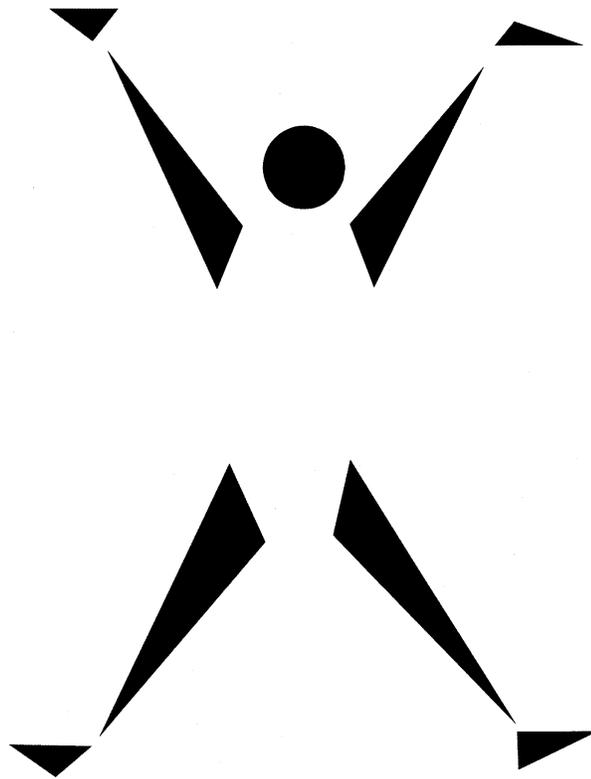


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# Grade 2

## **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"/> <b>K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life</b> (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).</p>	<p>◆ <b>Daily Health Habits</b></p> <p>Review the daily health habits identified in learning outcome K.5.K.A.1. Have students use role-play, mime, or drawings (e.g., comic strips) to demonstrate daily habits for leading a physically active and healthy life. These include daily health routines for</p> <ul style="list-style-type: none"><li>• physical activity</li><li>• cleanliness (e.g., shower/bathe, change clothes)</li><li>• rest (e.g., nap, get adequate sleep)</li><li>• healthy eating (eating food from the four food groups)</li><li>• good posture (e.g., when reading, at the computer, during a physical activity)</li></ul> <p>◆ <b>Growing Up</b></p> <p>Discuss with students their responsibility for being healthy and active. Ask questions to stimulate discussion.</p> <p><b>Questions for Discussion:</b></p> <ul style="list-style-type: none"><li>• What responsibilities would someone have when looking after a toddler?</li><li>• What responsibilities do you have as a Grade 2 student to look after yourself?</li><li>• In what ways does your family help you to be healthy and active?</li></ul>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, effective oral communication, attentive listening and viewing)</p> <p><b>MA:</b> Patterns and Relations (sorting), Statistics and Probability (listing, collecting data)</p> <p><b>PE/HE:</b> GLO 2—Fitness Management, K.5.K.A.1 (daily health habits)</p> <p><b>SC:</b> Cluster 1—Growth and Changes in Animals (healthy eating), Cluster 4—Air and Water in the Environment (uses of water, clean air and water)</p>	



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



◆ **Learning Log: Daily Health Habits**

Teacher: Checklist

Have students answer the following question:

What four health habits can you identify in your daily routine?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Suggested Criteria:**

Look for evidence of practices related to the four health habits:

- daily physical activity
- personal and dental hygiene
- regular rest/sleep
- healthy eating

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.5.2.A.2 Identify common communicable diseases/ illnesses/conditions</b> (e.g., colds, flu, pink-eye, head lice...) <b>in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions</b> (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 3—Manage ideas and information (access information)  <b>MA:</b> Patterns and Relations (sorting), Statistics and Probability (listing, collecting data)  <b>SC:</b> Cluster 4—Air and Water in the Environment (uses of water, clean air and water)</p> </div>	<p>◆ <b>What’s Common?</b></p> <p>Have students name some illnesses with which they are familiar. Sort them according to communicable diseases/illnesses (e.g., cold, flu, chicken pox) or conditions (e.g., head lice, ringworm, scabies, parasitic worms). Explain that the germs around us sometimes get into our bodies through the air we breathe, the food and water we consume, or skin lesions. Ask students to describe the symptoms associated with</p> <ul style="list-style-type: none"> <li>• illnesses such as colds, flu, chicken pox: pain (head, stomach, throat, body aches), stuffy or runny nose, red eyes, coughing, sneezing, loss of appetite, fever, rash, chills, fatigue</li> <li>• parasites such as head lice, ringworm, scabies: patches of dry skin, itching and irritation, nits (lice eggs), burning or tingling</li> </ul> <p><b>Variation:</b> Use a Y-Chart for discussing different common illnesses/diseases. (See Y-Chart, <i>K-4 ELA, Strategies-28.</i>)</p> <p>◆ <b>The Spread of Disease</b></p> <p>Have students research the causes of common communicable diseases or map out the subject. (See Graphic Organizers, <i>Success for All Learners</i>, 6.14 to 6.15.) Have students use posters, comic strips, advertising pamphlets, or video presentations to present their research results.</p> <p>◆ <b>Sparkling Germs</b></p> <p>Rub sparkles all over your hands and ask for a student volunteer to shake hands with you. Hold the grip for a few seconds. Have the volunteer find a friend and repeat the handshake. Repeat this procedure with at least four to five students. Explain that the sparkles represent germs and emphasize that even though students did not touch your hand, they still have the germs indirectly from the first contact person.</p> <p>◆ <b>View and Review</b></p> <p>Use audiovisual aids (e.g., films, videos) that explain ways to avoid spreading communicable diseases/illnesses.</p> <p>◆ <b>A Web of Prevention</b></p> <p>Have students map out ways to prevent communicable diseases/illnesses/conditions.</p> <p><b>Variations:</b> Have students do research using the KWL Plus strategy. (See KWL Plus, <i>Success for All Learners</i>, 6.94.)</p>


**TEACHER NOTES**
**Prevention:**

Vaccinations are given for some diseases such as diphtheria, whooping cough (pertussis), tetanus, polio, measles, mumps, and German measles (rubella) in the prevention of deadly epidemics. Contact a local health authority for current information.

