



CANADA

Education and Early
Childhood Development
English Programs

Prince Edward Island Health Curriculum

Health

Grade 4

CURRICULUM

2009
Prince Edward Island
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Table of Contents

Acknowledgments	3
Program Rationale and Philosophy	5
Meeting the Needs of All Learners	6
Assessment and Evaluation	7
General Curriculum Outcomes	8
Specific Curriculum Outcomes	9
How to Use the Four-Column Curriculum Layout	9
The Four-Column Spread	10
Teacher Notes	11
Curriculum Outcomes Overview	12
Wellness Choices: PEI Specific Curriculum Outcomes	15
Wellness Choices: Four-Column Spread	16
Relationship Choices: PEI Specific Curriculum Outcomes	37
Relationship Choices: Four-Column Spread	38
Life Learning Choices: PEI Specific Curriculum Outcomes	59
Life Learning Choices: Four-Column Spread	60
Appendix: Teacher Background Notes/Student Activity Sheets	75

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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 an overview of the outcomes framework for grade 4 health education and to assist teachers in designing learning experiences and assessment tasks.

Program Rationale and Philosophy

Health education involves learning about the habits, behaviours, 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 behaviours 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 behaviours 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 behaviours 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 additional second language (EAL), could include the following:

- 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

- Formal/Informal Observation gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. Informal observation 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.
- Interviews promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviews 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 assessments can be formative or summative. These assessments may be written assignments or tests.
- Presentations require students to analyse and interpret information and then communicate it. These may be given orally, in written/pictorial form, as a project summary, or by using video or computer software.
- Portfolios allow students to be central in the process. Students can make decisions about what goes in the portfolio, 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 analysing, 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 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.

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children’s learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

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 focusses 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 in grade 1 to develop practices, knowledge, and skills related to career development. 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, practise, 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 behaviours 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: Specific Curriculum 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-4.6, R-4.3, or L-4.7). 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. The heart symbol ♥ is used to identify outcomes that should be addressed with sensitivity.

Column 2: Elaboration-Strategies for Learning and Teaching

The first part of this column contains an elaboration of the outcome and/or some background related to the outcome of the teacher. The bullets in the second column indicate suggestions for learning and teaching.

Column 3: Tasks for Instruction and/or Assessment

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

The suggestions are grouped into a variety of types of assessment.

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 with teacher information, 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

- demonstrate an understanding of the connections among physical activity, emotional wellness, and social wellness (W-4.1) ▼

Elaborations - Strategies for Learning and Teaching

PERSONAL HEALTH

Increased physical activity can improve your appearance, increase stamina, improve the quality of sleep and improve overall health by reducing the amount of time you are ill.

Emotional well-being is improved through a general pride in accomplishment, improved self-confidence and learning new ways to better handle anxiety and anger.

Many physical activities, such as sports or dancing, are done in groups and provide opportunities for making friends and enjoying the company of others.

Physical activity:

- improves strength and endurance
- builds healthy bones and muscles
- helps control weight
- reduces anxiety and stress
- increases self-esteem and confidence
- improves blood pressure and cholesterol levels
- improves relationships
- develops friendships
- creates a feeling of calmness
- reduces depression
- provides a sense of accomplishment

Consequences of not being physically active (for young people)

- The number of overweight young people has increased - the percentage has more than doubled in the last 30 years.
- Inactivity and poor diet cause many preventable deaths; only tobacco use causes more.
- Adults who are less active are at a greater risk of dying from heart disease and developing diabetes and other serious illnesses. This is increased if they've been inactive in their youth as well.
- Inactive youth are more likely to smoke.
- Inactive youth are more easily bored.

The following are examples of moderate physical activity for young people:

- walking 3 kms in 30 minutes
- bicycling 8 kms in 30 minutes
- dancing fast for 30 minutes or jumping rope for 15 minutes
- playing basketball for 15-20 minutes or volleyball for 45 minutes

- As a class, brainstorm a list of all the physical activities students participated in over the past year. Discuss the question "How could an increase in physical activity improve your emotional and social wellness? Draw a web.

