



Department of Education
English Programs

Prince Edward Island Health Curriculum

Health

Grade 3

CURRICULUM

2006
Prince Edward Island
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Reproduced/Adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

This curriculum guide is intended to provide teachers with the overview of the outcomes framework for grade 3 health education and to assist teachers in designing learning experiences and assessment tasks.

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Program Rationale and Philosophy

Health education involves learning about the habits, behaviors, interactions and decisions related to healthy daily living and planning for the future. The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the health curriculum is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others.

- Choices are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.
- To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home, school, peers, the community and the media. This program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information.
- Students develop decision-making skills that support informed personal health practices and responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.
- Students focus on safety and injury prevention and develop strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviors that may be injurious to their health. They also learn strategies to use in unsafe situations.
- Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding of their individual behaviors, as well as social and environmental factors which all have an impact on their health.
- In an environment of acceptance, understanding, respect and caring, students can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. There is an emphasis on healthy interactions and safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups.
- Students build and expand upon safe and supportive networks for self and others that link the home, school and community.
- Students develop the skill of goal setting and begin to realize their ability to influence or control many outcomes and results.

Meeting The Needs of All Learners

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge and skills. What is important is that within each lesson, there is something for everyone - something that meets the needs and learning styles of each and every student.

An effective approach for accommodating student differences is to begin lessons with a whole-group activity and shared experience. Students then choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages. Teachers should utilize materials and strategies that accommodate student diversity and ensure that all students have equitable opportunities to experience success as they work toward achieving designated outcomes.

Learning supports for students with special needs, including English as a second language (ESL) and English language learner (ELL) students, could include:

- alternate formats for print materials, such as audiotapes, large print, talking computer books and read alouds
- a scribe for written assignments and/or tests
- access to computers
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures.

The variety of learning experiences described in this guide and the suggestions for a variety of assessment practices will assist teachers in accommodating the diversity of learners.

Assessment and Evaluation

The terms “assessment” and “evaluation” are often used interchangeably, but they refer to quite different processes.

Assessment is the systematic process of gathering information on student learning.

Assessment Techniques

- Informal / Formal Observation - information is gathered while a lesson is in progress. When used formally, the student would be made aware of what is being observed and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. You might be observing the student’s participation level, use of a piece of equipment or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- Performance - encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.
- Journals - provide opportunity for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- Interview - promotes understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. They may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.
- Paper and Pencil - can be formative or summative. (Written assignment or tests.)
- Presentation - requires students to analyze and interpret information and to then communicate it. These may be given orally, in written/pictorial form, project summary, or by using video or computer software.
- Portfolio - allows the student to be central in the process. Students can make decisions about what goes in it, how it is used, and how it is evaluated. It should provide a long term record of growth in learning and skills.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered. The assessment provides the data, and the evaluation process brings meaning to the data. When students are aware of the outcomes for which they are responsible and of the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate their learning.

General Curriculum Outcomes

Three general outcomes serve as the foundation for the health curriculum.

Wellness Choices

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

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others in the home, school and community begins in the early grades and continues throughout the program.

Relationship Choices

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

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles.

They also learn to value the strengths and gifts of self and others, as well as their uniqueness.

Life Learning Choices

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

Students begin to develop practices, knowledge and skills related to career development in grade one. They learn to respect the property of others and to understand the concepts of consequences and accountability.

Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy and personal property.

Students begin by recognizing the strengths, interests, attributes and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong.

Service learning experiences and explorations provide students with opportunities to learn, practice, and refine skills while making meaningful contributions to their families, schools and communities.

The general curriculum outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviors that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health and they demonstrate caring for others.

Specific Curriculum Outcomes

Each general curriculum outcome includes specific curriculum outcomes that students are expected to achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific curriculum outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

How To Use The Four-Column Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or a cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with resource suggestions.

Column 1: Outcomes

Column 1 provides specific curriculum outcomes describing what students are expected to know, be able to do, and, hopefully, value by the end of the year.

Specific outcomes are identified with an abbreviation: for example, W-3.6, R-3.3, or L-3.7. The letter in the abbreviation refers to the general outcome - Wellness, Relationship, or Life Learning Choices. The number after the hyphen is the grade level, and the final number refers to the order number of the specific outcome.

Sensitive Topics - The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity.

Column 2: Elaborations-Strategies for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. It is not necessary to use any or all of these suggestions.

Column 3: Tasks for Instruction and/or Assessment

This column provides suggestions for ongoing assessment that form an integral part of the learning experience.

Column 4: Resources/Notes

This column provides additional information for teachers including literature support resource titles, cross-curricular links, supplementary resources and web links. Appendix items such as teacher background notes and student information and activity sheets are also indicated in this column.

The Four-Column Spread

The curriculum has been organized in four columns in a two-page layout as illustrated below. The content of these columns is explained on pages 9 and 10.

WELLNESS CHOICES

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

Outcomes

Students will be expected to

- analyze factors that affect choices for physical activity (W-3.1)

- improve and practise positive health habits (W-3.2)

Elaborations-Strategies for Learning and Teaching

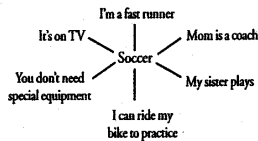
Personal Health

Get Ready

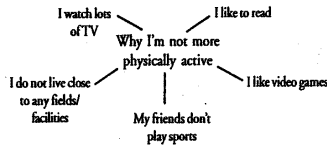
- As a class, brainstorm some of the choices for physical activities for grade 3 students in your community.

Apply

- Make a web showing your favorite physical activity. Show reasons why you like the activity and why you participate in this activity.



- Make a web showing why you might **not** be as physically active as you could be.



- think about your favorite physical activity and the media. Consider the following questions:
 - Is it covered on television?
 - Is it featured in many ads?
 - Are there related clothing and brand names?
 - Are there many Internet sites?
 - How does the media affect your choice of sports and new physical activities you want to try?

Get Ready

- As a class, discuss and clarify the term **habit**. (A **habit** is a usual manner of behavior or thinking. It is a way of behaving that has become fixed by being repeated often.)
- Brainstorm a list of health-related habits, such as brushing teeth, exercising or smoking. Write them on cards and post them on the board.

Apply

- Sort habits into positive and negative categories.
- Discuss the benefits of positive habits.
- Discuss the effects of negative habits.
- Brainstorm steps for:
 - improving eating habits
 - increasing physical activity
 - developing better posture and carrying habits

WELLNESS CHOICES

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

Tasks for Instruction and/or Assessment

Presentation

- Collect advertisements, news articles or other media references to your favorite physical activity. Bring to class and discuss.
- Design a survey to find out how many hours per week students in your class watch television and play video or computer games. Display information on a graph. Discuss how these kinds of activities can affect people's levels of physical activity and personal health. Examine your own television and computer habits. Do you need to make a plan for reducing these activities?

Paper and Pencil

- Complete the following chart about influences that affect your choice of physical activities.

One of my favorite physical activities is _____		
Two positive reasons for choosing this activity might be:	Two not-so-positive reasons for choosing this activity might be:	Two interesting reasons for choosing this activity might be:
_____	_____	_____
_____	_____	_____

(Appendix)

Journal

- Complete the following statements:
 - "I'm proud of my habit of . . ."
 - "I'd like to change my habit of . . ."
 - "I would do this by . . ."
 - "To keep myself on track I . . ."

Presentation

- Create a mobile with pictures of six positive health habits you have or would like to have. On the back of each piece of the mobile, write one thing you would do, or plan to do to make sure you keep that positive habit.

Resources/Notes

Literature Support Resource

Get Moving

CIT Outcomes Link

Concept Maps A4.2, A4.3, A4.4, A4.5, A4.6

Literature Support Resources

Brush Well

Fighting Germs

Keeping Clean and Fit

Medicines and Drugs and You

Other Suggested Resources

Snow Day (Book)

Literature Support Kits

Each grade level has three main strands: Wellness Choices, Relationship Choices, and Life Learning Choices. There are three literature support kits to support curriculum outcomes. A list of the resources included in each of these kits is provided below, as well as in the kit itself, to help teachers with the management of inventory.

Wellness Choices

Zeep's Safety Scare
Healthy Choices
Growing and Changing
How To Stay Safe At Home
And On-Line
Brush Well: A Look At
Dental Care
Get Moving: Tips on Exercise
Who is A Stranger and What
Should I do?
Say Something
Nobody Knew What To Do:
A Story About Bullying
Your Body
Medicines and Drugs and You
Fighting Germs
Keeping Clean and Fit
Healthful Foods For You

Relationship Choices

At Daddy's On Saturdays
On The Day His Daddy Left
The Tenth Good Thing About Barney
Feel Good: Understand Your
Emotions
Celebrating Across Canada
Forgiving A Friend
Ian's Walk: A Story About Autism
Mr. Worry: A Story About OCD
Looking After Louis
The Alphabet War: A Story About
Dyslexia
Getting Along
Who's In A Family
Your Feelings

Life Learning Choices

Treat Me Right!:
Kids Talk About Respect
How Could You?:
Kids Talk About Trust
Responsibility
Health Helpers And You

Teacher Notes

- Percentage of instructional time for elementary health grades 1-3:
4% (12 minutes/day, 1 hour/week, or 72 minutes/6 day cycle)

- **c.a.r.e. Kits**

All English Programs schools have been provided with a c.a.r.e. (Challenge Abuse Through Respect Education) kit (sixth edition). The c.a.r.e. kit is a personal safety program for students in grades 1-3, with a focus to prevent child sexual abuse.

See page 104 in the c.a.r.e. kit resource guide for grade level guidelines.

Part 1 - Use with Grade 1

Part 2 - Use with Grade 2

Part 3 - Use with Grade 3

Please provide parents with information about the program. The minimum expectation is to inform them by letter that the program is being used. However, some schools do have an information meeting or discuss the program at events such as “Meet-The-Teacher Night”.

Schools may choose to deliver the c.a.r.e. program component in different ways. Choose from the following:

- a). The school counsellor and classroom teacher team teach the program.
- b). The classroom teacher delivers the program. The school counsellor should be in the building when this is taking place. The school counsellor is invited to a session.
(The program is not designed to illicit disclosures, but they can occur.)
- c). The school counsellor delivers the program.

Larger schools may borrow an extra kit. Please contact the health curriculum specialist at the Department of Education.

- In column 4, **Other Suggested Resources** (books, videos, websites) are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes (videos, posters, reference materials, community programs, websites, resource people, etc.). Please ensure that the material you are using is appropriate, engaging, and accurate.
- Eastern School District teachers have access to a selection of materials from the Teachers’ Resource Centre. Western School District teachers are encouraged to visit the Little Red School House for resources. All teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video curriculum lists as well as other resources.
- Each school has a School Healthy Eating Toolkit from the PEI Healthy Eating Alliance.
- The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.
- Consider community opportunities when planning. Look for designated weeks or months such as Verbal Abuse Prevention week or Heart and Stroke Month, to address topics that complement the health curriculum.