The following are a few ways to prevent the spread of certain diseases/illnesses/conditions:

- Get a vaccination/immunization.
- Stay at home when ill.
- Practise good hygiene habits at home, at school, and in the community (e.g., wash hands as often as necessary, get adequate sleep, eat healthy food, share food appropriately, participate in physical activity, use own hair utensils, headwear, toothbrush, and other personal toiletry items).
- Keep a distance from people who are sick (e.g., sneezing, coughing).
- Use a tissue when sneezing and throw it in the garbage. Cover mouth when coughing.
- Visit a doctor for regular check-ups.

Treat discussion of communicable diseases/illnesses/conditions with sensitivity.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Paper and Pencil Task: How Do I Avoid Spreading Germs?**

Self-Assessment: Rating Scale

Have students rate themselves in the areas identified in BLM 2–6.



See BLM 2–6: How Do I Avoid Spreading Germs?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b>☐ K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others.</b>	
<b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) <b>MA:</b> Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)	
	<p>◆ <b>Alien Tooth Brushing</b></p> <p>Pair off students and ask them to pretend they are showing an alien how to use a toothbrush: one student plays the role of the alien, while the other gives the demonstration. Encourage the alien to ask questions about dental care habits and have the other student provide answers. Have students name or show pictures of foods that contribute to dental health.</p> <p>◆ <b>Personal Dental Health</b></p> <p>Ask students to note in a personal chart how many times a day they brush their teeth over a one-week period, and when they do it (e.g., after eating something sweet). Ask questions to identify ways students can improve their dental care habits. Repeat the same activity for flossing.</p> <p>◆ <b>Miracle Toothpaste</b></p> <p>Ask students to bring to class tubes or pictures of different brands of toothpaste and give a class presentation on how advertising/design/packaging influences dental health. Encourage students to create an advertising pamphlet (on the computer) for a miracle toothpaste that promises the very best in dental care!</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Involvement of parents/guardians in completing the personal chart for dental care.



◆ **Observation: Alien Tooth Brushing**

Peer Assessment: Checklist

Have the “alien” partner check off the following statements as his or her partner performs the tooth-brushing technique.

Tooth-Brushing Technique		
Did the student’s tooth-brushing demonstration	Yes	No
• start from the gum line and brush away from the gum line?		
• start with a gentle circular motion?		
• brush the inside of the teeth as well as the outside?		
• brush the chewing surface?		
• brush the tongue?		
• brush for at least 60 seconds?		

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ K.5.2.B.1 Identify the health benefits</b> (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) <b>of participating in regular physical activity</b> (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas)  <b>MA:</b> Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)  <b>PE/HE:</b> K.2.K.B.1, K.2.1.B.1 (activity for health/fitness), K.1.1.B.1 (skill practice), S.1.K.A.3 (posture), K.4.2.A.1 (self-esteem), K.4.2.A.2a (realistic goals)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION
<p>◆ <b>Learning Outcome Connections (health benefits)</b>            Have students participate in the activities suggested for learning outcomes K.2.1.B.1, K.1.1.B.1, and K.4.2.A.2a. For each learning outcome, help students identify the health benefits (e.g., self-esteem, stronger muscles) associated with particular learning activities.</p>
<p>◆ <b>Teeter-Totter (healthy weight)</b>            Discuss with students how food intake and physical activity output for weight management is a matter of balance (like a teeter-totter.)</p>
<p>◆ <b>Body Systems: Skeletal (strong muscles and bones)</b>            Display a skeletal system poster and discuss major bones. Play Mr. Bones Relay, learning outcome K.2.2.C.1a.</p>
<p>◆ <b>Feeling Great</b>            Using a Sharing/Talking Circle, have students listen to a story based on the importance of being active every day. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p> <p><b>Questions for Discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do we need to eat every day?</li> <li>• Why do we need to be active every day?</li> <li>• What are some physical activities that you like to do?</li> <li>• Why do you like doing them?</li> </ul>
<p>◆ <b>Active Living and Physical Activity</b>            Use pictures—such as those on pages 3 to 130 of <i>The Canadian Active Living Challenge: Leader’s Resources Tool Kit, Program 1</i> (CAHPER/CIRA)—to define physical activity and to tell a story about physical activity. Brainstorm to discuss benefits of physical activity on the mind and body.</p>

*(continued)*



## TEACHER NOTES

Introduce, explain, use, and reinforce vocabulary related to health benefits of participating in regular physical activity. Students will have a greater understanding of the concepts when they are explained in simple terms, such as the following.

### **Daily physical activity is important because it**

- is fun
- makes your heart stronger so that it works better
- makes your lungs work better
- helps keep your bones strong
- makes your muscles stronger
- helps to keep you flexible
- gives you good posture and a strong back
- helps the blood move through your veins and arteries
- helps your body and muscles get more oxygen
- helps fight against heart disease
- makes you look and feel strong and healthy
- helps you maintain a healthy weight
- gives you better balance and coordination to help you in all kinds of sports and activities
- makes you less tired and more full of energy
- helps you sleep better
- helps your body fight colds and other diseases
- puts you in a good mood
- makes you smile more because you know you're trying to keep your body healthy and strong

Use this list to create a Health Benefits poster for display in the gymnasium, adding pictures where applicable.



## SUGGESTIONS FOR ASSESSMENT

### ◆ **Paper and Pencil Task: Health Benefits**

Teacher: Checklist

Hand out sheets with boxes numbered 1 to 7. Read aloud each of the following statements and have students place a check mark (✓) in the box if it is a health benefit of participating in regular physical activity:

- 1. better health
- 2. stronger muscles and bones
- 3. poor posture
- 4. healthy weight
- 5. better sight
- 6. feeling good about yourself
- 7. poor balance

### ◆ **Questioning: Health Benefits**

Teacher: Informal Inventory

Using a human opinion line, have students line up in the centre of the gymnasium and answer to the following questions by running to the wall assigned as “yes” or to another wall assigned as “no.”