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

Journal

- Write a paragraph about a physical activity you enjoy. Describe how it makes you feel physically and how it affects your emotional and social wellness.

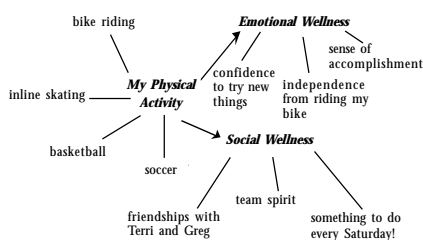
Interview

- Interview several adults to find out what physical activities they do. Find out how these activities affect their social and emotional wellness. Share with the class.

Presentation

- Draw a web showing how your physical activity affects your emotional and social wellness. Use key words and pictures to illustrate at least three points for each branch of your web.

For example:



Resources/Notes

Health and Wellness

Chapter 1- pp. 3-9

Chapter 4 - pp. 148-153
pp. 154-159

Leaps and Bounds

Lesson 6

Lesson 7

Teacher Notes

- Percentage of instructional time for elementary health grades 4-6:
5% (15 minutes/day, 1.25 hours/week, or 90 minutes/6 day cycle or 46.25 hours/year)
- In column 4, **Other Suggested Resources** (books, videos, Web sites) and cross-curricular links are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes (e.g., videos, posters, reference materials, community programs, Web sites, resource people). Please ensure that the material being used is appropriate, engaging, and accurate. Evaluation criteria can be found in **Evaluation and Selection of Learning Resources A Guide**. This resource is available in your school or can be accessed on-line at www.gov.pe.ca/edu.
- **Thank You, Mr. Falker** (book) is available in your school library and may be used to address specific outcomes R-4.1, R-4.3, R-4.4, R-4.5, R-4.6, and R-4.9.
- 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. Visit the Confederation Centre Library on-line and search for resources at www.library.pe.ca/abbycat.
- Each school has a **School Healthy Eating Toolkit** from the PEI Healthy Eating Alliance.
- Each school has an **Eat Right! Stay Fit!** CD and DVD. (PEI ALA, PEI HEA, Department of Health and Social Services)
- 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 4

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

- ☐ demonstrate an understanding of the connections among physical activity, emotional wellness, and social wellness
- ☐ evaluate the impact of environmental factors on personal health, and develop positive environmental health habits
- ☐ examine the various factors that influence body image
- ☐ analyse the need for variety and moderation in a balanced diet
- ☐ examine and evaluate the health risks associated with smoking and other forms of tobacco use

Safety and Responsibility

Students will be expected to

- ☐ describe and demonstrate an understanding of passive, aggressive, and assertive behaviours
- ☐ expand practices that provide safety for self and others
- ☐ describe ways to respond appropriately to potentially dangerous situations related to environmental conditions
- ☐ describe and demonstrate ways to assist with the safety of others

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 that individuals can have a positive and negative influence on the feelings of others
- ☐ identify and use short-term strategies for managing anger
- ☐ recognize that management of positive/negative stress can affect health
- ☐ describe and demonstrate communication skills and behaviours that show respect for the feelings of others

Interactions

Students will be expected to

- ☐ identify changes that may occur in friendships, and explore strategies to deal with changes
- ☐ identify and describe ways to provide support to others
- ☐ demonstrate an understanding of effective communication skills and behaviours to reduce escalation of conflict

Group Roles and Processes

Students will be expected to

- ☐ describe roles and responsibilities within a group
- ☐ assess how to act as an important role model to others

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 apply skills for personal organization/study
- ☐ identify ways individuals continue to learn throughout their lives
- ☐ demonstrate effective decision making
- ☐ distinguish between and set different kinds of goals