Grade 3

WELLNESS CHOICES-General Curriculum Outcome



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

Specific Curriculum Outcomes

Personal Health

Students will be expected to:

- analyze factors that affect choices for physical activity
- improve and practise positive health habits
- demonstrate an understanding that individuals grow through similar stages of development at different rates and different times
- recognize factors that influence body characteristics
- apply guidelines from Canada's Food Guide to Healthy Eating to individual nutritional circumstances
- describe the importance of decision-making and refusal skills when offered inappropriate substances

Safety and Responsibility

Students will be expected to:

- identify strategies to avoid being bullied in different case scenarios
- employ practices that provide safety for self and others
- describe, apply and analyze appropriate safety behaviors in the local community
- describe and apply age-appropriate behaviors when encountering an emergency

RELATIONSHIP CHOICES-General Curriculum Outcome



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

Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to:

- recognize the effects of sharing positive feelings on self and others
- demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behavior
- identify possible psychological and physiological responses to stress

- develop strategies to deal with stress and change
- develop effective communication skills and strategies to express feelings

Interactions

Students will be expected to:

- develop strategies to build and enhance friendships
- demonstrate inclusive behaviors regardless of individual/family differences or circumstances
- describe the effects of conflict on relationships

Group Roles and Processes

Students will be expected to:

- develop skills to work cooperatively in a group
- encourage fair play through modelling

LIFE LEARNING CHOICES-General Curriculum Outcome



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

Specific Curriculum Outcomes

Learning Strategies

Students will be expected to:

- develop and demonstrate test-taking skills
- identify ways individuals learn in various environments
- generate alternative solutions to a problem, and predict consequences of solutions
- identify the steps of the goal-setting process, and apply these components to short-term personal goals

Life Goals and Career Development

Students will be expected to:

- examine personal skills and assets
- examine the responsibilities associated with a variety of age-appropriate roles

Volunteerism

Students will be expected to:

- assess how individual contributions can have a positive influence upon the family, school, and community
- select and perform volunteer tasks as a class or a group

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- analyze factors that affect choices for physical activity (W-3.1)
- improve and practise positive health habits (W-3.2)
- demonstrate an understanding that individuals grow through similar stages of development at different rates and different times (W-3.3)
- recognize factors that influence body characteristics (W-3.4)
- apply guidelines from Canada's Food Guide to Healthy Eating to individual nutritional circumstances (W-3.5)
- describe the importance of decision-making and refusal skills when offered inappropriate substances (W-3.6)

Safety and Responsibility

Students will be expected to

- identify strategies to avoid being bullied in different case scenarios (W-3.7)
- employ practices that provide safety for self and others (W-3.8)
- describe, apply and analyze appropriate safety behaviors in the local community (W-3.9)
- describe and apply age-appropriate behaviors when encountering an emergency (W-3.10)

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Outcomes

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Elaborations-Strategies for Learning and Teaching

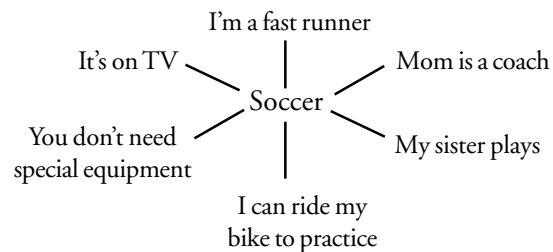
Personal Health

Get Ready

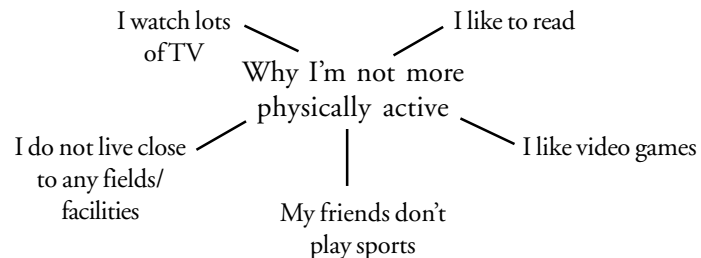
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Apply

- Make a web showing your favorite physical activity. Show reasons why you like the activity and why you participate in this activity.



- Make a web showing why you might not be as physically active as you could be.



- Think about your favorite physical activity and the media. Consider the following questions:
 - Is it covered on television?
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 - How does the media affect your choice of sports and new physical activities you want to try?

Get Ready

- As a class, discuss and clarify the term habit. (A habit is a usual manner of behavior or thinking. It is a way of behaving that has become fixed by being repeated often.)
- Brainstorm a list of health-related habits, such as brushing teeth, exercising or smoking. Write them on cards and post them on the board.

Apply

- Sort habits into positive and negative categories.
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- Brainstorm steps for:
 - improving eating habits
 - increasing physical activity
 - developing better posture and carrying habits.

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Tasks for Instruction and/or Assessment

Presentation

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Paper and Pencil

- Complete the following chart about influences that affect your choice of physical activities.

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(Appendix)

Journal

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 - "I'd like to change my habit of . . ."
 - "I would do this by . . ."
 - "To keep myself on track I . . ."

Presentation

- Create a mobile with pictures of six positive health habits you have or would like to have. On the back on each piece of the mobile, write one thing you would do, or plan to do to make sure you keep that positive habit.

Resources/Notes

Literature Support Resource

Get Moving

CIT Outcomes Link

Concept Maps A4.2, A4.3, A4.4, A4.5, A4.6

Literature Support Resources

Brush Well

Fighting Germs

Keeping Clean and Fit

Medicines and Drugs and You

Other Suggested Resources

Snow Day (Book)

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

Outcomes

Students will be expected to

- demonstrate an understanding that individuals grow through similar stages of development at different rates and different times (W-3.3)

- recognize factors that influence body characteristics (W-3.4) ♥

Elaborations-Strategies for Learning and Teaching

Personal Health

Get Ready

- Using old magazines and catalogues, cut out pictures of children and adults. Put the pictures in order from youngest to oldest.
- Discuss the clues you used to guess the age of people in the pictures. Collect information on the physical characteristics of students in your class (height, foot size, number of teeth). Discuss how the height of seven and eight-year-old students vary but height can still be used to guess how old a child is.

Apply

- Discuss and define the concept of life cycle. (All people are different. No two people grow at exactly the same pace or stages of growth and development. These stages are periods of time when people grow and develop in certain ways.)
- Make a large chart of four development stages and sort your collected magazine pictures on the chart.

Infancy birth - 1 1/2 yrs.	Childhood 1 1/2 - 12 yrs.	Adolescence 12 - 19 yrs.	Adulthood 20 yrs. +
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At the bottom of each column, list characteristics that people in each stage might share.

Get Ready

- Make a list of body characteristics that people might have, e.g., brown eyes, curly hair, freckles, eyes that need glasses, long legs, left-handedness.
- Introduce the concept of heredity with a story illustration, such as the following:
 - *The doorbell rings. Nancy opens the door and suddenly a group of people she hasn't seen in three years pour into her house.*
 - *Aunt Rita hands Nancy a wrapped package and says, "Well, look at you! How you've grown. And you've got such beautiful, red, curly hair! It runs in the family, you know. You look just like my grandmother!" Uncle Michael adds, "And she's going to be tall like her father. I wonder if you will play basketball like he did?"*
 - *Nancy makes a dash to the kitchen wondering, "Aunt Rita's grandmother? Runs in the family? Tall like my father? Basketball? What are they talking about?"*
 - *What Nancy's family is talking about are genes (pronounced jeans). Genes are the little pieces of information inside each of us that help determine what we will be like: tall or short; curly or straight hair; long legs or arms; what talents we have and even our personalities. (See Teacher Background Notes: Appendix)*

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Draw a picture of one person at four different stages of his or her life.

Infancy	Childhood	Adolescence	Adulthood
---------	-----------	-------------	-----------

Include details in your drawing to show how people grow and change at each stage of the life cycle. (Appendix)

Journal

- Draw a portrait of yourself. Label:
 - list two body characteristics that can be inherited from parents.
 - list two body characteristics that are affected by environment.
 - list one body characteristic that is a personal choice.

Resources/Notes

Literature Support Resources

Growing And Changing
Your Body

CIT Outcome Link

Word Processing A7.2

Math Connections

Measurement
Data Management

Teacher Background

Genetic Factors That Influence Individuality (Appendix)

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

Outcomes

Students will be expected to

- apply guidelines from Canada’s Food Guide to Healthy Eating to individual nutritional circumstances (W-3.5)

Elaborations-Strategies for Learning and Teaching

Personal Health

- Discuss the three basic factors that influence our individual body characteristics:
heredity - traits that are passed from parents to their children
environment - everything around you (family, friends, food, air)
personal choices
 Design a chart of these three factors and, working with a partner, sort the list of body characteristics.

Heredity	Environment	Personal Choice
eye color	strong legs from biking	curly hair (used an iron)
curly hair	curly hair (damp climate)	

Get Ready

- Review Canada’s Food Guide to Healthy Eating by brainstorming a list of foods in each category and recording them on chart paper.
- Discuss how the nutritional information on food packaging can help you make healthy food choices. Bring in samples of food labels.
- Discuss factors that could affect individual food choices; for example,
 - allergies
 - level of activity
 - climate
 - cooking skills
 - food preferences
 - family/cultural traditions
 - finances
 - food preparation time
- Choose one of the four groups, described below and use Canada’s Food Guide to Healthy Eating to plan two snacks for this group. Consider the individuals in the group and the special factors that might affect their food choices. Design a poster illustrating your snacks and explain the food choices.

Group A

This group of six kindergarten students has 10 minutes for snacks every morning at 10:30 a.m. They eat in their playroom at tables and they like their food to look fun.

Group B

This group of six soccer players has a snack after their one-hour practice. This is a hungry group of athletes!

Group C

This group of six teachers needs snacks they can have at recess.

Group D

Six students meet for Math Club every day and they look forward to a snack. One of the students has a peanut allergy.

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

Tasks for Instruction and/or Assessment

Presentation

- Draw a web showing at least five factors that affect the food choices in your family.
- Use Canada's Food Guide to Healthy Eating to plan one meal for your family. Draw the meal on a dinner plate and write three sentences explaining why you chose those foods.

Resources/Notes

Literature Support Resources

Healthful Foods For You

Healthy Choices

Other Suggested Resources

Come and Eat With Us (Book)

The guide can be ordered or downloaded from www.phac-aspc.gc.ca/guide/index_e.html

Also see

www.nms.on.ca/elementary/canada.html or

Tel: 1-613-954-5995

Invite a nutrition specialist or dietician to your class.

Teacher Note

In the book, *Healthful Foods For You*, please substitute Canada's Food Guide to Healthy Eating for the Food Guide Pyramid on pages 4 and 5. Order copies of these guides by using the information provided above. You may order up to 100 copies.

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

Outcomes

Students will be expected to

- describe the importance of decision-making and refusal skills when offered inappropriate substances (W-3.6)
- identify strategies to avoid being bullied in different case scenarios (W-3.7) ♥
- employ practices that provide safety for self and others (W-3.8)

Elaborations-Strategies for Learning and Teaching

Safety and Responsibility

Get Ready

- Brainstorm a list of everyday situations in which saying no would be the best and healthiest choice.
- Make a list of inappropriate substances people might offer you e.g., cigarettes.
- Review the difference between taking medications appropriately and taking inappropriate substances.

Apply

- Generate a class list of skills and strategies you can use to refuse inappropriate substances in different types of situations. For example:
 - Firmly say, “No thank you” or “Leave me alone. I’m going to tell.”
 - Run and find an adult you trust and tell them.
 - Tell your parents.
- Role-play refusing an offer of an appropriate substance.

Get Ready

- Discuss the question, “Why do certain children get picked on at the playground?” Identify factors that may influence negative treatment. (e.g., they are often alone, they are small, they cry easily)
- Brainstorm a list of strategies for dealing with the negative treatment by others. (e.g., walk away, ignore, have snappy comebacks, e.g., “Why are you interested?”)
- Review Student Information Master: Stop Bullying and add new strategies to the class list.

Get Ready

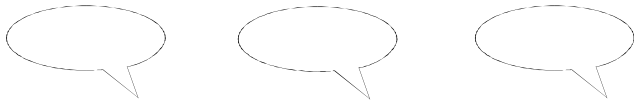
- Make a list and discuss the rules your family has to ensure you are safe. For example:
 - no cooking when a parent is not home
 - sports equipment and toys put away
 - phone home if you stay late after school.
- Discuss rules for safely preparing and storing food. (Teacher Background Notes/Appendix)
- Review Student Information Master: Be Safe in the Kitchen

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- In word balloons, write three ways to refuse a cigarette.