Does participating in regular physical activity make a person

- feel healthier?
- have stronger muscles?
- have stronger bones?
- other

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.5.2.B.1** *(continued)*

*(continued)*

◆ **Heart Smart**

Use the following “before activity” and “after activity” statements/questions to stimulate discussion.

Before Activity:

- Show me where your heart is.
- Put your hand on your heart and tell me what you feel.

After Activity:

- Is it easier to find your heart before or after you move?
- How does your heart beat differently after we play?

◆ **Brain Power**

Challenge students to participate in cross-lateral (i.e., crossing the body’s midline) activities that require both sides of the brain to communicate.

Examples:

- Try an alternate knee tap abdominal exercise. While sitting up or in a V position, touch one hand to the opposite knee or foot. Repeat on the other side.
- Trace a figure-eight pattern in the frontal plane with one hand, ensuring that the arm crosses the midline. Try the other hand.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Reinforce that muscles are important for protecting the bones and organs. As well, strong muscles are important for

- lifting things
- having good posture
- preventing injury and lower back pain
- performing movement and sports skills more successfully

Be sensitive to weight management concerns and approach students, where necessary, on a private, individual basis.

Excessive sitting decreases circulation and affects concentration. Movement increases circulation to the brain, providing it with nutrients in the form of glucose and increasing nerve connections, all of which makes it easier for people of all ages to learn.

See also Frozen Beanbag, another posture activity suggested for learning outcome S.1.K.A.3.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>K.5.2.B.2 Identify opportunities</b> (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) <b>to be active daily, alone or with family and others.</b>	<p>◆ <b>Activity Survey</b></p> <p>Discuss with students physical activities they do daily in a variety of situations (e.g., during physical education class, recess, lunch hour, before/after school, on weekends, around the house/apartment or yard, with family members) that help increase their heartbeats. Have them complete an activity log.</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas)</p> <p><b>MA:</b> Shape and Space (time of day, comparisons), Statistics and Probability (listing, collecting data)</p>	<p>◆ <b>Recess Play</b></p> <p>As a class, brainstorm, list, and discuss various activities students do at recess that help increase their heartbeats. Have students draw or collect pictures/graphics/clip art to be used to develop a record sheet of the recess activities. Have students circle or check off the activities in which they participate during recess.</p>



**TEACHER NOTES**

Refer to *The Canadian Active Living Challenge* materials (CAHPER/CIRA).

Be sure to pre-teach some recess games.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Journal Entry: Activity Survey**

Teacher: Checklist

Have students complete the following activity log.

 <b>“My Day” Activity Log</b> 			
Name _____ Class _____ Date _____			
	Physical Activity	Alone	With Others
Physical Education Class			
Recess			
Lunch Hour			
Before School			
After School			

**Suggested Criteria:**

Look for identification of

- activities that increase heart rate
- activities that can be done alone, with family, or with others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>☐ K.5.2.B.3 Identify how automation and information technology</b> (e.g., computers, video games, television, telecommunications...) <b>have an impact on participation in physical activity.</b></p>	
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, effective oral communication, attentive listening and viewing)  <b>SC:</b> Cluster 3—Position and Motion (making motion easier)</p>	<p>◆ <b>Automation Traps</b></p> <p>Show pictures of automated objects or devices (e.g., television, elevator, computer, telephone, car, remote-control device, garage-door opener, tractor, combine, dishwasher, washing machine, riding lawn mower, fitness equipment, heart-rate monitor) and have students discuss how each has an impact on participation in physical activity.</p> <p>◆ <b>Sort It Out</b></p> <p>Have students sort the pictures from Automation Traps (or use names of the objects or devices) according to whether they decrease or increase physical activity. (See Sort and Predict, <i>Success for All Learners</i>, 6.33.)</p> <p>◆ <b>Crows and Cranes Charades</b></p> <p>Divide the class into two teams, one team at each end of the gymnasium. Members of Team Two sit with their backs to the wall while Team One huddles to decide on some automated object or device that would affect participation (negatively or positively). Team One then acts out the selected device while Team Two guesses. The teacher calls “yes” when the correct guess is given and Team Two jumps up and tries to catch Team One before they reach the safety of their end zone. Any students tagged before reaching safety must join the other team. The process is then reversed.</p> <p>◆ <b>Active/Inactive</b></p> <p>This game is similar to Crows and Cranes Charades. Two teams, named “Active” and “Inactive,” lie down head to head at the centre line of the gymnasium. Call out the name of an object or device (e.g., television remote control) and have the teams decide whether it would keep us active or inactive. If a given object requires movement (e.g., treadmill), then the Active team stands up to chase the Inactive team members and tries to catch them before they have run to the safety of their own end zone. If an object keeps us inactive (e.g., television remote control), the Inactive team members become the chasers. A tagged student then becomes a member of the other team.</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

The impact of automation and information technology on physical education is positive when considering fitness equipment, heart-rate monitors, or the use of the Internet in deriving information relating to fitness and active living.

The Impact of Automation	
Negative Impact	Positive Impact
<ul style="list-style-type: none"> <li>• television</li> <li>• elevator</li> <li>• computer</li> <li>• telephone</li> <li>• car</li> <li>• remote-control device</li> <li>• other</li> </ul>	<ul style="list-style-type: none"> <li>• fitness equipment</li> <li>• heart-rate monitors</li> <li>• other</li> </ul>

See also Picture Sort, learning outcome K.5.1.B.3.



◆ **Paper and Pencil Task: Automation Traps**

Teacher: Checklist

Have students indicate the amount of movement or energy involved in using certain objects or devices.