Life Goals and Career Development

Students will be expected to

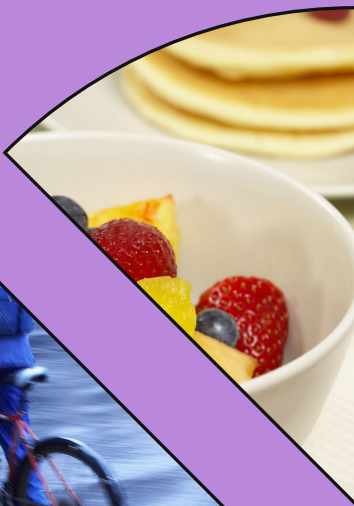
- ☐ relate personal interests to various occupations
- ☐ recognize that personal roles will change over time and circumstances

Volunteerism

Students will be expected to

- ☐ describe the impact of service contributions on self
- ☐ select, perform as a class, and analyse volunteer accomplishments

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- demonstrate an understanding of the connections among physical activity, emotional wellness, and social wellness (W-4.1)
- evaluate the impact of environmental factors on personal health, and develop positive environmental health habits (W-4.2)
- examine the various factors that influence body image (W-4.3)
- analyse the need for variety and moderation in a balanced diet (W-4.4)
- examine and evaluate the health risks associated with smoking and other forms of tobacco use (W-4.5)

Safety and Responsibility

Students will be expected to

- describe and demonstrate an understanding of passive, aggressive, and assertive behaviours (W-4.6)
- describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (W-4.8)
- expand practices that provide safety for self and others (W-4.7)
- describe and demonstrate ways to assist with the safety of others (W-4.9)

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 of the connections among physical activity, emotional wellness, and social wellness (W-4.1)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

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Emotional well-being is improved through a general pride in accomplishment, improved self-confidence, and understanding of new ways to better handle anxiety and anger.

Many physical activities, such as sports or dancing, are done in groups and provide opportunities for making friends and enjoying the company of others.

Physical activity

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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

Journal

- Write a paragraph about a physical activity you enjoy. Describe how it makes you feel physically and how it affects your emotional and social wellness.

Interview

- Interview several adults to find out what physical activities they do. Find out how these activities affect their social and emotional wellness. Share with the class.

Presentation

- Draw a web showing how your physical activity affects your emotional and social wellness. Use key words and pictures to illustrate at least three points for each branch of your web.

For Example:



Resources/Notes

Health and Wellness

Chapter 1, pp. 3-9

Chapter 4, pp. 148-159

Leaps and Bounds

Lesson 6

Lesson 7

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

- evaluate the impact of environmental factors on personal health, and develop positive environmental health habits (W-4.2)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

The environment is everything around you. Air, water, soil, plants, and animals are all part of the environment. A healthy environment gives you clean air, land, and water. It is important to keep your environment clean, healthy, and friendly. This helps you live a healthy life.

- As a class, discuss the question, “What is environmental health?”
- Invite students to brainstorm a list of health issues that affect our environment, such as pollution, second-hand smoke, noise, car exhaust, exposure to the sun, and extreme cold/heat.
- Have students discuss in pairs the effect each health concern from the brainstormed list has on the environment and on people’s health. Have students share their ideas with the class and record the information on a T-chart.

What it is	What it does
second-hand smoke	makes people with allergies cough and sneeze

- Review Student Information Masters “Dangers of Second-hand Smoke” (Appendix) and “Sun Safety” (Appendix). Add information from these sources to the T-chart.
- Review Student Information Master “How Loud is Too Loud?” (Appendix) and have students complete the activity “Noise in Our Environment” (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

Presentation

- Design a poster or placard to carry at an imaginary or real rally protesting a particular environmental concern. Your poster should include at least one fact and one solution.
- Draw a picture and write four sentences about an important environmental health concern and how we can make changes to improve the situation.

Resources/Notes

Health and Wellness

Chapter 7, pp. 234-239
pp. 248-255

Chapter 4, pp. 130-147

Appendix

“How Loud Is Too Loud?”