(Appendix)

Journal

- List three situations in which you said yes to choices that enhance well-being. List three situations in which you made healthy choices by saying no or refusing an offer.

Performance

- Role-play positive responses to the following situations:
 - someone calls you stupid
 - someone butts in front of you at the water fountain
 - someone says you can't join in a game at recess.

Paper and Pencil

- Use word balloons to write three replies to someone who says, "Hey shrimp, get out of my way or you'll be sorry."



(Appendix)

- Use the thought balloon to show one thing you could think about.



(Appendix)

- Use the shoe to write one action step you could take.



(Appendix)

Journal

- Draw a picture of the single most important safety rule in your family. Write three sentences explaining why.

Resources/Notes

Literature Support Resources

Medicines and Drugs and You

Literature Support Resources

Say Something

Nobody Knew What To Do

Student Information Master:

Stop Bullying

Teacher Background/Bullying and Teasing (Appendix)

Literature Support Resources

Zeep's Safety Scare

Student Information Master:

Be Safe in the Kitchen (Appendix)

Teacher Background \ Ideas For Ensuring The Safe Preparation and Storage of Food (Appendix)

Science Safety Binder (Grade 3)

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

Outcomes

Students will be expected to

- describe and analyze appropriate safety behaviors in the local community (W-3.9)

- describe and apply age-appropriate behaviors when encountering an emergency (W-3.10)

Elaborations-Strategies for Learning and Teaching

Safety and Responsibility

Get Ready

- Compile a list of at least 10 situations in your community where you have to practise safe behavior.

Apply

- With a partner, choose one of the situations and write three sentences or safety tips for it.
- In small groups, discuss what would be the safest action in the following situations.
 - Robert comes home from school to find the door is locked. He doesn't have a key because his mom is usually there when he gets home.
 - On her way home for lunch, Emily notices a car following her. A person she doesn't know calls out her name.
 - You are walking home from a new friend's house when you realize you've taken a wrong turn and you're not sure what street you are on.
- Review Student Information Master: Tips for staying safe when you're away from home.

Get Ready

- Discuss situations in which you might use basic first-aid and write them on chart paper.
- Brainstorm basic first-aid techniques that a child your age might need to use. Getting help is the most important thing. Others include:
 - not moving the injured person
 - covering the injured person with a blanket
 - applying pressure to a cut
 - checking for breathing
- Review Student Information Master: Basic First Aid

Apply

- Working in small groups, choose a situation from the chart and use the Student Information Master to identify a first-aid technique to use in this situation.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Imagine that you are walking your dog in the local park and he runs down to the river. Think about the safety behavior you will need in this situation. List three things you should do and three things you should not do. Draw a picture to illustrate.

Situation _____

To keep safe:

I need to:

- _____
- _____
- _____

I should not:

- _____
- _____
- _____

(Appendix)

Journal

- Draw a picture and write three sentences explaining how you would help a friend who:
 - has a nose bleed
 - burned his or her hand on the barbecue
 - fell off the playground equipment and may have an injured leg

Resources/Notes

Literature Support Resources

Zeep's Safety Scare

How To Stay Safe At Home and On-Line

Who Is A Stranger and What Should I Do?
(* p.10 - Discuss the safety concern of saying Hi to Strangers)

Student Information Master:

Tips For Staying Safe When You're Away From Home (Appendix)

Teacher Notes

Ideas For Keeping Safe Away From Home (Appendix)

Science Safety Binder (Grade 3)

Student Information Master:

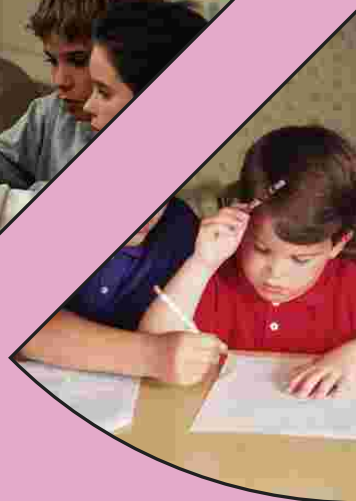
Basic First Aid (Appendix)

Teacher Notes

Ideas For Helping Children Deal Effectively in Emergency Situations (Appendix)

Science Safety Binder (Grade 3)

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- recognize the effects of sharing positive feelings on self and others (R-3.1)
- demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behavior (R-3.2)
- identify possible psychological and physiological responses to stress (R-3.3)
- develop strategies to deal with stress and change (R-3.4)
- develop effective communication skills and strategies to express feelings (R-3.5)

Interactions

Students will be expected to

- develop strategies to build and enhance friendships (R-3.6)
- demonstrate inclusive behaviors regardless of individual/family differences or circumstances (R-3.7)
- describe the effects of conflict on relationships (R-3.8)

Group Roles and Processes

Students will be expected to

- develop skills to work cooperatively in a group (R-3.9)
- encourage fair play through modelling (R-3.10)

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

Outcomes

Students will be expected to

- recognize the effects of sharing positive feelings on self and others (R-3.1)

- demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behavior (R-3.2)

Elaborations-Strategies for Learning and Teaching

Understanding and Expressing Feelings

Get Ready

- Think about a time this week when another person shared a positive feeling with you. Discuss with a partner. Think about a time this week when you shared a positive feeling with another person. Discuss.

Apply

- Discuss “why do we share positive feelings with others?” (e.g., to create good feelings, to encourage others, to build confidence, to show appreciation.)
- Brainstorm a list of positive feelings you could share with:
 - your parents
 - your friends
 - your siblings
 - your teachers

Get Ready

- As a class, complete a triple T-chart of what good manners look, sound, and feel like. Post it in the classroom.

Apply

- Discuss why good manners are important. (e.g., They make other people feel more comfortable and they show you care about the feelings of others.)
- Brainstorm a list of ways to share the following feelings.

	Healthy Ways	Unhealthy Ways
Excitement		
Frustration		
Happiness		

- Use the ideas from the brainstormed list to role-play the safe and appropriate expression of feelings in situations, such as:
 - *You just won a draw at the local mall. You can invite one friend to go with you to pick up your brand new bicycle.*
 - *This is the third time you've gone to the computer lab this morning. Each time, someone was working at the station you want to use.*
 - *You made 100% on your math test. This is a big improvement and you want to share your news.*
 - *Three of your friends are going skiing this weekend. You have to stay home and help your mom clean out the basement. Your friends want to talk about the ski trip.*

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

Tasks for Instruction and/or Assessment

Journal

- Complete the following statements in your journal:
 - “A feeling I like to share is . . .”
 - “Sharing feelings with others . . .”
 - “When others share a feeling with me, I . . .”
 - “When I share a feeling with others, I . . .”

Presentation

- Design a thank-you card to express appreciation to someone.

Performance

- With a partner, role-play situations of two people sharing a positive feeling, such as:
 - Teena really enjoyed Mrs. Larison’s art activity and stayed after class to tell her.
 - Pat finally learned how to stop on her inline skates and was able to skate the whole trail near her house without falling. She couldn’t wait to tell her friend her news!
 - Alan is reading a great book that other kids in his class might enjoy. He brings it to school to show his friends.
 Discuss how each of the people in the role-play feel.

Presentation

- Draw a mini-poster showing how good manners create good feelings.
- Draw a four-panel cartoon showing a safe and appropriate way to express excitement about winning first prize at the science fair. Show how your expression of feelings affects at least one other person.

Resources/Notes

Literature Support Resources

Feel Good - Understand Your Emotions

Your Feelings

Connections

Ideas for sharing positive feelings
(Appendix)

Literature Support Resources

Feel Good - Understand Your Emotions

Feelings Poster (Appendix)
(Johnson Institute)

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

Outcomes

Students will be expected to

- identify possible psychological and physiological responses to stress (R-3.3)

- develop strategies to deal with stress and change (R-3.4)

- develop effective communication skills and strategies to express feelings (R-3.5)

Elaborations-Strategies for Learning and Teaching

Understanding and Expressing Feelings

Get Ready

- Use four coloured balloons to demonstrate some of the psychological responses to stress.
 1. Blow up a white balloon until it can't be blown up any further. Discuss its qualities. For example, it's nice to look at but it could pop easily. You could use it for decoration but not to play with. (Stuff it)
 2. Blow up a red balloon until it pops. Discuss what happened. For example, it blew up and fell apart. It exploded. (Blow up)
 3. Blow up a yellow balloon fully, then pinch it off for a few seconds. Now let it go. Discuss what happened. For example, it was out-of-control. It could scare people. (Let it go - all over everyone)
 4. Blow up a blue balloon, just enough. If necessary let out a little air before you tie it off. Toss it around and discuss its qualities. For example, it's flexible and bounces back. It can take being tossed around.

Discuss which colour balloon you feel like most of the time.
- Work in small groups and discuss:
 - the definition of stress
 - common stressors
 - physical signs of stress.

Get Ready

- As a class, brainstorm a list of feelings and thoughts you might have in a stressful situation.
- Discuss the importance of recognizing these signs so that you can solve a problem, make a change or pay special attention to a specific area of your life.

Get Ready

- Discuss the statement, "It's okay to feel angry but it's not okay to act mean."
- Think of other feelings and behaviors, and complete the sentence frame: "It's okay to feel _____ but it's not okay to act _____."

Apply

- Review Student Information Master: Four Steps For Controlling Anger. (Appendix)
- Brainstorm a list of strategies for staying calm. Include samples of effective self-talk.
- Practice different ways to say you're angry without blaming, name-calling, or put-downs.
- Review Student Information Master: Ways To Say You're Angry Without Blaming, Name-Calling or Put-Downs (Appendix)
- Discuss and practise strategies for effectively communicating your feelings when you are sad, embarrassed and nervous. How can you use anger-management strategies to help you express feelings effectively?

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

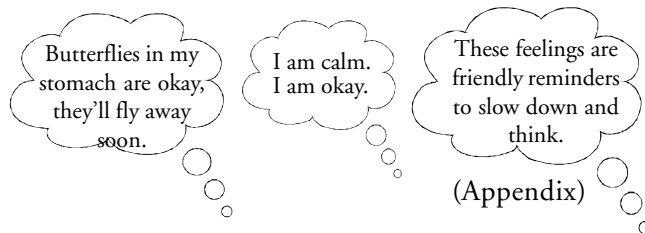
Tasks for Instruction and/or Assessment

Journal

- Complete the following sentences:
 - “Signs that I’m feeling stressed include . . .”
 - “This is my body’s way of telling me . . .”
 - “I can handle this by . . .”

Paper and Pencil

- Draw three self-talk thought balloons for coping with stress. For example:

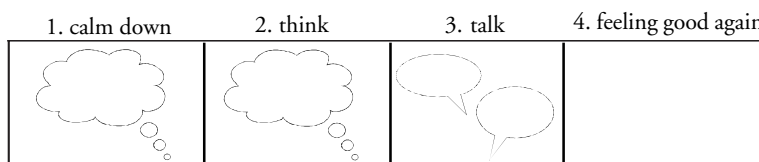


- Complete an anger do and don't list.

Anger dos and don't	
Things that DO help when you're angry: _____ _____	Things that DON'T help when you're angry: _____ _____

(Appendix)

- Draw a cartoon strip showing how you could communicate your angry feelings if your friend forgot to meet you at the playground like he promised he would.