The Impact of Automation on Physical Activity				
Object or Device	Movement			
	none	slow	medium	fast
• television	✓			
• computer				
• treadmill				
• other _____				

**Suggested Criterion:**

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.2.C.1a Differentiate between “everyday” and “sometime” foods in <i>Canada’s Food Guide to Healthy Eating</i>.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, effective oral communication, attentive listening and viewing)  <b>MA:</b> Statistics and Probability (surveys, charts, graphs, interpretations)  <b>SC:</b> Cluster 1—Growth and Changes in Animals (<i>Canada’s Food Guide to Healthy Eating</i>)  <b>SS:</b> sustainable development, food and culture</p> </div>	<p>◆ <b>Differentiate between “Everyday” and “Sometime” Foods</b></p> <p><b>“Everyday” Foods:</b></p> <ul style="list-style-type: none"> <li>• Have students sort “everyday” foods according to food groups (e.g., vegetables).</li> <li>• Map out “everyday” foods associated with a specific animal (e.g., cow/beef). (See Graphic Organizers, <i>Success for All Learners</i>, 6.14 and 6.15.)</li> <li>• Plan a healthy and balanced menu for one day, including foods from different food groups, and follow the recommendations of <i>Canada’s Food Guide to Healthy Eating</i> (Health Canada).</li> <li>• Prepare a poem, documentary (video), or skit on at least one plant or animal that provides several healthy foods.</li> <li>• Conduct a survey on students’ favourite vegetables (or fruit, meat and alternatives, grain products, milk products) and present the results using different types of charts/graphs. Compare these findings with the results of students from another class, school, region in Canada, or country (use the Internet as a research and communication tool).</li> <li>• Show students a picture of a combination food (e.g., pizza) and have them identify the different foods it contains.</li> </ul> <p><b>“Sometime” Foods:</b></p> <ul style="list-style-type: none"> <li>• Prepare an assessment chart of the short-term and long-term advantages and disadvantages of eating “sometime” foods.</li> </ul> <p>◆ <b>Learning Outcome Connection</b></p> <p>Have students participate in the Nutrition Run activity (see learning outcome K.5.1.C.1a). When you call out, “Rainbow,” students get together in their food groups. When you call out, “Breakfast/Lunch/Dinner,” students get into groups that include at least one of each food group.</p> <p><b>Variation:</b> Have students sort “everyday” and “sometime” foods.</p>



**TEACHER NOTES**

Ensure that the learning activities related to this learning outcome take into account multiple intelligences. Also note dangers related to food allergies, as well as cultural and religious differences (see teacher notes for learning outcome S.5.K.A.3b for further information).

*Canada’s Food Guide to Healthy Eating* (Health Canada) identifies “everyday” and “sometime” foods as follows:

- **“Everyday” foods**—are nutritious and should be eaten every day.
- **“Sometime” foods**—are not nutritious and fall in the “other foods” category. These foods may be eaten occasionally. They may be harmful to our health.

*Canada’s Food Guide to Healthy Eating* is a basic educational tool for Canadian consumers. Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

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/pub/foodguid/index.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: Differentiate between “Everyday” and “Sometime” Foods**

Teacher: Checklist

Provide students with pictures/names of a variety of foods and have them place an X beside the “sometime” foods.

**“Everyday” or “Sometime” Foods?**



Toast \_\_\_\_\_



Orange \_\_\_\_\_



Carrot \_\_\_\_\_



French Fries \_\_\_\_\_



Milk \_\_\_\_\_



Pop \_\_\_\_\_



Cookie \_\_\_\_\_



Meat \_\_\_\_\_

**TEACHER NOTES (continued)**

Television has an impact on the food choices of young people. Parents and teachers, therefore, need to take the time to discuss commercial and advertising messages about food and eating with children.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.5.2.C.1b Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).

**Curricular Connections**

**ELA:** GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, effective oral communication, attentive listening and viewing)

**SC:** Cluster 1—Growth and Changes in Animals (*Canada's Food Guide to Healthy Eating*)

**SUGGESTIONS FOR INSTRUCTION**

**◆ Food and Function**

Divide the class into groups and have them move from station to station doing one or more of the following tasks:

- Research a food with a high level of carbohydrates, fats, or proteins and show its contribution to health.
- Sort foods according to their function (e.g., go, glow, grow).
- Make a poster for each of the following functions of food: go, glow, and grow.
- Write a poem or song celebrating the merits of the following functions of food: go, glow, and grow.
- Match parts of the human body to foods that help the body to go, glow, or grow. Present this exercise with visual aids (e.g., poster of human body, pictures of internal organs, foods).

**◆ Nutrition Orienteering**

Scatter cones/pylons throughout the school grounds and under the pylons place picture cards of different foods (e.g., milk). Give each student a sheet with three sections titled Go, Glow, and Grow. The object of the game is

Go	Glow	Grow

to get to as many pylons as possible and record the name of the food in the proper category. At the conclusion of the game, discuss student findings.

**Variation:** When playing the game in pairs or teams, students meet together with their small group to discuss their findings before meeting for discussion with the entire class. This game can be played with a set time limit or the teams can return to class upon completion of the game.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Foods that help the body

- **go:** breads and cereals (carbohydrates)
- **grow:** milk products, meats and alternatives (proteins)
- **glow:** fruit and vegetables, fats (vitamins, minerals, fats)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.5.2.C.2 Identify the need for daily food and fluid to support physical activity.</b></p> <div data-bbox="110 464 552 709" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>MA:</b> Statistics and Probability (graphing, capacity, time of day), Number (counting, parts of a whole)  <b>SC:</b> Cluster 1—Growth and Changes in Animals (healthy eating for growth and development), Cluster 4—Air and Water in the Environment (safe drinking water)</p> </div>	<p><b>◆ Fluid Facts</b></p> <p>Discuss the importance of water for body system function (i.e., brain, blood, tissues, organs). Brainstorm ways in which the body indicates its need for water (i.e., thirst, dry skin, yellow urine, chapped lips). Have students keep a simple chart of</p> <ul style="list-style-type: none"> <li>• how often they had a drink in one day</li> <li>• what they drank</li> <li>• when they needed to drink the most water</li> </ul> <p>(For more information, see Brainstorming, <i>K–4 ELA</i>, Strategies–12.)</p> <p><b>◆ Food Facts</b></p> <p>Explain how food is an energy source that is essential for organs and tissues to grow, develop, and function, even when the body is at rest. Ask students to keep a daily logbook of their eating and physical activities over a one-week period. Display the results on a chart using pictograms, symbols, or real objects. Make a connection between the physical activity and food intake.</p> <p><b>Variation:</b> Have students prepare snacks (or menus of snacks). These snacks could be served following a physical activity.</p>
<hr/> <p><b>❁ K.5.2.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...).</b></p>	



**TEACHER NOTES**

**Fluid Intake:**

Water represents 50% to 70% of an individual body’s weight. To meet our daily water requirements, we need to drink six to eight cups of water per day. Consult *Canada’s Physical Activity Guide to Healthy Active Living*, available from the Health Canada website: <http://www.hc-sc.gc.ca/hppb/paguide/main.html>.



