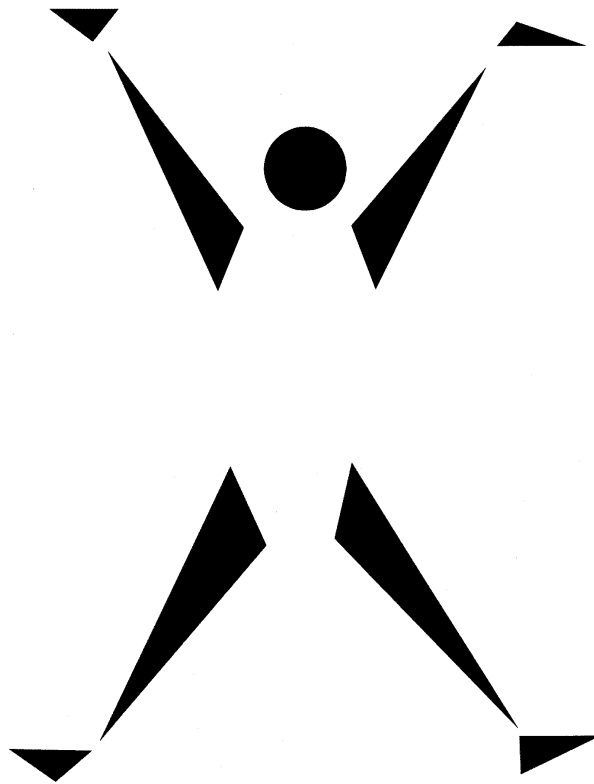

Grade 3

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>	
☐ K.5.2.A.1 ➡ K.5.3.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...).	◆ Daily Habits 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 <ul style="list-style-type: none">• cleanliness (e.g., shower/bathe, change clothes)• rest (e.g., nap, get adequate sleep)• healthy eating (with food from the four food groups)• exercise, including good posture (e.g., when reading, at the computer, during a physical activity)
Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)	◆ Daily Responsibilities Have students draw up a plan of action to ensure personal responsibility for one or more of their daily health habits (e.g., tidy bedroom, bathe, eat healthy and balanced meals, rest, do homework, use independent learning strategies, help family, do physical activity). For example, students can <ul style="list-style-type: none">• identify the habit for which they want responsibility• indicate the means to be used• establish the steps for fulfilling this responsibility• take action and revise their plans as required Encourage students to discuss their plans with one or more partners and exchange strategies for more effective implementation.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Strategies for independent learning are part of Grade 3 students’ daily habits and responsibilities (e.g., know how to do homework, study, do research at home or school, edit, make notes, organize work, locate pertinent information). For further information, consult page 6.81 of *Success for All Learners*.

Health Habits:

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



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.2.A.2 ➔ K.5.3.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...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)
MA: Patterns and Relations (sorting, graphing, patterns, sequence)

(continued)

◆ Classify Our Illnesses

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

- illnesses such as colds, flu, and chicken pox: pain (e.g., head, stomach, throat, body aches), stuffy or runny nose, red eyes, coughing, sneezing, loss of appetite, fever, rash, chills, fatigue
- parasites such as head lice, ringworm, and scabies: patches of dry skin, itching and irritation, nits (lice eggs), burning or tingling

◆ Check the Causes

Have students research the causes of common communicable diseases and map out the findings. (See Graphic Organizers, *Success for All Learners*, 6.14 and 6.15).

Examples:

- When people sneeze or cough, their germs are projected into the air, and those around them may get the same illness by breathing in the contaminated air.
- When people who are sick do not wash their hands and touch someone else, they can transmit their infection to that person.
- When people touch something dirty and then use their hands to put food in their mouths, they may introduce germs into their bodies.
- Some contact with insects, flies, and mosquitoes can cause diseases.
- When people do not get adequate sleep/rest and are tired, their bodies are less able to fight off the germs around them. The same thing can happen to those with unhealthy eating habits.
- When people do not do enough daily physical activity, they are less resistant to illnesses/diseases.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Prevention:

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 foods, share food appropriately, participate in physical activity, use own hair utensils, headwear, toothbrush, and any other personal toiletry item).
- 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 or cough into your sleeve or shirt rather than your hands.
- Visit a doctor regularly.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.2.A.2 ➡ **K.5.3.A.2** *(continued)*

(continued)

◆ **Spread the Word, Not the Germ!**

Have students research ways to prevent contagious diseases/illnesses/conditions. Have them use posters, comic strips, advertising pamphlets, or video presentations to present the results of their research.