(Appendix)

Resources/Notes

Literature Support Resources

At Daddy's On Saturday

Literature Support Resources

The Tenth Good Thing About Barney

On The Day His Daddy Left

Literature Support Resources

Feel Good - Understand Your Emotions

Getting Along

Student Information Master:
Four Steps For Controlling Anger
(Appendix)

Student Information Master:
Ways to say you're angry without blaming, name-calling or put-down
(Appendix)

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

Outcomes

Students will be expected to

- develop strategies to build and enhance friendships (R-3.6)
- demonstrate inclusive behaviors regardless of individual/family differences or circumstances (R-3.7) ♥
- describe the effects of conflict on relationships (R-3.8)

Elaborations-Strategies for Learning and Teaching

Interactions

Get Ready

- Draw a large brick wall on the board or on poster paper. Discuss how we can build walls between ourselves and others with words and actions. Write words on the wall that describe actions or feelings that interfere with friendship; for example, gossip, anger, teasing.

Apply

- Draw a large footbridge spanning the distance between two friends. Write words across the deck of the bridge that describe feelings or actions that bring people together in friendship; for example, laughter, honesty, encouragement.
- Discuss and role-play strategies for:
 - disagreeing in an agreeable way
 - giving and receiving compliments
 - being a good listener.
- Brainstorm a list of additional skills needed to be a good friend.

Get Ready

- Read *Who's In a Family?* by Robert Skutch.
- Discuss what it feels like to be the last one chosen for a team. What are some thoughts and feelings that go through your head?

Apply

- Discuss ways to let your partner or other team members know you are willing to work with them.
- Discuss how an individual has the right to prefer the company of certain people and dislike others. But everyone has the right to feel welcomed and valued, especially in a classroom.
- Role-play what you might say to a new partner who is not one you would have chosen. For example, you could say, "It will be fun working with you" or "This is a good chance to get to know you better".

Get Ready

- Post these four signs in the classroom, one in each corner: A lot, Sometimes, Once in a while, Never. Read a list of:
 - people you could have conflicts with
 - places or situations you might have conflicts
 - issues that might cause conflicts.
 For each example, students move to the corner that represents how often they experience that type of conflict. Encourage students to look around after they have chosen their corner to see how conflict affects others.

Apply

- Create a list of conflicts a grade 3 student might experience.

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

Tasks for Instruction and/or Assessment

Journal

- Choose a friendship skill you would like to improve. Use your journal to write a plan for improving the skill.
- A new student named Lee has just moved to your school. You would like to build a friendship with Lee. Draw and write about three strategies you can use.

Presentation

- Use pictures, drawings and captions to design a poster affirming *Everyone belongs in this classroom* or *All people are welcomed and valued*.
- Design a cartoon strip to show how you might handle the following situation.
 - *You and BJ are playing kickball and you notice the new girl in your class is standing alone by the wall. You suggest to BJ that you ask the new girl to join your game, but he says, "No, forget it. She's not as good a player as we are. It won't be any fun."*

Journal

- Draw a picture of your family.

Performance

- In small groups, develop a reader's theatre piece that explores how conflict can affect relationships in situations, such as:
 - *Amanda fails a math test. How could this affect relationships with the teacher and her parents?*
 - *David and Conrad have a disagreement on the soccer field. How could this affect other students?*
 - *Rainey is worried that her mom and dad aren't getting along. She's very quiet at school and doesn't join her friends at recess. How could conflict between her mom and dad affect other people?*

Paper and Pencil

- Choose one of the conflicts from the brainstormed list and complete the effects of conflict student activity sheet. (alone or with a partner)

Resources/Notes

Literature Support Resources

Forgiving A Friend

Literature Support Resources

Celebrating Across Canada

Ian's Walk

Looking After Louis

Mr. Worry

The Alphabet War

Who's In a Family?

Ideas for promoting inclusive behaviors (Appendix)

Other Suggested Resources

Sun and Moon (Book)

Sticks and Stones (Video)
Confederation Centre Library

Effects of Conflict
(Student Activity Master - Appendix)

Teacher Note (R-3.7)

Use gender neutral terms such as "parents or guardians" rather than "mothers and fathers" to promote respect for all kinds of families.

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

Outcomes

Students will be expected to

- develop skills to work cooperatively in a group (R-3.9)

- encourage fair play through modelling (R-3.10)

Elaborations-Strategies for Learning and Teaching

Group Roles and Processes

Get Ready

Note: Outcomes similar to R-3.9 exist in other curricula. It is not specific to Health.

- Do an idea builder (Appendix) on the concept of cooperation.
- Brainstorm a list of teams.
- Discuss what makes each team successful. For example:
 - they have a shared goal
 - everyone works together
 - everyone plays a role or position on the team
 - everyone knows and respects each others' responsibilities in their roles or positions.
- Brainstorm a list of times during the school day when working as a team is important.
- Brainstorm skills to use when working in a group; for example, using eye contact, responding to ideas, inviting others to talk, expressing support, using positive body language. Post in the classroom.

Apply

- Discuss the importance of having a team of people to help you with your learning. Make a picture of your learning team.

Get Ready

- As a class, review the definition of fair play and discuss how people learn to play fairly. How do young people learn what fair play looks, sounds and feels like? (Teacher Background Notes: Appendix)

Apply

- Brainstorm a list of favorite group games you can play in the classroom and on the playground.
- In small groups or pairs, choose one game and design a How To Play instruction sheet. Think about ways you can make the game even more fun by creating additional opportunities for everyone to participate and cooperate.
- Organize a Learn A New Game event during recess. Teach children in other grades your game and model fair-play and safe play practices.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Complete Student Activity Master:
Rate Your Cooperation Skills (Appendix)

Presentation

- Make mini-posters encouraging cooperation. Post them in your school.

Journal

- Draw a picture of a cooperative game you played at recess.
Write three sentences explaining why this activity was safe and how it promoted fair play.

Resources/Notes

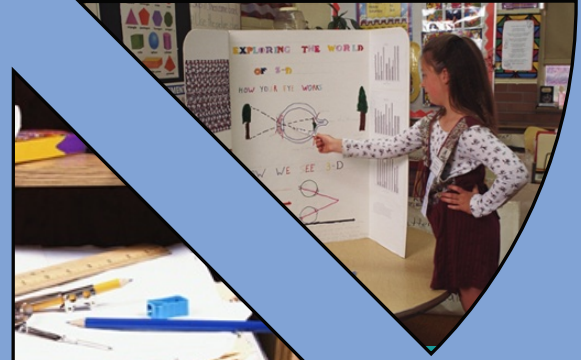
Student Activity Master:

Rate Your Cooperation Skills (Appendix)

Teacher Background Notes

Fair Play - Appendix

Life Learning Choices



Notes:

PEI/APEF Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- develop and demonstrate test-taking skills (L-3.1)
- identify ways individuals learn in various environments (L-3.2)
- generate alternative solutions to a problem, and predict consequences of solutions (L-3.3)
- identify the steps of the goal-setting process, and apply these components to short-term personal goals (L-3.4)

.....

Life Goals and Career Development

Students will be expected to

- examine personal skills and assets (L-3.5)
- examine the responsibilities associated with a variety of age-appropriate roles (L-3.6)

.....

Volunteerism

Students will be expected to

- assess how individual contributions can have a positive influence upon the family, school, and community (L-3.7)
- select and perform volunteer tasks as a class or a group (L-3.8)

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- develop and demonstrate test-taking skills (L-3.1)

- identify ways individuals learn in various environments (L-3.2)

Elaborations-Strategies for Learning and Teaching

Learning Strategies

Get Ready

- Brainstorm reasons why it's important to prepare for tests.
e.g., - reduce stress
- get better marks
- learn new things
- Create a list of things you could do at home before a test.
e.g., - get a good night's sleep
- eat a healthy breakfast
- review the material you will be tested on
- use positive self-talk
- Discuss things you could do in class so you will be better prepared for tests.
e.g., - pay attention during instruction
- reread notes and textbooks
- ask questions when something isn't clear
- talk about what you've learned
- Review tips on Student Information Master:
Getting Ready For A Test
e.g., - put a star beside questions you don't know (come back to them later)
- check your answers twice

Get Ready

- Brainstorm a list of all the places you learn outside school.

Apply

- Imagine that you would like to learn more about cartooning, horseback riding or volcanoes. Work with a partner and brainstorm a list of ways you could learn more about one of these. Share your ideas with the class.
- Draw a picture and write a sentence about one thing you have learned this year:
 - at home
 - watching television
 - reading a book
 - talking with a friend
 - on the playground
 - using the computer
 - by yourself
 - in your neighborhood

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Journal

- Write an advice letter in response to the following question.

*Dear Problem Solver,
I want to get better marks on my social studies tests.
What can I do?
Sincerely,
Worried*

Journal

- Draw a picture and write sentences describing three new things you would like to learn by the time you are 16. Explain why you want to learn these things and how you will learn them. Consider the places and people that may be part of this new learning.

Presentation

- Create a web showing at least five ways you learn outside school.

Resources/Notes

Student Information Master:
Getting Ready for a Test (Appendix)

CIT Outcome Links for Create A Web Task.

Concept Map A4.2, A4.3, A4.4,
A4.5, B4.1

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- generate alternative solutions to a problem, and predict consequences of solutions (L-3.3)

- identify the steps of the goal-setting process, and apply these components to short-term personal goals (L-3.4)

Elaborations-Strategies for Learning and Teaching

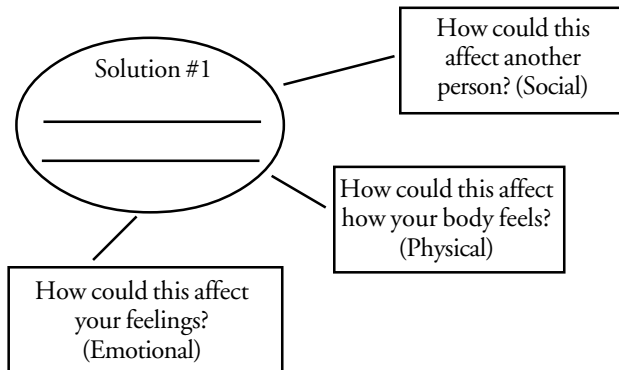
Learning Strategies (Cont'd)

Get Ready

- As a class, discuss the terms **solution** (an act or means of solving a problem, an answer or decision), **alternative** (another possibility), **predict** (to make a statement about what might happen in the future), and **consequence** (what happens as a result of a certain action).

Apply

- Imagine that you forgot to bring your lunch to school. There are several possible solutions, including:
 - speaking with your teacher
 - calling home to see if someone could bring your lunch to school.
- Working with a partner, consider the possible consequences of each solution. Record your ideas on a chart like this:



Get Ready

- As a class, discuss the question, "What is a goal?"
- Read a story about a character who sets out to accomplish a specific goal. In pairs, identify the steps taken by the character to reach his or her goal. Record them on a goal setting sheet.
- As a class, use a goal-setting sheet to create examples of action plans for improving school skills, such as:
 - learning multiplication facts
 - improving score on weekly spelling test
 - reading more books.
- Introduce the SMART method of setting goals. (Appendix)

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- examine personal skills and assets (L-3.5)

- examine the responsibilities associated with a variety of age-appropriate roles (L-3.6)

Elaborations-Strategies for Learning and Teaching

Life Goals and Career Development

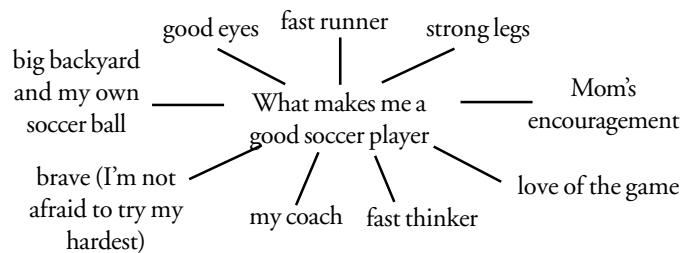
Get Ready

- Use a chart with different categories to generate a list of personal skills and assets a grade 3 student might have.