“Noise in Our Environment”

“Dangers of Second-hand Smoke”

“Sun Safety”

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

- examine the various factors that influence body image (W-4.3)
♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

Body image is the way you feel about how your body looks. When you like and accept your body, you have a positive body image. A positive body image helps you feel good about who you are. Several factors can influence body image, including culture, media, peers, roles models, and the weight loss industry.

- Have students complete the following statements in their journals:
 - “I feel good about myself when . . .”
 - “I feel uncomfortable about myself when . . .”
 - “I wish I was . . .”
 - “I’m glad I’m not . . .”
 - “I’m glad I’m . . .”
- As a class, discuss factors that may affect how we feel about ourselves and our bodies.
- Working in pairs, have students go through magazines and collect pictures of young people from ads. Make a collage called “Ads tell us that . . .” Examine the ads and identify what messages they send about how young people should dress and act, look, and think.
- Do a think-pair-share of how the perfect young person should look, from head to toe. Discuss whether or not this is realistic. How interesting would it be if everyone looked similar?
- Have students think about books and stories they’ve read. How do the characters feel about themselves and their bodies? Make a P-M-I chart.

Plus	Minus	Interesting

- In the “Plus” box, name characters who feel proud, confident, accepting of themselves and their bodies.
- In the “Minus” box, name characters who feel worried, unhappy, or uncomfortable with their bodies.
- In the “Interesting” box, name characters who have an interesting view of their bodies that is neither positive nor negative.

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

Journal

- Complete the following statements:
 - “Body image is . . .”
 - “The messages from television about body image are . . .”
 - “My friends seem to feel that bodies should be . . .”
 - “A good role model for healthy body image is . . .”
 - “The things that influence me the most about how I feel about my body are . . .”

Presentation

- Choose one ad from a magazine aimed at young people and answer the following questions:
 - What is the message of the ad?
 - What does this product promise?
 - What wants or fears does this ad address?

Resources/Notes

Health and Wellness

Chapter 6, pp. 212-215

Appendix

“Ideas for Promoting and Developing a Positive Body Image”

Think-Pair-Share

In think-pair-share, the teacher poses a topic or question for a given amount of time, usually 1-3 minutes. Each student then pairs with a partner to discuss the question, allowing students to clarify their thoughts. Next, each pair has an opportunity to share their answers with a larger group or whole class. Think-pair-share is a co-operative learning strategy that provides opportunities for students to

- participate
- learn from others
- make connections.

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

- analyse the need for variety and moderation in a balanced diet (W-4.4) ♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

Optimum nutritional health is dependent on a diet that provides a wealth of nutrients in balanced proportion. Using ***Eating Well With Canada's Food Guide*** as a template can help simplify this task. When followed consistently, an eating plan based on Canada's Food guide will provide most Canadians with all the nutrients needed for good health.

Balance, moderation, and variety are the guiding principles of ***Eating Well With Canada's Food Guide***. These three principles play a critical role in achieving optimum nutritional health.

In practical terms, balance describes the notion that there is no one food or food group that determines if an eating pattern is healthy. Instead, the nutritional characteristics of any one food or meal can be evened out or balanced by choices made at other meals or on other days. For example, fruit for dessert at suppertime can balance a brownie eaten as an after-school snack.

Moderation is a concept that is closely tied to balance. In terms of healthy eating, moderation means that no food or food groups are overemphasized. Overemphasizing one food or food group can lead to shortages in other key areas and inadequate nutrient intakes. Recognizing this, you can lay the foundation of balanced eating.

Variety means eating many different kinds of foods prepared in different ways. Choosing a variety of foods helps promote optimum nutrient intake and taste enjoyment.

- Introduce the concept of serving ranges and sizes. Discuss how all foods contribute to our diet and contribute to good health. Use ***Eating Well With Canada's Food Guide*** and ***Essential Nutrients*** (Appendix) to explain this concept.
- Invite students to keep a food diary for one week. Bring it to class and share information gathered. Discuss the importance of ***variety*** and ***moderation*** in a diet and identify examples of each from students' food diaries.