Variations:

- Map out the ways to prevent communicable diseases/illnesses/conditions (see Graphic Organizers, *Success for All Learners*, 6.14 and 6.15).
- Do research using the KWL Plus strategy (see KWL Plus, *Success for All Learners*, 6.94).

◆ **The Chicken Pox Monster**

Select one student to be “it” (the chicken pox monster) and have all other students scatter within a designated area. If caught by the chicken pox monster, students must join hands with the monster. Once the monster has four people joined, they break off into smaller groups of two. Continue the game until all are caught.

K.5.2.A.3 ➡ **K.5.3.A.3** **Assess personal dental care habits and identify ways to promote dental health for self and/or others.**

◆ **Dental Health Survey**

Conduct a survey to find out how many times a day students brush their teeth. Make a bar chart to show the results. Ask questions to identify ways students can improve their dental care habits. Repeat the same activity for flossing.

◆ **Personal Dental Health Chart**

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.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

[Empty box for teacher notes]

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



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.2.B.1 ➔ **K.5.3.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...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding)

PE/HE: K.1.3.B.3b, S.1.K.A.3

SUGGESTIONS FOR INSTRUCTION

◆ **Fit Talk**

After each physical activity (such as those suggested for learning outcome S.2.3.A.3a), discuss how participation contributes to health benefits.

◆ **Learning Outcome Connections**

Have students participate in the activities suggested for learning outcomes K.2.1.B.1 and K.1.1.B.1 to discuss physical activity for health and the learning of skills.

◆ **Card Orienteering**

Set up an outdoor orienteering course that includes different stations, each one marked by a cone. Under each cone, place a numbered card with a health benefit printed on it. Ask students to run to the stations, look for the numbered card, and print the health benefit beside the corresponding number on their recording sheets.

Variation: Have students work cooperatively in small groups to find the numbered health benefit assigned to each group. Upon returning with the correct benefit on their recording sheet, the group is given the second number to look for. Provide each group with different sequences of numbers.



TEACHER NOTES

Introduce, explain, use, and reinforce vocabulary related to the health benefits of participating in regular physical activity. Students will have a greater understanding of the concepts when they are explained in simple terms. (For a list of health benefits, see the teacher notes for learning outcome K.5.2.B.1.)

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

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

Include mini-lessons related to knowledge outcomes as part of the warm-up or cool-down activity in a lesson. This will help ensure that students are active for the maximum amount of time.

Questions for Discussion:

Use the following questions for discussion as they apply to the different posture/balance activities:

- Is it better to stand with feet apart or together to maintain balance? Why?
- Is it better to keep knees straight or bent to maintain balance? Why?



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Fit Talk**

Teacher: Inventory

Ask students to run to a designated “True” or “False” wall if they agree or disagree with these statements:

Participating in regular physical activity

- helps maintain a healthy weight (T)
- makes you get sick more often (F)
- gives you stronger muscles and bones (T)
- gives you bad posture (F)
- contributes to feeling good about yourself (T)

◆ **Paper and Pencil Task: Card Orienteering**

Self-Assessment: Checklist


Have students use a recording sheet such as the following and fill in the health benefit hidden under each station cone. Upon completion, students check their own chart with the Health Benefits poster (see teacher notes for learning outcome K.5.2.B.1) in the gymnasium.

Recording Sheet	
Card #	Health Benefit
1.	
2.	
3.	