Physical	Emotional	Intellectual	Social

Apply

- Choose one role in your life that is important to you, such as learner, athlete, friend, musician, or family member. Make a web and list all the personal skills and resources that help you in this role.



Get Ready

- Discuss the concept of role (what a person is expected to do) and responsibilities (duties or things one is expected to look after or get done).

Apply

- Design a questionnaire to gather information about the different responsibilities that children your age have. Your list of questions could include:
 - What chores do you have at home?
 - Do you play a musical instrument?
 - Are you a brother or sister?
 - Do you have a pet?
 - Are you on a sports team?

Share the data and use this information to make a list of different roles and responsibilities a student in grade 3 might have at home and at school.

- Use your questionnaire with a sample group of students who are older. How are their roles and responsibilities different from those of typical students in grade 3?

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

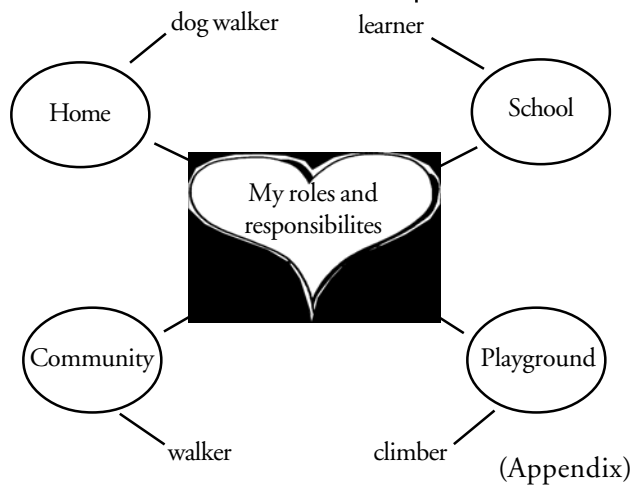
Tasks for Instruction and/or Assessment

Journal

- Make a list of 10 personal skills that help you be a good learner.

Paper and Pencil

- Create a web showing at least 10 roles you have at home, at school and in the community.



Resources/Notes

Literature Support Resource

Treat Me Right!

How Could You?

Literature Support Resource

Responsibility

CIT Outcome Link

Concept Map A4.2, A4.3, A4.4, A4.5, B4.1

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- assess how individual contributions can have a positive influence upon the family, school, and community (L-3.7)
- select and perform volunteer tasks as a class or a group (L-3.8)

Elaborations-Strategies for Learning and Teaching

Volunteerism

Get Ready

- Challenge your class to do a “wave” - the domino cheer popular at sports events. Use this image to discuss the ripple effect: how the actions of one person can affect others.
- Generate a list of ways you can use your talents to make:
 - your family a happy family
 - this school a better place to learn
 - your community a better place to live.

Get Ready

- Discuss what it means to volunteer.
- List volunteer opportunities in your school; for example, helping kindergarten or grade 1 students get ready for recess, holding the door open for others at bell time or picking up garbage in the playground.

Apply

- Choose one volunteer project for your class to do within the next six weeks. Develop an action plan and carry out the project for a specified time.

GCO: The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Presentation

- Design a mini-poster showing three ways you can make a positive contribution to your family, school, and community.

Journal

- Draw a picture and write five sentences explaining how your class volunteer project benefited the school community.

Resources/Notes

Literature Support Resource

Health Helpers And You

Cross-curricular link - Social Studies

Unit 2: Peoples

Unit 3: Citizenship

Unit 4: Heritage

Literature Support Resource

Health Helpers And You

Cross-curricular link - Social Studies

Unit 2: Peoples

Unit 3: Citizenship

Unit 4: Heritage

Appendix Grade 3

Unless otherwise stated, the following materials have been reproduced/adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

Name: _____

Date: _____

W-3.1

Complete the following chart about influences that affect your choice of physical activities.

One of my favorite physical activities is _____.

Two positive reasons for choosing this activity might be:

Two not-so-positive reasons for choosing this activity might be:

Two interesting reasons for choosing this activity might be:

Name: _____

Date: _____

W-3.3

Draw a picture of one person at four different stages of his or her life.

Infancy	
Childhood	
Adolescence	
Adulthood	

Teacher Background

W-3.4

Genetic Factors That Influence Individuality

Genes: The human body contains about 30 000 genes, which are pieces of information that determine individual traits that are inherited from parents. Genes are found on chromosomes which occur in pairs in the body. Each chromosome contains thousands of genes. Chromosomes are located within the nucleus of human cells. Each cell nucleus contains 46 individual chromosomes or 23 pairs of chromosomes. Half of these chromosomes come from one parent and the other half come from the other parent. This explains why a child may look very much like one parent but may have a temperament or talent like the other parent.

Individual Traits: Some obvious traits passed on genetically are eye color, hair color, height and skin colour. Genes also pass on information about individual talents and abilities. For example, the child of two musical parents may have musical abilities also. The child of two athletes may be interested and skilled in sports. When parents have different traits, they are likely to have children with combinations of these different traits.

Individual Differences: It is important to note that while children may inherit the genes for certain abilities, their interests may vary slightly and significantly from those of their parents. No matter what traits they have inherited, all children need to see themselves as individuals with unique personalities and abilities. They need to be encouraged to develop their own interests and abilities, and not made to feel that they should be someone or do something else.

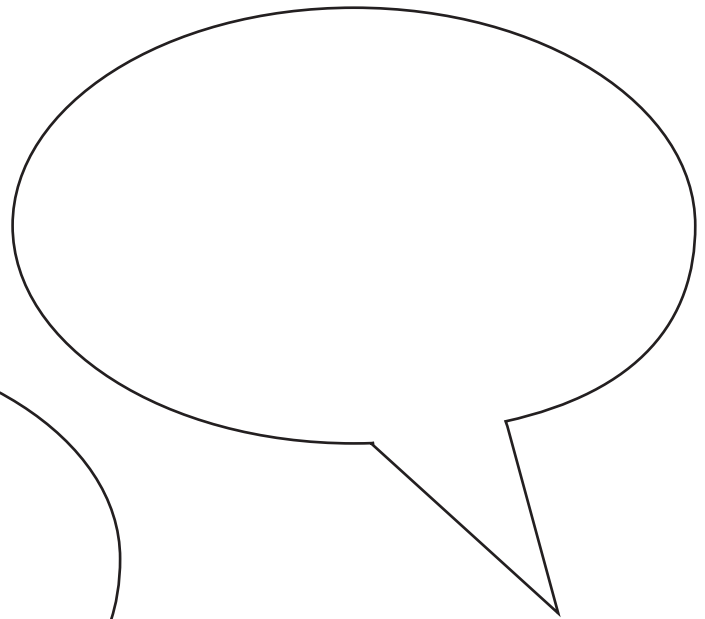
An example of genes at work: You can easily see what genes can do if you think about the many breeds of dogs there are. They're all dogs but they look so different. Some breeds have short hair, while others have long, straight or curly hair. Some dogs have brown hair, while others have black, white or red hair. Some breeds weigh a few kilograms and others weigh over 60 kilograms. Dalmatians have genes for white coats and black spots.

Name: _____

Date: _____

W-3.6

In word balloons, write three ways to refuse a cigarette.



Teacher Background

W-3.7

Bullying and Teasing

Students who bully are often unhappy, lonely or frustrated. Bullying gives them an illusion of power. By putting others down, people who bully feel like they are bigger and stronger.

Students who are bullied often feel scared, alone and helpless. They may become depressed and isolate themselves from others.

Chances are, every student in class has seen someone being bullied. Most of these students are part of the silent majority who witness bullying but don't know what to do about it. Students may remain silent or walk away because they are scared that they will be bullied or because they don't know the people involved.

Harrassment - conduct or comments that are intimidating, threatening or demeaning. They may be accompanied by direct or implied threats. Although harassment can be directed at personal characteristics, such as a person's race, color or religious beliefs, the most common form is sexual harrassment.

Bullying - when someone keeps doing or saying things to gain power over another person. This can take the form of calling people names, saying or writing nasty things about them, threatening them, or making them feel uncomfortable or scared. If pressed, people who bully may hurt others, take or damage people's things, or simply make others do things they don't want to do.

The key elements of bullying are:

- an imbalance of power
- the intent to harm
- the distress felt by the person who is bullied
- repetition over time which establishes the person who bullies' reputation and power over others (Pepler and Craig, 1999).

Teasing - may often be playful, but is also a serious form of bullying. Teasing is most often verbal. Name-calling is particularly damaging and adults may underestimate its damaging effects.

Victims of bullying and teasing - the targets of bullies are usually students who are weaker, smaller, anxious, reserved, don't have reliable friends, are different in some way, cry easily, appear lonely and disliked, and won't challenge their tormentors.

Teacher Background

W-3.7

Why don't children who are being bullied tell?

- They fear adults will over- or under-react.
- They fear revenge.
- They feel embarrassment or shame.
- They believe adults can't help.
- They have been warned or threatened not to tell.
- They believe there's nothing anyone can do.

Students who are being bullied can:

- keep a record of details
- make an appointment with a principal or counsellor
- make a formal written complaint.

What teachers can do to develop an anti-bullying /anti-harrassment climate in the classroom.

- Read and discuss related age-appropriate literature.
- Encourage discussion.
- Encourage and reinforce appropriate behavior.
- Teach and model nonviolent, nonracist, nonsexist attitudes and values as part of everyday instruction.
- Ensure that visual material in the class depicts cultural diversity.

Bullying is reinforced by:

- not being reported
- societal attitudes that suggest it's something that children can work out and that it can be a learning experience.

How teachers can react to bullying.

- Stay calm.
- Talk to both the person who is doing the bullying, the person who is bullied and witnesses. Listen and take notes.
- Expect denial.
- Talk about the behavior without sarcasm or criticism.
- Let the person who is bullying know the appropriate consequences.
- Reassure the person who is being bullied; show him or her that adults and students can do something about bullying.
- Work with the family.

Teacher Background

W-3.7

Ideas for promoting a safe and caring environment

Students can:

- be aware that bullying is not acceptable behavior
- learn and practise, with help from parents and teachers, strategies for standing up to people who bully at school and in the community
- tell a parent, teacher or trusted adult if they are unable to deal with being bullied at school or in the community
- participate in violence prevention or anti-bully programs within the school
- talk to their parents regularly about what goes on at school.

Parents can:

- ask children about what goes on at school and on the playground
- believe children if they say they are being bullied
- talk to children about their own similar experiences in school
- learn how to talk to children when they talk about being bullied
- help children to learn and practise strategies for standing up to people who bully
- locate and read one of the books on bullying available to parents in most bookstores
- get to know their children's friends and spend time with them
- volunteer at school or in the community to develop relationships with their children's peers
- be observant when interacting with children in school and playground settings.

Communities can:

- support anti-bullying and violence prevention programs in the school and community
- refuse to tolerate bullying observed in local shops and playgrounds
- sponsor local parents geared to violence prevention and anti-bullying.

stop bullying

W-3.7

By standing up to people who bully others, you can help put a stop to bullying and help keep your school and community safe.