**SUGGESTIONS FOR ASSESSMENT**

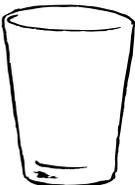
◆ **Paper and Pencil Task: Fluid Facts**

Teacher: Checklist

Provide students with a graphic such as the following and have them colour in the number of cups of water they should drink each day.

**How Much Water Do I Drink?**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Suggested Criterion:**

Look for

- six to eight cups coloured

**Variation:** Have students log the number of cups of water they drank in a day over a five-day period.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.5.2.E.1a Identify basic changes in growth and development from birth to childhood</b> (e.g., changes to teeth, brain, height, body weight, clothes size...).</p>	
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (length, height, metric, comparing terms, time, months), Patterns and Relations (patterns based on collected data), Statistics and Probability (estimating and measuring)  <b>SC:</b> Cluster 1—Growth and Changes in Animals (animal offspring and changes)</p>	<p>◆ <b>Growing Up</b></p> <p>Create an autobiographic booklet in which students can record their measurements and personal impressions and include photographs of the different stages in their growth (e.g., baby picture, recent photograph). Discuss the advantages of getting bigger. Map out activities students can do as they grow. (See <i>Success for All Learners</i>, 6.50.)</p> <p>◆ <b>See How I Grow!</b></p> <p>Have students estimate their height and measure themselves using the appropriate tools and standard units. Do the same thing for various body parts (e.g., head size, weight). Repeat the activity in a few months' time and have students compare the results. Each time, have students show the following results on a bar chart: height, weight. Have them compare and interpret the data (e.g., the body grows, everyone grows at his or her own pace).</p> <p>◆ <b>Same or Different?</b></p> <p>Identify and discuss the constant and changing characteristics of humans as they grow and develop (e.g., eye colour, height). Have students record information on a two-column diagram.</p> <p>◆ <b>My Lost Tooth</b></p> <p>Have students observe their teeth at two different times (e.g., beginning and end of school year) and have them comment on the loss of any teeth during the year. Explain what happens when primary teeth are shed.</p> <p>◆ <b>Comparing Growth</b></p> <p>Have students compare babies and adults of the same animal species (e.g., observe how they are the same and how they are different). Study the life cycle of a living thing (e.g., hen, caterpillar) and how it changes. Compare this with the growth of humans. Make a Comparison and Contrast Frame. Use illustrations to show similarities and differences. (See Comparison and Contrast Frame, <i>Success for All Learners</i>, 6.51 and 6.52.)</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Treat activities that involve estimating and measuring body height and weight with sensitivity.

◆ **Learning Log Entry: Growing Up**

Teacher: Checklist

Ask students to respond to the following:

“You are seven years old. Your body has changed in several ways since you were born. Name at least three changes. Give as much detail as possible about each change. Draw the changes.”

Change 1: \_\_\_\_\_

Change 2: \_\_\_\_\_

Change 3: \_\_\_\_\_

**Suggested Criteria:**

Look for examples in the drawing related to changes in

- teeth
- size of head, hands, feet
- height
- body weight
- clothing size
- shoe size
- hair



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.2.E.1b Describe how living things produce their offspring and care for their young</b> (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).</p>	
<p><b>Curricular Connections</b>  <b>SC:</b> Cluster 1—Growth and Changes in Animals (care for offspring)</p>	
	<p>◆ <b>Caring for the Young</b></p> <p>After students have listened to a story, watched a film, or gone on a field trip to the zoo or a farm, ask them to name the ways animals care for their young. Encourage students to do research and present their findings (e.g., display, poster, pamphlet, multimedia project, PowerPoint presentation, video, booklet) on how an animal of their choice cares for its young. Use, for example, the Concept Overview strategy (see <i>Success for All Learners</i>, 6.67).</p> <p><b>Variation:</b> Have students compare the different ways animals care for their offspring, as well as comparing these ways of caring for offspring to how humans care for their young.</p> <p>◆ <b>The Beginning</b></p> <p>Discuss with students that all living things produce offspring; that is, they create other living things so that their species can survive. In the animal kingdom, these new living beings are called “offspring” or “young.”</p> <p>◆ <b>Cat-Kitten</b></p> <p>Have students match the names of different adult animals to the names given to their offspring (e.g., cat-kitten, goose/gander-gosling). Cut out pictures of these animals and glue them into a chart with three column headings: female, male, and offspring.</p> <p>◆ <b>Like Her, Like Him</b></p> <p>Highlight the similarities and differences among the male, female, and offspring of the same species, including humans. Use a Comparison and Contrast Frame (see <i>Success for All Learners</i>, 6.52) or a Venn diagram.</p> <p>◆ <b>Basic Needs</b></p> <p>Use a chart with three columns (food, shelter, protection) to list the types of care that living things provide for their young (see <i>Success for All Learners</i>, 9.8).</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Focus content on animal examples to help students understand where babies come from, as it applies to both humans and animals.

Follow the planning policy of your particular school division/district and school with respect to issues of a sensitive nature, or that require sensitive handling (see *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*, Appendix C–203). View and assess resources prior to presenting them in class.

Be sensitive to students who come from different family structures and who may not know who their biological parents are.



◆ **Questioning/Interview: Caring for the Young**

Teacher: Checklist

Use the following statements to interview students about their research findings:

1. Explain how living things care for their young. Use an animal you know well as an example.
2. Describe the ways different animals care for their young.
3. Compare the ways various animals care for their young.
4. Compare the ways animals and humans care for their young.
5. Explain where you found your information.

**Suggested Criterion:**

Look for

- number of correct responses

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.5.2.E.1c Determine the differences and similarities between self and others** (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).