Suggested Criterion:

Look for

- correct identification of health benefit at each station

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.2.B.2 ➡ K.5.3.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.</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding) MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms) PE/HE: S.2.3.A.3 (record participation)</p>	<p>◆ Recess Play</p> <p>Discuss with students activities they do at recess that help increase their heartbeats and list the various activities in which they participate. Have students draw or collect pictures/graphics/clip art to be used to develop a page of the recess activities. Have students circle or check off the activities on the Recess Play activity sheet in which they participate during recess.</p> <p>◆ Activity Chart</p> <p>Provide students with an activity chart (see learning outcome S.2.3.A.3a) to fill in for a one-week period. Have them list</p> <ul style="list-style-type: none"> • the activities in which they participate at home, at school (e.g., recess), or in the community (e.g., lessons, sports teams) • the person(s), where applicable, with whom they did the activity (e.g., friend, team, grandparent, sister). <p>◆ Family Triathlon</p> <p>Introduce the triathlon concept (running, swimming, and bicycling) and encourage students to have fun with their families. Have them choose three activities that their family enjoys (e.g., walking, bicycling, jogging, jumping rope, soccer, basketball, touch football) and do them one after the other for a total of 30 minutes. One activity may last longer than the others. Discuss the results of the triathlon in class. Have students write a paragraph about their Family Triathlon.</p> <p>◆ 100 at Home!</p> <p>In a two-week period, have students earn 100 points by completing some of the physical activities listed on BLM 3–6, each of which is worth 10 points. They may repeat an activity.</p>
	<p> See BLM 3–6: 100 at Home!</p> <p>Variation: Brainstorm a way to make the list “winter active.”</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Remind students that planning to be active every day is just as important as making time for eating three meals a day, brushing/flossing teeth, getting proper rest/sleep, and keeping clean.

◆ **Paper and Pencil Task: Recess Play**

Teacher: Inventory

Have students complete the Recess Play activity sheet and discuss their results.

Suggested Criterion:

Look for

- types of activities in which the student participates at recess (e.g., low, medium, or high intensity)



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.2.B.3 ➡ K.5.3.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity.

Curricular Connections
ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)
MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms)

SUGGESTIONS FOR INSTRUCTION

◆ **Opinion Line**

Name technology forms that have an impact on participation in physical activity (e.g., televisions, elevators, treadmills, video games, heart monitors, cars), and have students run to a designated “Increase” wall or “Decrease” wall. Designate a central area for technology that has a “Neutral” impact and ask students who go there to explain their decision.

◆ **Self-Inventory**

Have students complete a self-inventory checklist of all the automated devices that they, their parents/guardians, and neighbours use that affect participation in physical activity.

Self-Inventory			
Automated Devices	Student	Parents/ Guardians	Neighbours

◆ **Sort It Out**

Have students sort the pictures (or names) of objects or devices from Automation Traps (see learning outcome K.5.2.B.3) according to whether they decrease or increase physical activity. (See Sort and Predict, *Success for All Learners*, 6.33.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Opinion Line**

Teacher: Checklist

As students run to the appropriate walls, observe which students are able to identify the impact that a particular technology device may have on physical energy output.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.2.C.1a ➡ K5.3.C.1a
Differentiate between “everyday” and “sometime” foods in *Canada’s Food Guide to Healthy Eating*.

Curricular Connections

MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance)

SC: Cluster 1—Growth and Changes in Plants (food that comes from plants)

SUGGESTIONS FOR INSTRUCTION

◆ Differentiate between “Everyday” and “Sometime” Foods

- Brainstorm a list of “sometime” foods and “everyday” foods.
- List the short- and long-term advantages and disadvantages of eating “sometime” foods and “everyday” foods.
- Conduct a survey of students’ favourite vegetables and fruit, meat and alternatives, grain products, and milk products that are considered “everyday” foods. Present the results using different types of charts/graphs.
- Conduct a survey of how often students in the class eat “sometime” foods and how much they consume. Present the results using pie charts.
- Use the Nutrition Relay cards (see learning outcome S.5.2.A.3a) for sorting.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that the instruction and learning related to this outcome take into account the dangers related to food allergies, as well as cultural and religious differences.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Canada's Food Guide to Healthy Eating (Health Canada) is a basic educational tool for Canadian consumers. It identifies “everyday” and “sometime” foods as follows:

- “Everyday” foods are essential to growth and health and should be eaten daily.
- “Sometime” foods are of little or no nutritional value and may be eaten occasionally.

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 at the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html>>.