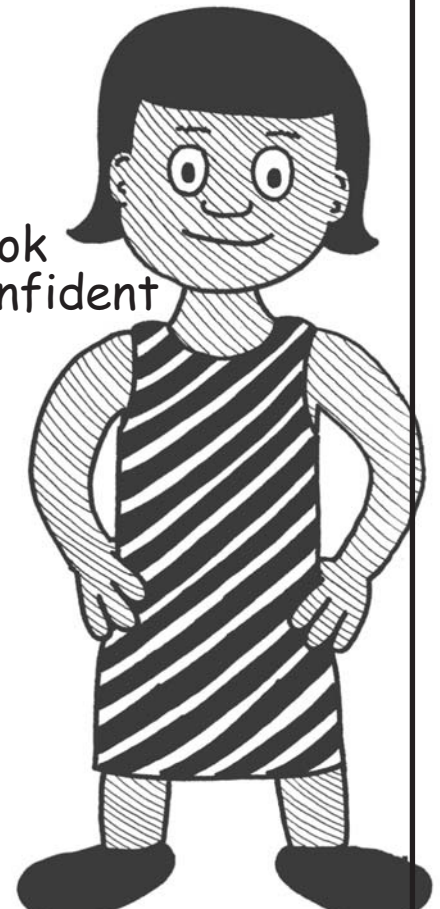
Here are three things you can do to help stop bullying.

- ◆ Tell the person who bullies to stop. Look the person in the eye and say something like, "That's not cool, stop it."
- ◆ If you're afraid you might get hurt, move away and let the person who is being bullied know you are going for help. Find a teacher or another adult to step in.
- ◆ Invite the person who gets bullied to have lunch with you or join in an activity. Involving that person in your group of friends will help that person feel less alone.

What to do if you are being bullied

- ◆ Stand up straight and look confident. Your confidence will reduce the power of the person who bullies.
- ◆ Use humor - a funny statement can make the situation less tense.
- ◆ Distract the person who bullies with a compliment.
- ◆ Stick with a friend. A person who bullies is less likely to bother you if someone else is there with you.
- ◆ Avoid areas where people who bully hang out.
- ◆ Tell someone you trust. This could include your parents, teachers or coaches.

Look
confident

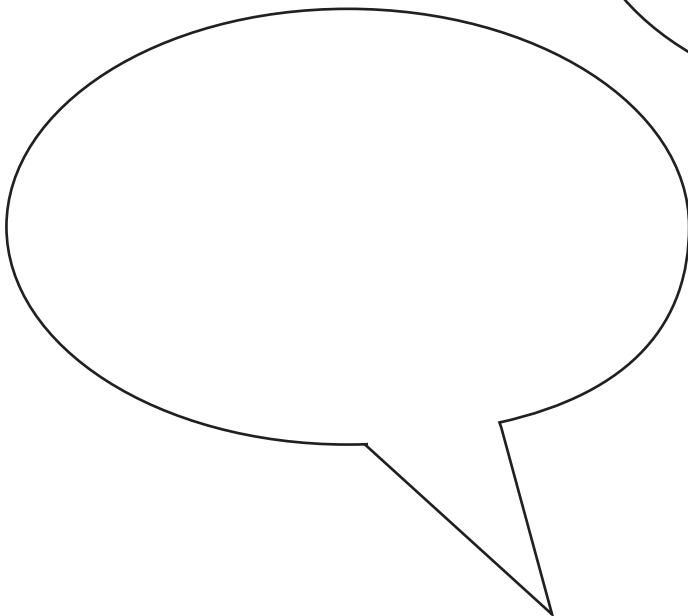
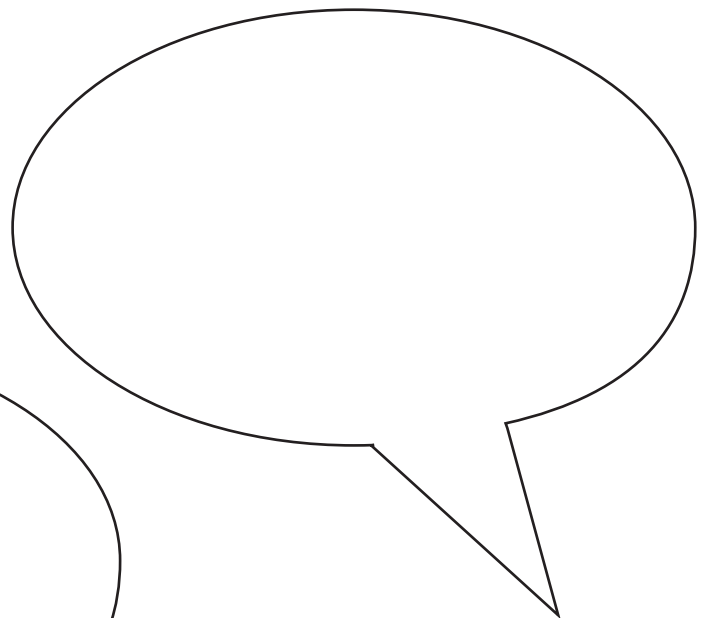
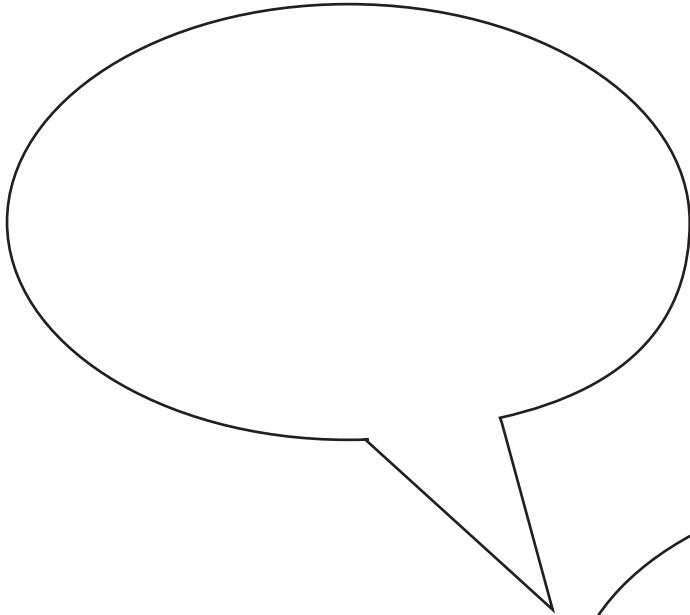


Name: _____

Date: _____

W-3.7

Use word balloons to write three replies to someone who says, "Hey shrimp, get out of my way or you'll be sorry."

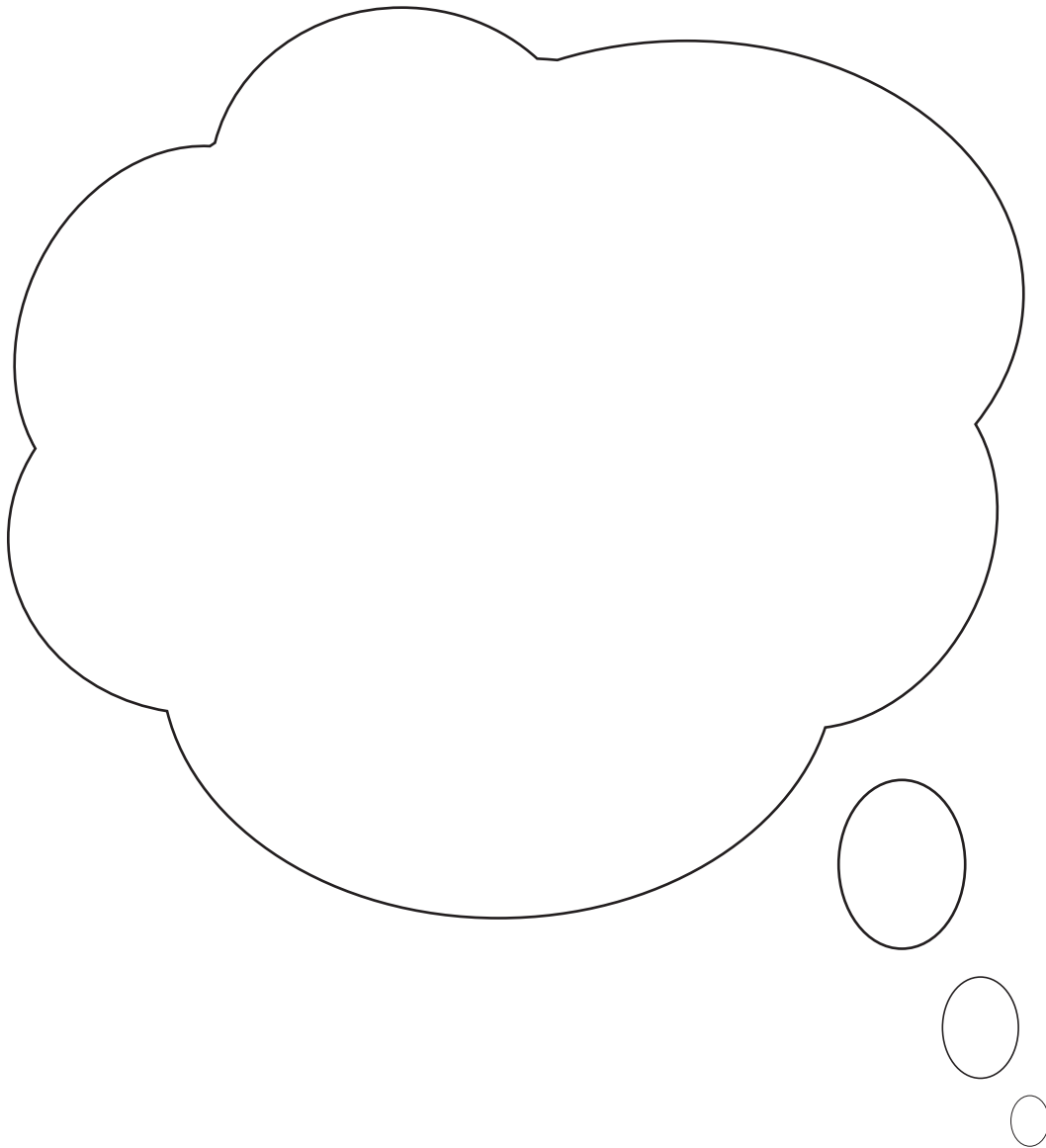


Name: _____

Date: _____

W-3.7

Use a thought balloon to show one thing you could think about.



Name: _____

Date: _____

W-3.7

Use the shoe to write one action step you could take.



Teacher Background

W-3.8

Ideas for ensuring the safe preparation and storage of food

Students can:

- wash their hands with hot water and soap before and after handling food
- put foods and beverages back into the refrigerator right after using them
- cover their mouths during a cough or sneeze and rewash their hands afterwards
- avoid handling food when they are sick
- keep pets off counters and away from foods
- be aware that canned foods can be contaminated if the cans are swollen, or if the food spurts out or has a bubbly appearance
- use a clean spoon each time they taste food while cooking
- use a clean spoon each time for each condiment they use, such as jam, mayonnaise or peanut butter
- wash counters before and after meal preparation.

Parents can:

- model correct handling of food when preparing meals
- model hand washing and encourage this family habit before and after meals
- talk with children about appropriate handling and storage of food at home, at school and in the community
- post food-safety posters on the refrigerator or in the kitchen as reminders of food-safety habits
- read package instructions with children when they are helping prepare meals
- use coolers and ice or freezer packs to keep food properly chilled on picnics and camping trips.

Communities can:

- model correct handling and preparation of food when acting as community youth leaders
- ensure proper preparation, storage and serving of food at community events
- teach food safety to young people in grocery stores or restaurants as part of tours or field trips.

Be Safe *in the* kitchen

W-3.8

- ◆ Use sharp knives and the stove with adult supervision only.
- ◆ Wipe up spills as soon as they happen.
- ◆ Be careful with hot liquids, such as hot chocolate.
- ◆ Never use a fork, spoon or knife to get a stuck piece of bread out of the toaster. Unplug and ask for help.

Keep food safe

- ◆ Wash your hands with hot water and soap before and after preparing food.
- ◆ Put food and drinks back into the refrigerator after using them.
- ◆ Don't cough or sneeze around food.