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

- Create a food wanted ad that describes the function of a particular food. The ad should not name the food but should describe it and its function. For example, “Wanted: cold white food that pours into a glass. Must be rich in calcium and able to build strong bones and teeth.” Display the ad and have other students guess the identity of the food.
- Design a personal food guide illustrating your favourite food choices in each food group.
- List 10 foods you ate over the past three days. Beside each, describe how that food contributed to your health.
- Complete the following sentences:
 - “You need activity in your diet because . . .”
 - “Moderation means . . .”
 - “I know my diet is balanced when . . .”

Resources/Notes

Health and Wellness

Chapter 3, pp. 96-127

Appendix

“Essential Nutrients”

Go to www.healthcanada.gc.ca/foodguide (Food and nutrition link) to order ***Eating Well With Canada's Food Guide***

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

- examine and evaluate the health risks associated with smoking and other forms of tobacco use (W-4.5)

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

As a class, brainstorm a list of reasons why people smoke. Make another list of the unhealthy and unpleasant results of smoking. These could include

- smoker's cough and other serious respiratory diseases
 - shortness of breath
 - discoloured teeth and fingers
 - bad breath
 - smelly clothes
 - cost.
- Review "Facts about Tobacco and Your Body" and "Facts about Smokeless Tobacco" (Appendix)
 - Invite students to record or bring to class warning labels from cigarette packages and ads. Discuss the risks and how people respond to and use this information.

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

- Design a poster for a rally protesting the effects of second-hand smoke. Include a statement about why this type of smoke is a health risk.
- Create a triple T-chart of how cigarette smoking could affect how a person looks, feels, and sounds.

A person who smokes cigarettes . . .		
Looks like	Sounds like	Feels like

- Design a health warning for tobacco product packaging.

Resources/Notes

Health and Wellness

Chapter 4, pp. 160-167

Appendix

“Facts about Tobacco and Your Body”

“Facts about Smokeless Tobacco”

“Ideas for Becoming Aware of the Health Risks of Smoking”

Teaming Up For Tobacco Free Kids

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 demonstrate an understanding of passive, aggressive, and assertive behaviours (W-4.6)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- As a class, discuss the meaning of the words ***aggressive*** (forceful, openly hostile), ***passive*** (not active, offering no opposition), and ***assertive*** (positive, forthright).
- Generate a bank of words, gestures, facial expressions, and body language, and classify these as aggressive (hot), passive (cold), or assertive (cool).
- Have students work with a partner to role-play how an assertive person would handle different situations, such as the following:
 - You are standing in line to buy a ticket and someone butts in front of you.
 - Someone gives you a compliment about your new t-shirt.
 - Someone thinks you took something that you did not.
 - A friend teased you about your new haircut.
- In small groups, have students role-play a situation in which a new club is starting up. To become a member, you must try smoking. Discuss different responses and role-play at least three. Have the rest of the class, the audience, identify whether the response was assertive, aggressive, or passive. Discuss how each of these responses looks and sounds different from others.
- As a class, discuss situations in which a passive or aggressive response might be the most effective.

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

Journal

- Use your journal to record an example of a situation in which you were aggressive or passive. Describe what an assertive response to the same situation would look like.

Presentation

- Make a poster or storyboard showing three different responses to a situation in which another person is trying to pressure you to do something you do not want to do.

Resources/Notes

Health and Wellness

Chapter 2, pp. 43-61
pp. 68-73

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

- expand practices that provide safety for self and others (W-4.7)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

The focus of this outcome is on-line safety.

Chat-line and Internet safety

Make Internet experiences safer for children by setting limits and providing adequate supervision.

- Set limits. Young children should not use the Internet unless an adult is there to supervise. Know the sites children are visiting.
- Talk about sites that are off-limits and explain why. Talk to children about what to do if they accidentally come upon an inappropriate site.
- Teach children not to give out personal information. Unless a parent or teacher say it's okay, children should not give their names, phone numbers, or addresses, or the phone number or address of the school.