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

See also the following websites:

- Manitoba Health, Food and Nutrition:
<<http://www.gov.mb.ca/health/nutrition/index.html>>
- Manitoba Milk Producers:
<<http://www.milk.mb.ca/>>

For diabetes prevention and Aboriginal focus activities, see the Diabetes Prevention Project for Children website:

<www.mts.net/~srussell/>.



◆ **Paper and Pencil Task: Differentiate between “Everyday” and “Sometime” Foods**

Teacher: Checklist

Prepare a chart randomly listing a variety of “everyday” and “sometime” foods. Have students circle the “everyday” foods and put an X through the “sometime” foods.

Suggested Criterion:

Look for

- number of correctly identified “everyday” and “sometime” foods

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.2.C.1b ➡ K.5.3.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...).

◆ Food Group Functions

Discuss the four food groups and have students identify their main contribution to a healthy body.

Examples:

- Breads and cereals: carbohydrates for energy, fibre
- Meats and alternatives: proteins for growth (e.g., muscles, bones)
- Milk and milk products: minerals and vitamins for bone growth
- Fruit and vegetables: vitamins, minerals, fibre, water

☐ K.5.2.C.2 ➡ K.5.3.C.2
Identify the need for daily food and fluid to support physical activity.

Curricular Connections

MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance)

◆ Wonders of Water and Food

Fluid:

- Discuss the importance of water for body system function (i.e., brain, blood tissue, 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
 - how often they had a drink in one day
 - what they drank
 - when they needed to drink the most water

Food:

- Explain how food is an energy source 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.

Variations: Have students

- keep an inventory of their daily water intake (keep a “water log”) and display results using graphs or charts
- prepare snacks (or menus of snacks) that could be served following a physical activity



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Foods that help the body

- **go:** grain products (energy)
- **grow:** milk products and meats and alternatives
- **glow:** fruit and vegetables (vitamins, minerals)

Canada’s Food Guide to Healthy Eating also highlights the importance of adopting a physically active lifestyle.

Health Canada and the Canadian Society for Exercise Physiology (CSEP) have together developed *Canada’s Physical Activity Guide* website: <<http://www.paguide.com>>.

◆ **Performance Task: Food Group Functions**

Teacher: Checklist

Ask students to run to a “Go” wall, a “Grow” wall, and a “Glow” wall as food groups are called out.

Suggested Criterion:

The student is able to

- identify correctly the function of various food groups

◆ **Paper and Pencil Task: Food Group Functions**

Teacher: Checklist

Have students match food groups to their respective functions: go, glow, and grow.

Suggested Criterion:

Look for

- number of correct matches

Consult *Canada’s Physical Activity Guide to Healthy Active Living* at <<http://www.paguide.com>>.

The recommended daily intake of water is six to eight glasses (250-mL size). Encourage students to drink plenty of water before, during, and after exercising. Remind them to drink water before feeling thirsty to prevent dehydration.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.D.1 Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)</p> <p>PE/HE: K.4.3.B.4 and S.5.3.A.4 (avoidance and assertiveness skills), K.3.3.B.5b (strategies to avoid being bullied), K.4.3.A.3 (steps in the decision-making/problem-solving process), K.4.3.B.2b (importance of friends that are safe and dependable)</p> </div>	<p>◆ Community Cautions</p> <p>Point out to students that many places in the community may pose dangers associated with substance use, such as parks, community centres, school and recreational facilities, stores, cleaning and maintenance services, factories, construction sites, restaurants, bars, and the street (dealers). Stress that it is important to be careful and responsible at all times with respect to substance use, and to get help when necessary (from a parent or another safe adult).</p> <p>◆ Taking the Risk</p> <p>Have students use a mapping technique to name the potential dangers related to substance use (e.g., medication, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs). (See Graphic Organizers, <i>Success for All Learners</i>, 6.14.)</p> <p>◆ Role-Play</p> <p>Suggest scenarios related to substance use in the community. Have students use role-play (in teams of two or three) to show appropriate ways to react to the given situation(s). Follow with a question/suggestion period.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. You are at the community centre. You have a stomach ache. Someone offers you a pill. 2. You find an abandoned box of cleaning products (solvents) near the garbage area behind a store. 3. While crossing the soccer field, you see one of your friends smoking and laughing with some other kids. They look as if they are having fun together. You wish you were with them. 4. One of your friends needs your big brother (adult) to go with him to buy some cigarettes because he made a bet. When you hesitate, he tells you that you are his only real friend. When you refuse, he threatens to stop being your friend. 5. You go to the shopping centre with your friends. The others start to talk about things that you find disturbing, such as buying glue or solvents to go and sniff somewhere. <p>◆ Video/Film</p> <p>Show students a video/film on potential dangers related to substance use and ask them to complete a Concept Overview sheet. (See Concept Overviews, <i>Success for All Learners</i>, 6.112.)</p>