**Curricular Connections**

**ELA:** GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (appreciate diversity)

**MA:** Patterns and Relations (same/different), Statistics and Probability (graphs/charts)

**PE/HE:** K.4.2.A.1, K.4.2.B.1b (importance of diversity)

**SC:** Cluster 1—Growth and Changes in Animals (diversity, animal kingdoms)

**SS:** appreciation of diversity

◆ **All about Me**

Have students gather data on individual characteristics (e.g., body build, features, fitness, interests, culture).

- Have students construct a variety of charts and graphs to illustrate these data and interpret them (differences and similarities).
- Encourage students to put together and illustrate a personal kit on these characteristics (body build, features, fitness, interests, culture and traditions), using photographs, drawings, and things that characterize them.
- Have students present and compare their kits.
- Ask students to identify at least one element per category (e.g., body build, features, fitness) in which they are different from their classmates.

Discuss the similarities and differences within the human race and in the animal kingdoms.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Encourage students to recognize, respect, and celebrate the diversity within the class by completing a variety of artistic projects (e.g., painting, modelling, sculpture, dance, music, theatre, poetry, prose).

◆ **Journal Entry: All about Me**

Teacher: Anecdotal Notes

Have students describe similarities and differences between self and others.

**Suggested Criteria:**

Look for examples related to

- body build
- hair colour
- eyes
- skin colour
- features
- gender
- body parts
- fitness
- interests
- culture
- beliefs and values



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.5.2.E.2a Describe how human beings express their emotions for people about whom they care</b> (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).</p>	<p>◆ <b>Showing Emotion</b></p> <p>Ask for examples of appropriate body language, gestures, behaviours, words, and attitudes that demonstrate emotion (e.g., caring, sharing, cooperating, helping). Use role-play or mimes to show the appropriate ways to show affection in different situations (e.g., between siblings, parent and child, teacher and student, grandparent and child, two friends, two classmates). Discuss how affection affects individuals (e.g., well-being, feeling of security and belonging, happiness, peace, self-esteem, self-worth).</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect, celebrate special occasions)</p> <p><b>PE/HE:</b> GLO 4—Personal and Social Management</p> <p><b>SC:</b> Cluster 1—Growth and Changes in Animals (animals caring for young)</p>	
	<p>◆ <b>Hugs and Kindness</b></p> <p>Lead a discussion on the appropriate ways to express emotions for people (or animals) about whom we care, by asking questions such as: “How do your parents (or caregivers) show their love and affection for you?” or “When you love someone, how do you show it?” Help students to see that affection has positive effects on others and can be expressed in different ways.</p>
	<p>◆ <b>You Are Special</b></p> <p>Ask students to choose one person for whom they feel particular affection and to represent their affection for that person in an artistic composition of their choice (e.g., poem, drawing, sculpture).</p>
	<p>◆ <b>Celebration Tag</b></p> <p>Have students play tag, sitting down when caught. To free a caught player, someone has to give him or her a thumbs-up, “high-five,” pat on the back, handshake, or any other positive gesture.</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Encourage students to recognize and celebrate the emotions they feel for others or that others express toward them through a variety of art projects (e.g., painting, modelling, sculpture, dance, music, theatre, poetry, prose). Plan these activities in relation to special occasions such as Valentine’s Day, birthdays, parent days, and so on.

Be sensitive when detecting any student embarrassment, discomfort, or reticence with respect to ways of expressing emotions and affection. For cases of abuse (physical, psychological, sexual) and neglect, follow the policies of the school division/district or school. Teachers are required by law to report all cases of abuse.



◆ **Paper and Pencil Task: Showing Emotion**

Teacher: Checklist

Have students match emotions/behaviours to the picture representing that emotion/behaviour.

Example:



Caring



Sharing



Helping



Cooperating



See BLM 2–7: Showing Emotion.

◆ **Paper and Pencil Task: Hugs and Kindness**

Teacher: Checklist

Have students draw a picture of how they love their teddy bear, pet, or someone special.

**Suggested Criterion:**

Look for

- positive expressions of various emotions (e.g., caring, sharing, loving, hugging, kissing, happy faces, cooperation, helpfulness)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>❑ K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development</b> (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication, attentive listening and viewing) GLO 5—Celebrate and build community (celebrate special occasions, cooperate with others)  <b>PE/HE:</b> GLO 4—Personal and Social Management  <b>SC:</b> Cluster 1—Growth and Changes in Animals (animals caring for young)</p>

**SUGGESTIONS FOR INSTRUCTION**

- ◆ **Y-Charts**  
 Ask students to discuss how their families or caregivers support and nurture their development (e.g., provide food, shelter, clothes, protection, advice, love, encouragement). Record their observations in a Y-Chart that relates to how this support and caring looks, feels, and sounds. (See Y-Charts, *K-4 ELA*, Strategies–28 and BLM–59.)
  
- ◆ **Play House**  
 In groups, have students choose a room in a house, set up the props, and create skits or plays as if they were playing “house.” The theme of each skit is to provide examples of ways family members would talk to each other or treat each other in a supportive and caring environment. Students could create their own case scenarios and family membership/grouping.  
**Variation:** Have students include safety rules related to each room or to objects within that particular room.

<p><b>❑ K.5.2.E.3c Discuss the responsibilities</b> (e.g., respect private spaces and private parts...) <b>associated with gender differences.</b></p>
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication), GLO 5—Celebrate and build community (cooperate with others)  <b>PE/HE:</b> K.5.2.A.1, K.4.2.B.1a, K.4.2.A.2b (responsibilities), K.3.2.A.1 (safety)</p>

- ◆ **Privacy**
  - Read a story or show a film/video related to respect of private spaces/parts. Students should recognize the need to have and maintain personal privacy, demonstrate appropriate behaviours, and respect private parts.
  - Ask students to name situations in which they like to have private space (e.g., for quiet reading) and explain why (e.g., need to be alone). Explain that there are other circumstances in which humans need privacy (e.g., to bathe/shower, go to the washroom, get dressed). Also point out the importance of being responsible in situations of different genders (e.g., boys’/girls’ change room).
  