Children need to know that people can be dishonest about who they are when you cannot see them. This can happen on chat lines and e-mail. An adult could be writing as if he were a child. Children should never assume everyone can be trusted just because they sound nice.

- Handle face-to-face meetings with people from chat lines carefully. Meetings should be held in public places and supervised by a trusted adult.
- As a class, discuss and define current Internet issues, such as ***spamming***, ***chat groups***, and ***e-commerce***.

Spamming: sending unsolicited electronic junk mail. Spam is also a nuisance because it takes up bandwidth and can sometimes harbour viruses.

Chatting: two or more people communicating together over the Internet using instant messaging software. Written messages are sent to one another.

E-commerce: the sale and purchase of goods and services over the Internet.

- Review your school's Internet policy for students.
- Review "Internet Guidelines" (Appendix). Do students agree with these guidelines? Why or why not?
- Locate Internet sites that outline safety tips on Internet use for students.

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

- Write a safety tip sheet for using the Internet.

Resources/Notes

Health and Wellness

Chapter 6, pp. 196-201

Appendix

“Internet Guidelines”

Leaps and Bounds

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

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 ways to respond appropriately to potentially dangerous situations related to environmental conditions (W-4.8)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- Generate a list of potentially dangerous environmentally conditions (e.g., lightning, hurricanes, tornadoes).
- Have students, in small groups or with a partner, choose one condition to research. Students should find at least three reliable sources and share their findings with the class. The focus of their research should be on warning signs and safety tips.

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

- Develop a true-or-false test or a trivia game on environmental conditions. Share this with the class.

Resources/Notes

Health and Wellness

Chapter 5, pp. 188-189
pp. 202-209

Appendix

“Severe Weather Safety”

“Ideas for Responding Safely in Dangerous Environmental Conditions”

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 demonstrate ways to assist with the safety of others (W-4.9)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

- Invite students to brainstorm a list of ways they can assist with the safety of others:
 - at home
 - at school
 - in the community
- Invite the kindergarten or grade 1 teacher to speak to your class and share what safety behaviours these young students will be learning this year.
- As a class, organize recess events that promote safe play. Use demonstrations, role-plays, and fun activities to teach younger children safety behaviours for the playground.

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

Journal

- Complete the following statements:
 - “I can help younger children stay safe in the playground by . . .”
 - “I can model . . .”
 - “In the community, I will watch for opportunities to . . .”
 - “Safety is everybody’s business because . . .”

Presentation

- Design a poster showing one way to assist with the safety of others. Display the posters in the school hallway.

Resources/Notes

Health and Wellness

Chapter 5, pp. 168-195

Leaps and Bounds

Lesson 4

Lesson 5

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- recognize that individuals can have a positive and negative influence on the feelings of others (R-4.1)
- identify and use short-term strategies for managing anger (R-4.2)
- recognize that management of positive/negative stress can affect health (R-4.3)
- describe and demonstrate communication skills and behaviours that show respect for the feelings of others (R-4.4)

Interactions

Students will be expected to

- identify changes that may occur in friendships, and explore strategies to deal with changes (R-4.5)
- identify and describe ways to provide support to others (R-4.6)
- demonstrate an understanding of effective communication skills and behaviours to reduce escalation of conflict (R-4.7)

Group Roles and Processes

Students will be expected to

- describe roles and responsibilities within a group (R-4.8)
- assess how to act as an important role model to others (R-4.9)

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 that individuals can have a positive and negative influence on the feelings of others (R-4.1) ♥