TEACHER NOTES

When dealing with potentially sensitive content such as substance use and prevention, check with school administration and school division/district guidelines before implementation.

Dangers of Substance Use:

Make certain that students understand the potential dangers associated with substance use, including the risk of

- taking the wrong medication (labelling error)
- taking the wrong dosage (overdose)
- mistaking medication (or vitamins) for candy
- poisoning
- fire hazards (flammable products) and products related to corrosion, explosions, and poisoning
- inhalation
- addiction (constant need to use substance)
- accident (fatal)
- involvement in harmful or delinquent activities
- suicide or death due to cardiac or respiratory arrest
- breaking the law or being arrested
- doing serious damage to the brain, kidneys, heart, and so on
- threats and various forms of manipulation/intimidation

Drugs are substances that have one or several effects on the natural functioning of the human body. Distinguish between legal drugs (such as medicines) and illegal drugs (such as narcotics). Impress on students that medicines are legal



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Role-Play**

Teacher: Scoring Rubric

Assess students on their role-play.

Scoring Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • displays appropriate ways to react to pressure (says “no” with confidence, uses an assertive voice, uses proper body language, does not hesitate) • recognizes three or four effects of using various substances
3	<ul style="list-style-type: none"> • displays some appropriate ways to react to pressure • recognizes two or three effects of using various substances
2	<ul style="list-style-type: none"> • hesitates slightly when responding to pressure (displays one appropriate way to react) • is unsure about some of the effects of substance use
1	<ul style="list-style-type: none"> • reacts inappropriately to pressure • does not understand the effects of substance use

TEACHER NOTES (continued)

drugs because they are recommended by a doctor or a pharmacist or their use is medically justified. At no time should students touch or take medicines without the consent of a safe adult (e.g., parent, doctor, pharmacist).

Inhaled substances are not always part of the illegal drug category, as they are sold (at low cost) as household or craft products in the hardware section of stores. They are found in most homes, often in the form of household products (e.g., solvents) or office products (e.g., glue, corrector fluid). Children can inhale these substances by accident or out of curiosity, without being aware of their harmful effects. However, the consequences can be very serious (e.g., cardiac arrest). It is important that students understand that household and cleaning products may be used only under the supervision of a safe adult, taking into account certain conditions, such as instructions, restrictions for use, and appropriate use.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.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>	<p>◆ Helpful and/or Harmful Substances</p> <p>Point out to students that a helpful substance can be harmful when used improperly (e.g., abusive consumption of vitamins or medicines). Have students cut out illustrations of these substances and use the Sort and Predict strategy to sort them according to whether they are helpful or harmful (i.e., vitamins, medicines, tobacco). (See Sort and Predict, <i>Success for All Learners</i>, 6.33.)</p> <p>◆ Helpful and/or Harmful Substance Switch</p> <p>Divide students into two groups and have them form two circles, one at each end of the gymnasium. One person stands at the centre of each circle. Students in each circle try to cross over to the other side without getting tagged by the centre person. Students can switch places only when the person in the middle calls out a helpful substance. Students are not allowed to switch with the person on either side of them. If students are tagged or if they move when a harmful substance is called, they switch circles. Change taggers frequently.</p>
<p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, experience various texts, connect self, texts, and culture, appreciate the artistry of texts), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding)</p> <p>MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance)</p> <p>SC: Cluster 1—Growth and Changes in Plants (helpful and harmful plants)</p>	
<p>(continued)</p>	<p>◆ Effects of Substances on a Healthy Body</p> <p>Ask students to research and prepare a table (or a PowerPoint presentation, for example) that shows whether a substance has a good effect, a bad effect, or no effect on the body. Ask students to explain in simple terms the positive or negative effects where possible.</p> <p>(continued)</p>