- ◆ **Change Rooms**  
 Discuss appropriate behaviour while changing in change rooms (e.g., in schools, swimming pool change rooms, hockey dressing areas) designated for girls and boys, and reasons for having separate change rooms.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Be sensitive in detecting any student embarrassment, discomfort, or reticence with respect to ways of expressing emotions and affection. For cases of abuse (physical, psychological, sexual) and neglect, follow the policies of the school division/district or school. Teachers are required by law to report all cases of abuse.

◆ **Observation: Y-Charts**

Teacher: Anecdotal Notes

Record observations during students’ informal interaction, noting how they describe personal observations, experiences, and feelings. Date and record the context of the observations.

Remind students that it is important to respect others’ privacy and their need to be alone at times (e.g., personal hygiene, washroom, while dressing, in underwear).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b><input type="checkbox"/> S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.</b>	<b>◆ Scenarios</b> <p>Suggest that students examine a certain number of scenarios related to good or poor daily health habits and use a decision-making/problem-solving process to rate the consequences of these habits on general health.</p> <p>Examples of Scenarios:</p> <ol style="list-style-type: none"><li>1. Sit in front of the television several hours a day.</li><li>2. Sit in a chair, in a well-lit location, to read a book.</li><li>3. Eat snack food and candy after school while doing homework.</li><li>4. Walk on the road (instead of the sidewalk) on the way home from school.</li><li>5. Leave clothes piled on the bedroom floor.</li><li>6. Shower every morning.</li><li>7. Brush teeth once a day.</li><li>8. Stay up late frequently.</li><li>9. Do not wash (shower or bath) at home after vigorous physical exercise (e.g., hockey game).</li><li>10. Wash hair regularly.</li><li>11. Wear clean clothes.</li><li>12. Give leftovers from plate to a friend at mealtime.</li><li>13. Other</li></ol>
<b>Curricular Connections</b> <b>ELA:</b> GLO 3—Manage ideas and information <b>PE/HE:</b> K.4.1.A.3, K.4.2.A.3	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Problem-Solving Process:**

The following examples are steps in a problem-solving process (also see learning outcome K.4.3.A.3):

1. State the situation clearly.
2. Explore a variety of alternatives or options.
3. Assess the options by identifying, among other things, their positive and negative consequences.
4. Choose the best solution.

For other systematic approaches to problem solving, refer to *Inquiry Strategies, K–4 ELA, Strategies–76*, and/or to *Stages of Scientific Inquiry, K–4 Science: A Foundation for Implementation*, 14.

**◆ Paper and Pencil Task: Scenarios**

Teacher: Rating Scale

Provide students with a sheet of 10 case scenarios relating to good or poor daily health habits and have them indicate with a check mark (✓) whether each scenario represents a positive or negative consequence. Students should be prepared to explain their choices.

**Rating Scale:**

Number of correct placements:

- 8 to 10 correct—Very good
- 6 to 8 correct—Average
- 4 to 6 correct—Review health habits

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.**

**Curricular Connections**  
**MA:** Statistics and Probability (list, collect data, survey, graph)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Family Calendar**

Encourage students to set aside one day a week on a monthly calendar and fill it in with the names of physical activities that are enjoyable for families. Have students rate (with stars, suns, or happy faces) the activities they try with their families and encourage them to continue making plans for more family activities.

**Our Family Fun Activities**

Name \_\_\_\_\_

Date	Physical Activity	My Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____

◆ **Learning Outcome Connection**

Have students complete activities suggested for learning outcome K.5.2.B.2 and work with partners to discuss and compare the various activities that are enjoyable for families to do.

◆ **The Survey Says...**

Have students collect and record information using a survey form, drawings, or picture poster of physical activities that are enjoyable for their own family or for families in the class.

◆ **Family Activity**

Ask students to write the name of a physical activity they enjoy doing with their family on a piece of paper (e.g., walk, bicycle, fly kite, cross-country ski). Then have them illustrate this family activity with a picture or collage. Have them identify the feelings and benefits of these activities for themselves and for the family (e.g., group fun, self-control, muscle development, pride of belonging to family).

◆ **Try a New Activity**

Brainstorm physical activities that can be done as a family (e.g., in warm weather, cold weather, different seasons, according to traditions or cultural background). Encourage students to choose one and try it with their families. Then have each student share (draw, mime, relate) his or her experience.

**TEACHER NOTES**

Daily family physical activity contributes to well-being, particularly psychological (be happy), social (getting along with others), moral (play fair), and physical (movement skills). The attitudes of students and families are much more important than the level of performance attained (e.g., laughing, having fun, and being active together).

Plan class or school events that involve parents to be active with the students.

Be sensitive to and respectful of families of different cultures and interests regarding level of participation and types of physical activity.

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log: Family Calendar**

Self-Assessment: Inventory

Have students complete the chart “Our Family Fun Activities” and use it as part of a learning log.

**Suggested Criteria:**

Have students check whether they have included

- activities that are physical
- activities that are enjoyable for all ages

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>S.5.2.A.3a Sort/classify a variety of foods into the food groups according to <i>Canada’s Food Guide to Healthy Eating</i>.</b>	
<b>Curricular Connections</b> <b>MA:</b> Patterns and Relations (sorting by attributes, numerical or non-numerical value)	
	<p>◆ <b>Food Sort</b></p> <p>Prepare five large posters, one for each of the four food groups and the fifth for the “other foods” group, using the rainbow colour theme (see Health Canada, <i>Canada’s Food Guide to Healthy Eating</i>). Divide the class into five teams and assign one food group to each. Ask the students in each team to cut out magazine pictures of various foods from their food group and glue them on a poster. Have them present the posters and stress how the foods from each group contribute to good health.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"><li>• Put on a show in which the characters are the various foods from one or more of the food groups.</li><li>• Invite students to open their lunch bags and sort/classify the foods they contain into the four food groups.</li></ul> <p>◆ <b>Nutrition Relay</b></p> <p>Place sets of cards, face down, at one end of the gymnasium, with relay teams in line at the other end. Runners run to the pile, one at a time, take one card, and run back to their group, tagging off the next runner in their line. The rest of the team sorts the cards into food groups. The team that collects the required number from each group first is the winning team.</p> <p><b>Variation:</b> Have students sort “everyday” and “sometime” foods.</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Consult *Canada’s Food Guide to Healthy Eating* (Health Canada) for information on healthy eating.