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- Read a story such as ***Thank You, Mr. Falker***; by Patricia Polacco, to the class and discuss how the main characters have positive and negative influences on the feelings of others.
- Using the character change continuum chart (Appendix), ask students to think of words that describe Trisha at various stages throughout the story. For example, at the beginning of the story she is feeling hopeful, eager, and excited. At the end of the story she is feeling happy, confident, proud, and intelligent.
- Invite students to think of situations in which they have had a positive influence on the feelings of others and situations in which they have had a negative influence on the feelings of others.
- Have students work in pairs to develop a list of things they can do to have a positive influence on the feelings of others. They should also develop a list of strategies for making sure they avoid negatively influencing the feelings of others. Share the lists with the class.
- Extend the discussion by reviewing “Ideas for Recognizing That Individuals Have Positive and Negative Influences on the Feelings of Others” (Appendix).

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

- Design a friendly reminder card for your desk outlining three positive ways you can influence others in the classroom.

Paper and Pencil

- Write a letter to Trisha, the main character in ***Thank you, Mr. Falker***, by Patricia Polacco. The letter will identify, describe, and give examples of negative incidents and feelings experienced by Trisha. The letter will describe how Trisha might have felt, show respect and empathy, and suggest strategies to help Trisha deal with negative treatment. (A description of this assessment task along with rubrics can be found in the appendix.)

Resources/Notes

Health and Wellness

Chapter 1, pp. 10-15
pp. 26-31

Chapter 2, pp. 44-57
pp. 74-79

Thank You, Mr. Falker

Leaps and Bounds

Lesson 8

Appendix

“Ideas for Recognizing That Individuals Have Positive and Negative Influences on the Feelings of Others”

“Character Change Continuum”

“Letter to Trisha”—Assessment task

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 and use short-term strategies for managing anger (R-4.2)

Elaborations–Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- Have students do a think-pair-share of things that make them angry.
- Have students write in their journals about a time when they were angry and what they did in response to this anger.
- As a class, develop a list of responses to anger, and then categorize responses as ***appropriate*** (such as walking away) or ***inappropriate*** (such as hitting).
- Discuss strategies for managing anger (See appendix.)
- Invite students to use ideas from the discussion to role-play short-term strategies for handling anger in various situations:
 - You are late for school and the class has left on a field trip. Now you have to work on your own in the library.
 - You were playing frisbee with Ella and the frisbee landed on the school roof. The school custodian goes to the roof on Fridays to retrieve all balls and frisbees, and this is only Monday. Ella is very angry because she just got this frisbee for her birthday.
 - The soccer game is over and your team hasn't done well. A boy from the other team yells, "Hey losers, thanks for the easy win!"
- Discuss different strategies you could use to manage your feelings in each situation.

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

- Collect newspaper or magazine articles about people who have had to deal with anger. What strategies did they use? Were they appropriate or inappropriate?

Performance

- With a partner, role-play a strategy for managing your feelings of anger when paint gets spilled at your desk and the teacher tells you to stay in at recess and clean it off.

Resources/Notes

Health and Wellness

Chapter 2, pp. 50-57

Appendix

“Understanding Anger”

“Strategies for Managing Anger”

“Strategies for Coping When an Adult is Angry at You”

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 that management of positive/negative stress can affect health (R-4.3) ♥

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- As a class, discuss and define the concept of stress. **Stress** is the response to any demand on your mind or body. Everyone feels stress and it is a natural part of life.
- Make a life-size outline of a body and work with other students to fill the body with a list of typical stresses, both negative and positive, that a grade 4 student might experience.
- As a class, brainstorm strategies for handling stress (for example, using worry stones, self-talk, and distracting yourself).
- Invite students to choose a strategy they would like to try and make a mini-poster describing the strategy and how to use it. Share it with the class.
- Have a class discussion about the benefits of stress. How can it be channeled to help us solve problems and make better choices.
- As a class, brainstorm what might happen to a person's health if that person doesn't handle stress well.
- Have students brainstorm a list of health benefits of effective stress management. See "Effects of Stress Management on Personal Health" (Appendix).

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

- Make a list of five things that cause you stress. Describe positive ways you handle stress and explain the potential health benefits of effective stress management. List three negative things that could happen to your health if you didn't manage your stress effectively.