TEACHER NOTES

Effects of certain substances on the body include the following:

- Vitamins have helpful effects on different body parts (e.g., building body tissues).
- Medicines have positive effects on parts of the body that are ill or in pain.
- Nicotine has negative effects on the circulatory system and nervous system. First- and second-hand tobacco smoke may cause lung cancer.
- Inhaling or consuming vapours from dangerous products can cause serious bodily harm, and even death.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Helpful and/or Harmful Substances**

Teacher: Checklist

Have students cut out pictures of helpful and harmful substances and put them into the correct side of a T-chart.

Helpful	Harmful

Suggested Criteria:

The student

- recognizes helpful substances
- recognizes harmful substances
- puts substances into the correct category
- can explain the effects of substances on a healthy body
- can explain how a helpful substance can be harmful if it is not used correctly

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.3.D.2 *(continued)*

(continued)

◆ **Tobacco Research**

Have students research the harmful effects of smoking (cigarettes) and present their findings. Explain what nicotine is and how it affects the body. Explain that no tobacco products are safe, regardless of whether they consist of cigarettes, cigars, pipes, or menthol or “additive-free” products. **All** tobacco products are harmful to health.

◆ **Sniffing: Good Versus Bad**

Explain the meaning of sniffing. Show that some things are good to sniff, such as the aroma of a delicious meal or the sweet smell of a flower. Show that some things are dangerous to sniff, even when their packaging does not display a symbol to indicate this type of hazard (e.g., odour of a chemical solvent). Explain the effects of inhaling vapours from dangerous substances on the human body (e.g., the brain).

◆ **Awareness Campaign Symbol**

Hold a competition to create a new symbol to represent the danger of inhaling/sniffing certain substances. Organize an awareness campaign on the danger associated with sniffing and present the new symbol. Write an article for the local newspaper to present the new symbol and explain the effects on the human body of sniffing harmful substances.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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◆ **Performance Task: Tobacco Research**

Teacher: Checklist

Assess students as they present their tobacco research material.

Suggested Criteria:

The student

- lists at least two harmful effects of tobacco
- identifies nicotine and describes its effect on the body
- concludes that all tobacco products are harmful

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.3.D.3 Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking).</p>	<p>◆ Face the Facts</p> <ol style="list-style-type: none"> 1. Ask students to name the persons or factors that can influence them to act in a certain way (e.g., choice of friends, food, activities, clothing, hairstyle): friends, peers, group, family, religion, television, school, movies, advertising, and magazines. Point out that there also are other factors that can influence people in their decisions: the need (or desire) to belong, curiosity, desire to imitate others, self-image, and family situation. 2. Have students name the factors that can influence making decisions regarding substance use (i.e., smoking): low self-esteem, curiosity, desire to be like others, to escape reality, to experiment, to feel good about oneself or to be “in,” boredom, lack of respect, and difficult living conditions. 3. Ask students to study several scenarios (acted out in class, on a film, in a documentary, or in a book) related to the factors that influence making decisions about smoking. Ask them to find and name the factors that influence young people in making their decisions.
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize, record, and evaluate information, develop new understanding) GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing) PE/HE: GLO 4—Personal and Social Management (decision making/problem solving)</p>	<p>Sample Scenarios:</p> <ol style="list-style-type: none"> a. One day, your sister is walking home alone from school. As she takes a shortcut across the park, she sees some kids from her class huddling under a tree. When she gets closer, she sees that they are smoking cigarettes. When they see your sister, they quickly form a circle around her and say, “If you want to be in our club, smoke this cigarette right now!” What should your sister do? What factors could influence her decision? b. Your brother is old enough to babysit and has a friend who likes to come over and help. One day when your parents aren’t home, your brother’s friend brings some cigarettes over to the house/apartment. You see them smoking. You don’t know what to do because you don’t want to get your brother into trouble. What should you do? What factors could influence your decision? c. John is bored at home. He has nothing to do. His friends call and ask him to meet them at the park. When he gets there, they are smoking and offer him a cigarette. He hesitates. Why? Why doesn’t he refuse immediately?
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>


TEACHER NOTES

Many people use drugs such as alcohol and tobacco. However, regular or excessive consumption of some substances leads to dependency. The consumption of certain (legal) substances such as tobacco can also cause serious diseases, such as angina and tongue or lung cancer, and even death.