Teacher Background

W-3.9

Ideas for keeping safe away from home

Students can:

- get permission before leaving the house to go somewhere
- tell an adult where they are going and when they will be home
- go to public places in groups or with a responsible adult
- use well-travelled streets, avoid back alleys and empty lots especially near or after dark
- avoid using public washrooms alone
- be aware of the Block Parent symbol and know where Block Parent houses are in the neighbourhood
- be aware of where the nearest telephone, corner store, fire hall and police station are in the neighbourhood
- be aware of what is normal in their neighbourhood, such as what people are in certain places at certain times and the kinds of activities that happen every day
- be aware of what to do if strangers approach or offer rides
- know how to find security guards, salesclerk or other adults who can help if students become separated from their families
- know their home phone number, mom and dad's work numbers and cell phone numbers.

Parents can:

- encourage children to ask permission before leaving home
- encourage children to give details of where they are going, who they are with, what they will be doing and when they will be returning
- teach children how to identify and react to suspicious circumstances
- point out Block Parent symbols, and places and activities that are normal when walking or driving in the neighbourhood
- make a game of identifying potential problems in the neighbourhood while walking; e.g., poorly lit alleys, isolated parking lots, abandoned houses, wooded areas, cars stopped near parks
- teach children to avoid danger by walking in groups, telling adults where they are going, staying away from potentially dangerous places and circumstances
- teach children to yell for help, run to the nearest safe location and tell an adult or police officer what happened
- always accompany children to parks, malls or activity grounds, or find a responsible chaperone.

Communities can:

- support the Block Parent program and encourage community members to participate
- support and provide a local urban or rural crime watch program
- encourage community members to report suspicious behaviors in the neighbourhood
- teach public safety behaviors when working as a community youth leader.

Tips for staying Safe when you're away from home!

W-3.9

Before leaving home

- ◆ Always tell someone where you are going and when you will return.
- ◆ Know your own address, phone number and the work or cell phone number of your parent.

Know your surroundings

Be aware of the Block Parent symbol, and locate the Block Parent houses in your neighbourhood and on your way to school.

Have a plan

Talk to your parents and friends about what you would do if you or your friend were in trouble.

there's more



Tips for staying Safe when you're away from home...

continued

Take positive action

If something unsafe does happen to you when you are by yourself, here are some things you can do.

- ✓ If there is a phone nearby, dial the operator (0) or 911 and say it is an emergency. You can call 911 for free on all pay phones.
- ✓ Call loudly for help.
- ✓ Run.
- ✓ Run to the nearest Block Parent, store or other place where you can get help.
- ✓ Tell an adult what happened right away.

And what NOT to do

- ✗ Don't go into public washrooms alone.
- ✗ Don't hang around convenience stores. If you are going to the store, get what you came for and leave.
- ✗ Never let a stranger touch you or lead you anywhere.
- ✗ If you have a job delivering papers or flyers, don't go inside a stranger's house.

Name: _____

Date: _____

W-3.9

Imagine that you are walking your dog in the local park and he runs down to the river. Think about the safety behavior you will need in this situation. List three things you should do and three things you should not do. Draw a picture to illustrate.

Situation _____

To keep safe:

I need to:

1. _____
2. _____
3. _____

I should not:

1. _____
2. _____
3. _____

Teacher Background

W-3.10

Ideas for helping children deal effectively in emergency situations

Students can:

- be aware that there are things they can do to help in an emergency
- be aware of when and how to use 911
- participate in family fire drills
- be able to recite their home phone number and parents' work and cell phone numbers
- be able to recite their address correctly
- know where the family first-aid kit and bandages are located in the home
- learn basic first aid for bleeding, choking and burns through school or community-based programs for children
- observe their parents if an emergency happens in the home or neighbourhood
- assist parents in helping a sibling with an injury.

Parents can:

- model correct procedures when encountering emergencies in the family or neighbourhood
- talk to children about what to do in an emergency
- keep a child-safe first-aid kit in the home and ensure children know where it is and how to use it
- encourage children to learn first-aid basics through school or community programs; go with them if possible
- ensure that all children in the family know the correct procedure for using 911
- ensure that all children can recite their phone number and address in case of emergency
- create a fire escape plan as a family and practise regular family fire drills.

Communities can:

- provide or sponsor first-aid training for children through local programs
- provide presentations to school children about safety and handling emergencies through local health care and emergency personnel.

basic first aid⁺

W-3.10

- ◆ Get help.
- ◆ Do not move the injured person.
- ◆ Check for breathing.
- ◆ Apply pressure to a cut.
- ◆ Cover the injured person with a blanket.

USE YOUR HAND
TO STOP THE BLEEDING

LIKE THIS?

**To protect yourself
from contact with
another person's
blood:**

- ◆ put plastic gloves or a bag over your hand.
- ◆ use the injured person's own hand to apply pressure and stop the bleeding.
- ◆ wash you hands as soon as you can.



Teacher Background

R-3.1

Connections

Ideas for sharing positive feelings

Students can:

- be aware that they influence their feelings about themselves by the self-talk they use
- be aware of the benefits of complimenting themselves or others
- make a habit of paying one sincere compliment per day to someone in the family
- learn positive and encouraging messages to give themselves when facing challenges or difficulties.

Parents can:

- model positive self-talk in the home by articulating their positive thoughts out loud
- make a habit of paying at least one sincere compliment to each member of the family every day
- listen to children and help them to reframe their self-talk when they put themselves down
- talk to children about their positive feelings and encourage them to share feelings and experiences.

Communities can:

- show appreciation to children and adults through local media
- celebrate community successes publicly
- model positive self-talk when acting as group or club leaders within the community
- compliment children in the community for positive efforts and attitudes.
- provide presentations to school children about safety and handling emergencies through local health care and emergency personnel.

Feelings Poster

R-3.1



Afraid



Anxious



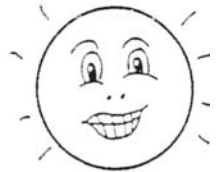
Bitter



Bored



Cautious



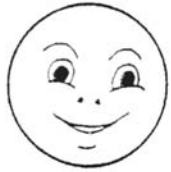
Confident



Disappointed



Discouraged



Eager



Enraged



Envious



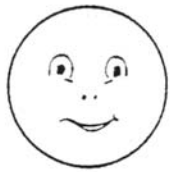
Excited



Frightened



Frustrated



Glad



Guilty



Happy



Horried



Hurt



Inadequate



Insecure



Jealous



Joyful



Lonely



Loved



Mad



Miserable



Obstinate



Optimistic



Paranoid



Perplexed



Powerless



Resentful



Relieved



Sad



Satisfied



Shocked



Tense



Uneasy



Unsure



Worried




Worthwhile

Name: _____


Date: _____

R-3.4

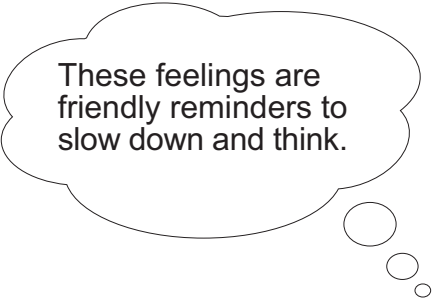
Draw three self-talk thought balloons for coping with stress. For example:

A thought balloon with a cloud-like top and a tail of three small circles pointing downwards and to the right.

Butterflies in my stomach are okay, they'll fly away soon.

A thought balloon with a cloud-like top and a tail of three small circles pointing downwards and to the right.

I am calm.
I am okay.

A thought balloon with a cloud-like top and a tail of three small circles pointing downwards and to the right.

These feelings are friendly reminders to slow down and think.

Four steps for controlling anger

R-3.5

Step 1: Calm down.

Calm down your body by taking deep breaths.

Calm down your mind by saying to yourself:

- ★ "I won't blow up."
- ★ "I won't get myself in trouble."
- ★ "I can control my temper."

Step 2: Think.

Think about:

- ★ what will happen if you lose your temper
- ★ whether you should stay, walk away, ignore it.

Step 2: Talk.

Talk to the person, you're angry with:

- ★ say what you're angry about
- ★ say what you want to happen
- ★ talk to someone you trust about the the problem.

Step 4: Feel good again.

Get rid of any angry feeling that's left behind by:

- ★ doing something active,
- ★ doing things you enjoy,
- ★ doing a relaxation exercise,
- ★ trying to forgive and forget.

think
about it



Ways to say you're angry without blaming, name-calling or put-downs

R-3.5

Notice none of the statements start with the word “you”



- ★ That bothers me.
- ★ Stop bugging me.
- ★ Don't do that.
- ★ Cut it out.
- ★ I don't like that.
- ★ Enough.
- ★ Leave me alone.
- ★ Stop it.
- ★ That makes me feel . . .
- ★ Knock it off.
- ★ I don't like it when you . . .
- ★ I'm not happy because . . .

Name: _____

Date: _____

R-3.5

Complete an anger do and don't list.

Anger Do's and Don'ts

Things that DO help when
you're angry:

Things that DON'T help when
you're angry:

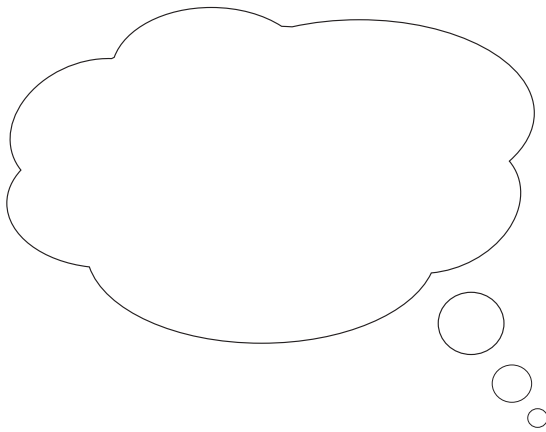
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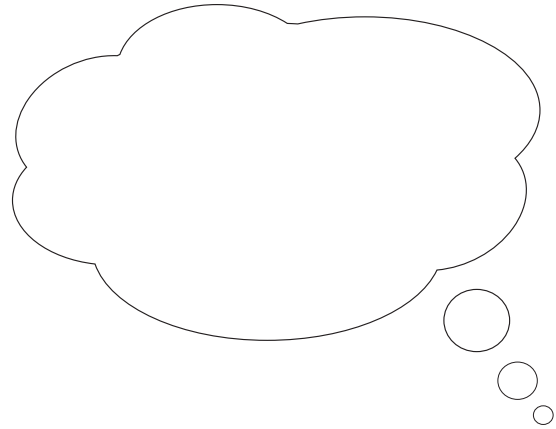
R-3.5

Draw a cartoon strip showing how you could communicate your angry feelings if your friend forgot to meet you at the playground like he promised he would.

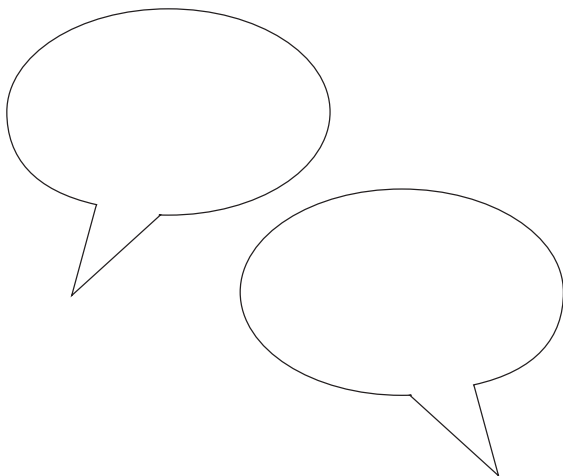
1. calm down



2. think



2. talk



4. feeling good again

Teacher Background

R-3.7

Ideas for promoting inclusive behaviours

Students can:

- invite new students to family outings or birthday parties
- choose shy students for groups and games
- speak respectfully about children who are different
- include all children in school and neighbourhood activities
- recognize that all people are unique and different.

