack foods, such as chips or pretzels
- beverages, such as tea, coffee, and soft drinks
- herbs, spices, and condiments, such as mustard and ketchup

Refer to learning outcome K.5.K.C.1a for cautionary notes on allergic reactions.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Snacks**

Teacher: Inventory

After students have had their snack, ask them to place a sticky note with the name of the snack on an enlarged food guide rainbow. Pictures and snack wrappers could also be used. Provide a place for students to put snacks that do not belong to any of the food groups and should be put in the “other foods” category. Ask students to determine the following:

- What are the most common snacks?
- Which food group contains the most snacks?



See BLM K–7: The Food Guide Rainbow.

Suggested Criterion:

Look for

- number of correct matches

◆ **Performance Task: Food Guide Rainbow**

Teacher: Inventory

Have students, in the gymnasium, run to the coloured cards or lines on the floor that match the food/group/colour of the food guide rainbow.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.K.A.3b Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.</p> <div data-bbox="113 499 548 663" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 5—Celebrate and build community (appreciate diversity)</p></div>	<p>◆ Experience a Variety of Foods</p> <p>Ask students to bring to class foods that belong to each of the four food groups. Have them taste the foods and take note of flavour, texture, shape, appearance, origin, and category (food group). Point out cultural and religious practices that result in differences in food.</p> <p>Variations: Have students plan a “fruit salad day” or “veggie dip day,” with each student contributing and making the salad or veggie tray. Use grain products (e.g., grain, pasta, cereal) in collages or other projects.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Food Allergy Precautions:

Discuss guidelines with respect to food allergies (also refer to allergy notes, learning outcome K.5.K.C.1a). Advise students to practise the following precautions:

- Be careful with foods similar to those causing the allergy.
- Read labels of food (and non-food) products.
- Report all food allergies to anyone who offers food.
- Carry an EpiPen kit for a serious allergy (as applicable).
- Bring own food from home for parties.
- Avoid touching or tasting others’ food.
- Wash hands.
- Ensure that contaminated hands (e.g., peanut butter) do not come into contact with students who have allergies (e.g., eyes, mouth), their food, or anything they might touch (e.g., chair back, doorknob).

If there is a child with allergies in the class, practise the following:

- Avoid foods sold in bulk that are not packaged (often sold by weight) or have no label (e.g., bakery bread) to minimize risks.
- Inform parents of allergy cases and request the collaboration of parents of student with allergy.
- Be informed. Foresight is always better than hindsight!
- Follow school guidelines with respect to student safety and food allergies.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not touch unknown substances, do not eat or drink anything without permission).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information, GLO 4—Enhance the clarity and artistry of communication (present and share) PE/HE: K.3.K.B.1 (safety symbols), K.3.K.B.4 (safety helpers)</p>	
	<p>◆ Safety Symbols</p> <p>Show students the symbols for poisons and for corrosive/flammable/explosive products. Have them identify these symbols on empty containers they have brought from home (e.g., empty and clean detergent boxes, pharmaceutical products). See the teacher notes for learning outcome K.3.K.B.1 regarding various safety symbols.</p> <p>◆ Safety Stories</p> <p>Have students listen to stories that include a safety message (e.g., how a child was able to seek help) when they find an unknown substance.</p> <p>Variation: Have students draw a picture about the safety message from a particular story.</p> <p>◆ Safe/Unsafe Substances</p> <p>Together with students, create case scenarios related to substance use and ask students to demonstrate through role-play how to make healthy choices (e.g., do not touch unknown substances, do not eat or drink anything without permission). Use the following questions to guide their thinking:</p> <ul style="list-style-type: none">• Whom should you ask for permission?• Where can you get the correct information? <p>Have students practise asking questions (e.g., Is this safe to eat/drink?).</p> <p>Variation: Have students create a symbol (pictogram) to represent the danger associated with inhaling a hazardous substance.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain to students that there are many substances in their school or home environment, some of which can be very harmful, despite attractive packaging.

Focus on substances such as

- vitamins
- medicines
- pills
- cleaning supplies
- soap
- motor oil
- gas
- glue
- alcohol
- cigarettes

◆ **Questioning: Healthy Choices**

Teacher: Checklist

Read the following situations aloud and ask students to indicate whether the decision was healthy ☺ or unhealthy ☹.

Someone you know

- finds a pill bottle under the sofa and gives it to an adult
- finds a bottle outside and drinks from it
- takes candy from a stranger
- finds a firecracker and goes into the house to find matches
- other

◆ **Performance Task: Healthy Choices**

Teacher: Checklist

Work with individuals or small groups of students. Give each student a selection of various empty, clean containers or packages. Have the student(s) sort the containers using the following criteria: do not touch, do not eat, do not drink.

Suggested Criteria:

The student

- is able to sort the products using the given criteria
- is not able to sort the products using the given criteria
(name items) _____





Healthy Lifestyle Practices Outcomes: Kindergarten



Knowledge

- 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.K.A.3 Show an understanding of the changes** (i.e., shedding of primary teeth, eruption of permanent teeth) **related to growth and development of teeth, and proper dental care.**
- 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.K.D.1 Identify helpful and harmful substances found in the home and school** (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).
- K.5.K.E.1a Identify the major parts of the body by their appropriate names** (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).
- K.5.K.E.3a Show the understanding that people have a right to privacy** (e.g., in reading corners, time-out zones, washrooms...).

Skills

- S.5.K.A.1 Record, with assistance, daily practices for personal health** (i.e., dental and hygiene practices).
- S.5.K.A.3a Match a variety of healthy snacks to food groups and “other foods.”**
- S.5.K.A.3b Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.**
- S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use** (i.e., do not touch unknown substances, do not eat or drink anything without permission).

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.