Numerous factors can influence making decisions regarding the use of substances such as tobacco, including the following:

- feeling of failure (e.g., school, at home, in sports)
- need to be accepted
- difficulty solving problems
- difficulty talking about personal problems or confiding in anyone
- low self-esteem
- fear of refusing
- desire to escape an oppressive reality (e.g., academic failure, divorce, abuse, poverty, neglect, harassment)
- desire to be “in”
- curiosity (e.g., desire to experiment)
- temptation (e.g., going along with others)
- boredom

It is important that students understand and identify the factors that can influence their decisions.

Medications or drugs must always be taken under medical care or safe adult supervision.

For further information, consult appropriate resources on this topic. Assess any material to be used in class to ensure that it complies with the school and school division/district guidelines.


SUGGESTIONS FOR ASSESSMENT
◆ Journal Entry: Face the Facts

Teacher: Anecdotal Notes

Ask students to write a journal entry identifying the people or factors that can influence decision making or behaviour related to substance use.

Suggested Criterion:

The student

- recognizes factors that can influence decisions regarding substance use

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.3.D.3 *(continued)*

(continued)

- d. Elena is shy. When she goes to a party at a friend’s house, she feels uncomfortable. At the party, someone comes up to her and offers her a cigarette. She feels better. She takes the cigarette. Why does she accept? Is this a good decision? Why or why not? (A cigarette does not help your shyness; however, it leads to a bad habit that is harmful to your health.)
- e. Nicole very firmly turns down a cigarette that someone offers her. She has talked to her parents and they have told her never to touch them. Explain why Nicole is comfortable with her decision.

◆ **Effects of Advertising**

Have students cut out magazine illustrations that encourage smoking. Discuss the advertising strategies and tactics used in these illustrations to encourage cigarette purchases (e.g., a beautiful woman and a cigarette; money or success and cigarettes; a physically active lifestyle and cigarettes). Have students write a motivational text to denounce this misleading advertising.

Have students create a “realistic” advertising poster that shows what can happen to someone who smokes (use photographs or pictures from medical or anti-smoking campaign pamphlets). Have students cut out advertisement illustrations of products that are dangerous to inhale and make a warning poster or pamphlet.

Variation: Do smoking research on the Internet and present the results (in chart form).

◆ **Guest Speaker**

Have students use the LAPS strategy as they listen to a presentation by a Manitoba Lung Association representative. (See LAPS Frame, *Success for All Learners*, 6.54.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.5.3.A.4 Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) **in scenarios related to potentially dangerous situations.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, develop understanding, explain opinions, combine ideas, extend understanding)
PE/HE: K.4.3.A.3, S.4.3.A.2, K.4.3.B.4 (problem solving, decision making, avoidance and assertiveness techniques)

(continued)

SUGGESTIONS FOR INSTRUCTION

◆ **Role-Play**

Ask students to use role-play to show effective ways of avoiding or being assertive in dangerous situations. Prepare scenarios (such as the examples suggested in Puppet Show below) that are appropriate for the age of students in the class.

◆ **Puppet Show**

Have students perform puppet shows of scenarios such as the following. At the end of each show, discuss the hazards related to each situation.