Parents can:

- model inclusive language when having discussions, watching television or movies
- talk to children about diversity and tolerance of differences, using language they will understand
- encourage children to make friends with children who are new to the neighbourhood
- encourage children to invite a variety of peers/friends to activities
- provide opportunities for children to make friends with a wide variety of children their age
- spend time with families, both similar and different
- speak respectfully of people with disabilities or who are different.

Communities can:

- model inclusive and respectful language when working in the community
- provide employment or volunteer opportunities to people with disabilities and celebrate their successes publicly.

Name: _____

Date: _____

R-3.8

Effects of Conflict

Conflicts make me feel
(circle your feelings)

Disappointed

Rejected

Frustrated

Surprised

Confused

Worried



Upset

Sad

Frightened

Ashamed

Depressed

Angry

Conflicts make other people feel:

Disappointed

Rejected

Frustrated

Surprised

Confused

Worried



Upset

Sad

Frightened

Ashamed

Depressed

Angry

I have conflicts with others people
because I want

Other people have conflicts with
me because they want

To handle conflicts better, I can:

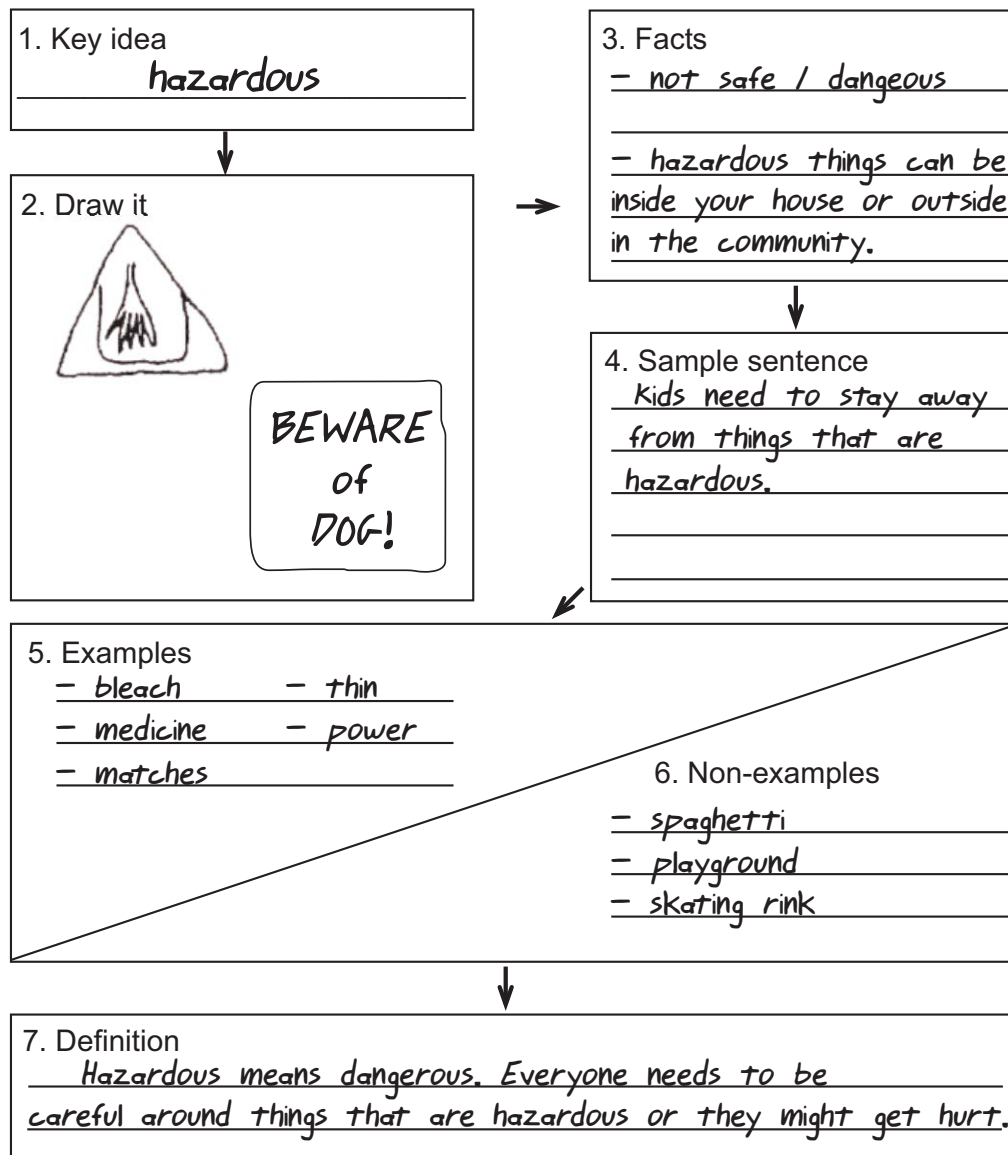
★ _____

★ _____

★ _____

Idea Builders

Idea builders create a context for introducing and/or clarifying new concepts or ideas. They help students make connections between what they know and what they will be learning. They help students gather information related to a concept by identifying essential and nonessential characteristics, examples and nonexamples. They encourage students to examine concepts from multiple perspectives, to develop inductive and divergent thinking, and to focus their attention on relevant details.



In health instruction, Idea builders can be used for basic concepts, such as immunization, assertiveness or hazardous materials. They are especially helpful for English as a Second Language (ESL) students or students with special needs who require support in understanding new concepts.

Idea Builder

R-3.9

Name: _____

Date: _____

1. Key idea



2. Draw it



3. Facts



4. Sample sentence



5. Examples

6. Non-examples



7. Definition

Name: _____

Date: _____

R-3.9

Rate your cooperation skills

Circle the number to show if you demonstrate this behavior:

1 - none of the time

2 - some of the time

3 - most of the time

4 - all of the time

	<i>none of the time</i>	<i>some of the time</i>	<i>most of the time</i>	<i>all of the time</i>
A. Follow the rules				
• I follow the rules of the group.	1	2	3	4
B. Contribute				
• I help the group plan its activity.	1	2	3	4
• I help others to achieve group goals.	1	2	3	4
C. Work cooperatively				
• I understand my job in the group.	1	2	3	4
• I finish my job.	1	2	3	4
• I help to avoid or settle disagreements.	1	2	3	4
• I help the group stay on topic and finish its job.	1	2	3	4
D. Communicate				
• I share my ideas.	1	2	3	4
• I support the opinions of others with facts.	1	2	3	4
• I do not interrupt others.	1	2	3	4
• I listen to the ideas of others.	1	2	3	4
• I ask for information.	1	2	3	4
• I thank others for their ideas.	1	2	3	4

Put a star (*) beside one behavior you want to do more of.

Teacher Background

R-3.10

Principles of fair play

- Respect the rules.
- Respect the officials and their decisions.
- Respect your opponent.
- Give everybody an equal chance to participate.
- Maintain your self-control at all time.

To make games more fun:

- play simple games with simple rules
- maximize use of available equipment
- plan quick routines to get organized and lined up
- keep active
- de-emphasize scoring; use different kinds of scoring
- spend more time playing than explaining or disciplining
- give short, clear, simple instructions
- provide lots of skill development and practice time before applying skills to the larger game.

Ideas for promoting fair play

Students can:

- spend time playing with younger siblings or neighbourhood children
- volunteer as classroom helpers for groups of younger children
- help younger children resolve minor conflicts encountered while playing games
- demonstrate a positive attitude while playing games in teams
- be good sports whether their teams win or lose
- encourage younger or smaller children to participate and try.

Parents can:

- spend time playing games with their children and their children's friends
- model a positive attitude about trying and winning when playing with children
- praise or reward children when they demonstrate good attitudes and leadership
- help children work through conflicts when younger children are involved.

Communities can:

- provide opportunities for young children to play together in community teams, clubs and groups
- model positive attitudes and fair play when acting as coaches, mentors or group leaders.

Fair Play

R-3.10

Sample cooperative games

Find the leader

Fair play objective: group cooperation, changing roles

- Arrange yourselves in a circle so you can see all the other students in the class. Pick a guesser who will leave the room for a few minutes. Now pick a leader.
- The object of this activity is to follow all the movements of the leader but to prevent the guesser from figuring out who the leader is. If the leader puts his or her hands on his or her own head, all of you put your hands on your heads as quickly as you can.
- Now bring in the guesser who will stand in the middle of the room and watch as you all follow the actions of the leader. Don't look directly at the leader. That makes it too easy for the guesser. When the guesser picks the leader, or after three wrong guesses, other students can become leader and guesser.

Human tangles

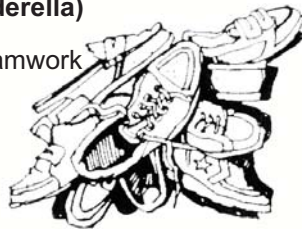
Fair play objective: teamwork and cooperation

- Stand in a circle of about 10 players.
- Place your hands in the center of the circle and take hold of the hands of two people who are not standing next to you.
- Now, as a group, untie the knot without releasing your hands.



Shoe twister (aka Cinderella)

Fair play objective: teamwork and cooperation



- Remove one shoe and place it in a pile.
- Everyone picks up someone else's shoe, and while holding the shoe (any way you can think of), everyone joins hands forming a large circle.
- Each of you then locates the owner of the shoe you are holding.
- Exchange shoes without breaking your joined hands.
- Once all of the shoes are returned to their owners, reform the circle, make another pile of shoes and start over again.

Imitation jazz

Fair play objective: group cooperation, changing roles

- Pick a player to start some simple movements with the class; e.g., snapping fingers, clapping, tapping toes, touching noses.
- The next player repeats the movements of the first player and adds a new movement.
- The third player repeats the first two movements and adds another.
- Go around the circle until everyone has had a turn. If someone forgets the movements, then that person begins a new round.
- Play this to music for even more fun.

Getting ready for a test ^{A+}

L-3.1

- ❖ Read over notes. **Highlight** key words.
- ❖ Make a **web** for individual topics.
- ❖ Make up **flash cards** for special words and drawings. Test yourself.
- ❖ Make up **questions**. Ask each question at least three different ways.
- ❖ Review all **activity sheets** in the unit. Cover up all answers and try them again. Change one thing in the activity sheet and see if you can figure out the new answer.
- ❖ Practice the **drawings** on key topics from the unit. Label all the parts and explain what you see.
- ❖ **Teach someone** else the new information.
- ❖ Make up your own **practice test**. Trade with a friend.



Idea Decision Maker

L-3.3

Name: _____

Date: _____

Identify the problem

Describe possible solutions

A

B

C

--	--	--

Evaluate the potential consequences of each solution

--	--	--

Act on the best solution

How did the IDEA work?
(Evaluate your results)

Goal-setting Sheet

L-3.4

Name: _____

Date: _____

Is my goal:

Specific?

Measurable?

Action Plan

Realistic?

Timeline?

Goal My goal is to _____

Rational I chose this goal because _____

Action plan To reach this goal I will _____

Measurement How will I know if I am successful?

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1					
Week #2					

Evaluation Did I make my goal? _____

What would I do differently in the future? _____

SMART

L-3.4

S

Specific
Is my goal to the point?

M

Measurable
Can I show evidence that I have met my goal?

A

Action plan
What steps will I need to achieve this goal?

R

Realistic
If I work hard, can I reach my goal?

T

Timeline
Have I set a timeline to reach my goal?

My Roles

L-3.6

Name: _____

Date: _____

Draw a web showing at least 10 roles you have at home, at school, on the playground and in the community.