Refer to guidelines to be followed with respect to food allergies in the teacher notes for learning outcome S.5.K.A.3b.

See learning outcome K.5.2.C.1a for more information on “everyday” and “sometimes” foods. Also see the teacher notes for learning S.5.K.A.3a for information on “other foods.”

Laminate (with backs of different colours) sets of food cards, including some from each food group and a few “sometime” foods.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b>☐ S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on <i>Canada's Food Guide to Healthy Eating</i>.</b>	<b>◆ Healthy Food/Fluid Choices</b> Have students draw up a variety of menus for healthy breakfasts and snacks based on <i>Canada's Food Guide to Healthy Eating</i> . Have them explain how the foods in these meals contribute to good health.
<b>Curricular Connections</b> <b>ELA:</b> GLO 3—Manage ideas and information (assess sources, access information), GLO 4—Enhance the clarity and artistry of communication (choose forms, effective oral communication) <b>MA:</b> Patterns and Relations (sorting by attributes, numerical or non-numerical value)	<b>Variations:</b> <ul style="list-style-type: none"><li>• Create and use a personal calendar for weekly menus (breakfasts and snacks).</li><li>• Conduct and present research on the nutritional value of the foods that can be eaten for breakfast or snacks.</li><li>• Write songs or make up rhymes with lyrics/words related to healthy eating and <i>Canada's Food Guide to Healthy Eating</i>.</li><li>• Write a poem on healthy eating.</li><li>• Make an individual booklet on a food group or healthy eating.</li><li>• Complete (illustrate) a chart with three columns:<ul style="list-style-type: none"><li>— I Like to Eat...</li><li>— I Should Try...</li><li>— Why...(the reasons why I should try other foods)</li></ul></li><li>• Do an experiment to show the effect of a lack of water on plants.</li><li>• Invite a nutritionist or healthcare worker to talk about healthy eating and how it affects the body.</li><li>• Discuss yesterday's food choices as to whether or not they included all the necessary food groups.</li></ul>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



◆ **Paper and Pencil Task: Healthy Food/Fluid Choices**

Teacher: Checklist

Have students plan a breakfast menu (including snacks) by filling in the following list or drawing the menu items.

<b>Healthy Food and Fluid Choices</b>	
<b>Breakfast Menu:</b>	
Foods	Fluids
_____	_____
_____	_____
_____	_____
<b>Snack Menu:</b>	
Foods	Fluids
_____	_____
_____	_____
_____	_____

**Suggested Criteria:**

Look for

- choices from *Canada’s Food Guide to Healthy Eating*
- proper water requirements

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>S.5.2.A.5 Use appropriate language regarding private and sensitive issues</b> (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).	<p>◆ <b>Appropriate Language</b></p> <p>Suggest that students have a “round table” discussion. Have them explore case scenarios (e.g., an argument between two characters in a film) related to private and sensitive issues and question the associated behaviours (e.g., foul language, hurtful teasing, name calling, offensive gestures or signs). Encourage students to debate the problem, exchange ideas on ways to remedy it, and suggest appropriate solutions for talking about private and sensitive issues (e.g., no foul language, no hurtful teasing, no name calling, and no offensive gestures or signs).</p> <p><b>Sample Case Scenarios:</b></p> <ol style="list-style-type: none"><li>1. Anne is reading quietly on her bed in her bedroom. She does not want to be disturbed. Her sister goes into her room and rummages around in her closet. They call each other names.</li><li>2. Pedro is in his bedroom dressing when his sister comes in to remind him to return her CD. He tells his sister to leave immediately. She refuses and uses foul language.</li><li>3. Melanie is ready to take a bath. Her brother, René, accidentally goes into the bathroom. Melanie gets angry and René retorts with an offensive gesture before leaving.</li></ol>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas), GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups, use language to show respect)</p> <p><b>PE/HE:</b> S.4.2.A.5 (dealing with anger), S.4.2.A.3 (consideration for others)</p>	



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Students are subjected to many influences in their environment (e.g., family, peers, society, culture, television), some of which are not always positive.

Instruction that is centred on questioning, exchange of ideas and dialogue, exploration of situations, and personal and group reflection fosters the development of students’ moral awareness. Therefore, use a variety of learning activities, such as role-play, mime, theatre, case scenarios, simulation, debate, or “round table” discussions, in addressing this learning outcome.

◆ **Observation: Appropriate Language**

Teacher: Anecdotal Notes

Observe students regularly and take anecdotal notes on

- language
- teasing
- gestures
- privacy





## Healthy Lifestyle Practices Outcomes: Grade 2



### Knowledge

- K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life** (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).
- K.5.2.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...).
- K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others.**
- K.5.2.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...).
- K.5.2.B.2 Identify opportunities** (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) **to be active daily, alone or with family and others.**
- K.5.2.B.3 Identify how automation and information technology** (e.g., computers, video games, television, telecommunications...) **have an impact on participation in physical activity.**
- K.5.2.C.1a Differentiate between “everyday” and “sometime” foods in *Canada’s Food Guide to Healthy Eating*.**
- K.5.2.C.1b Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).
- K.5.2.C.2 Identify the need for daily food and fluid to support physical activity.**
- K.5.2.E.1a Identify basic changes in growth and development from birth to childhood** (e.g., changes to teeth, brain, height, body weight, clothes size...).
- K.5.2.E.1b Describe how living things produce their offspring and care for their young** (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).

### Knowledge (continued)

- K.5.2.E.1c Determine the differences and similarities between self and others** (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).
- K.5.2.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...).
- K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development** (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).
- K.5.2.E.3c Discuss the responsibilities** (e.g., respect private spaces and private parts...) **associated with gender differences.**

### Skills

- S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.**
- S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.**
- S.5.2.A.3a Sort/classify a variety of foods into the food groups according to *Canada’s Food Guide to Healthy Eating*.**
- S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on *Canada’s Food Guide to Healthy Eating*.**
- S.5.2.A.5 Use appropriate language regarding private and sensitive issues** (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).

### 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.