Sample Scenarios:

1. John and his young siblings (or friends) are playing alone at home. One of them discovers some round, coloured pills in a cupboard. What might they be? How could the children react? What could be the consequences of their choices? How could you help them to make a wise decision? (Review the problem-solving and decision-making models, learning outcomes S.4.3.A.2 and K.4.3.A.3).
2. Renée is in the bathroom. When she opens the cabinets, she finds an assortment of products that are labelled, some with danger symbols. She starts to open them out of curiosity. Do you think she is right in doing this? Why or why not? What would you do in her place?
3. Antonio is correcting a few mistakes in his notebook with corrector fluid. He likes the way it smells and starts to sniff it. You are his friend and see him doing this. How would you react? Why? List at least three good reasons for not inhaling this type of product.
4. Two friends are playing “doctor” with their dolls. One girl decides to pretend to give her doll some medicine to make her feel better. She gets out a bottle of medication that is in the medicine chest. She likes the colour of the little pills she is holding and wants to try one. What would you advise her to do? Why? Give at least three good reasons why she should not use the medication (e.g., does not have parents’ permission; medicine prescribed for a specific illness; not prescribed for her; dosage depends on body size, weight, age, and physical condition of the person; medicine is not candy; the bottle may contain something other than medicine).

(continued)


TEACHER NOTES

Encourage family participation in appropriate labelling and storage of substances that can be harmful (e.g., check off a table containing the names of harmful substances, where they are kept, and the associated dangers).

Encourage families to talk with their children about the dangers associated with certain substances or situations related to harmful substances and about practising avoidance or assertiveness strategies related to these dangers.

Simplify the suggested Puppet Show scenarios or record them on a tape for students to listen to.

Use this learning activity to review the steps in a problem-solving process:

- Identify the problem.
- Look for alternatives.
- Evaluate the solutions (advantages/disadvantages or use of criteria).
- Justify the best solution.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Role-Play

Teacher: Checklist

Observe students for proper avoidance and assertiveness skills in their role-play.

Suggested Criteria:

The student

- makes direct eye contact and says “no” assertively
- gets away/stays away from the danger
- asks permission from a safe adult or confides in a responsible person
- does not hesitate
- has assertive body language, strong posture

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.5.3.A.4 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

5. Susana and Heather decide to build a model airplane and paint it. Their parents are busy in the kitchen. They look in the basement and find all sorts of things they could use for their project in Susana’s mother’s workshop: model glue, spray paint can, tools, paint remover, and varnish. They set up in the basement and start to work. Can you name at least three mistakes they have made or dangers they have not considered (e.g., don’t have permission to use real tools; insufficient ventilation in basement; inhalation hazard; products are dangerous to handle)?
6. You are bored at home. A friend calls you and invites you to play an “interesting game” at his house. When you arrive, he tries to convince you to conduct a “real scientific experiment” with the household products stored in his parents’ shed. You hesitate. Why? Is it hard sometimes to say “no” to your friends? What strategies could you use to refuse this offer? What would be the consequences of the decision you make? (Have students analyze several possible decisions and their respective consequences.)

◆ **Saying “No”**

Demonstrate ways to say “no” and to be assertive in situations similar to those described in the Puppet Show scenarios. Use strategies to review assertiveness and avoidance strategies (e.g., make direct eye contact and say “no,” get away/stay away from the danger, ask permission from a safe adult, confide in a responsible person).

◆ **Body Language**

Have students do mimes that demonstrate effective ways of avoiding dangerous situations related to harmful substances or drugs (legal or illegal).

◆ **Film/Video**

Show students a video/film on the dangers associated with drugs or harmful substances and ask questions that enable them to identify the dangers and effective ways to avoid them.

◆ **Tobacco in Traditional Aboriginal Ceremonies**

Invite a local Aboriginal elder to speak to the class about the uses of tobacco in traditional ceremonies. An offering of tobacco, depending on local traditions, may or may not be practised.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Traditionally, tobacco was not meant to be smoked in Aboriginal cultures. It is a medicine, as are sage, cedar, and sweetgrass. If tobacco is abused, it harms the body. Some cultures use smudges for cleansing and prayer.

Different Aboriginal cultures may have different traditional practices. Check local protocol. Resources regarding elder protocol are available from Earth Concepts in Winnipeg (204-488-1451).



Healthy Lifestyle Practices Outcomes: Grade 3

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.

Knowledge (continued)

- K.5.3.D.1** Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community.
- K.5.3.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...).
- K.5.3.D.3** Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking).

Skills

- S.5.3.A.4** Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) in scenarios related to potentially dangerous situations.

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.