Interview

- Interview three adults and ask them what they do to handle stress on the job and at home. Share your responses with the class.

Resources/Notes

Health and Wellness

Chapter 1, pp. 32-39

Thank You, Mr. Falker

Appendix

"Effects of Stress Management on Personal Health"

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

- describe and demonstrate communication skills and behaviours that show respect for the feelings of others (R-4.4)

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- Have students discuss how they know when another person respects them.
- Invite students to brainstorm a list of ways they can show another person that they respect him or her. Review the list and mark all the behaviours that relate to communication with a “C.” Discuss how knowing and respecting another person’s feelings can affect how you communicate. How would you communicate differently when a person feels sad or angry?

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

Presentation

- Design a poster that demonstrates at least three ways to show respect to others.

Performance

- With a partner, role-play respectful communication skills in various situations, such as the following:
 - You're working at a table in the library and all your books and materials are on the table. You go to get another book and when you return, someone is sitting at your place.
 - Your teacher has just handled a difficult incident with another student and she's looking quite tired. She promised you yesterday that she would get some poster board from the supply cupboard for your club. You want the poster board so you can start work this recess.
 - You know Elena just returned from a gymnastics competition. How can you respectfully ask her how she did?

Resources/Notes

Health and Wellness

Chapter 2, pp. 44-49

Thank You, Mr. Falker

Appendix

"Ideas for Promoting Respectful Communication Behaviours"

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 changes that may occur in friendships, and explore strategies to deal with changes (R-4.5)

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- Invite the class to brainstorm a list of changes that can happen to a friendship over a long period of time. This could include events such as changing schools, moving away, developing new and different interests, and making new friends. Classify each kind of change as intentional or natural (or both) by writing “I” or “N” (or both) beside the change.
- Have students role-play strategies for coping with changes in friendships, such as the following:
 - Marta tells you she is moving to another school that is closer to her Mom’s workplace.
 - Your best friend Kenji seems to be spending a lot of time with the new boy in your class. You were hoping to be partners for a Science Fair project, but you just found out Kenji will be working with his new friend.
 - You and BJ used to enjoy riding bikes. Now BJ only wants to inline skate and you don’t have skates.

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

Presentation

- Think of good friends you have had for a long time. Draw a mind map to show at least three ways these friendships have changed over the past three to five years. Show how you coped with these changes. Show how these changes made you feel and how they affected your behaviour.
- Do a book talk on a favourite book that describes how a friendship changes. Discuss strategies that characters use to cope with changes.

Resources/Notes

Health and Wellness

Chapter 2, pp. 68-77

Thank You, Mr. Falker

Appendix

“Ideas for Effectively Dealing With Changes in Friendships”

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 and describe ways to provide support to others (R-4.6) ♥

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

A main focus of this outcome is helping a friend deal with loss. See Teacher Background in the appendix.

- Invite students to brainstorm a list of changes that can happen to a grade 4 student over the course of a school year.
- Use an idea builder (Appendix) to explore the concept of ***support***.
- Have students come up with strategies they could use to offer support to friends who are dealing with difficult situations. Sample strategies include the following:
 - listening
 - offering to help with small things
 - spending time with them
 - sending letters or cards to let them know you are thinking of them
- As a class, complete a T-chart of what giving support to another person looks, sounds, and feels like. Discuss the following situations:
 - Sara and her best friend Canchita tried out for the same soccer team. Sara made the team but Canchita didn't. As excited as Sara is at her success, she knows that Canchita is sad. How should Sara handle the situation? How should Canchita handle the situation?
 - Dan's grandfather died and the funeral is scheduled on the day of Dan's birthday. He is both disappointed and sad. How could Dan and his friends handle the situation?

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

- Write a letter to a fictional friend offering support during a time of family loss.

Resources/Notes

Health and Wellness

Chapter 1, pp. 26-31

Chapter 2, pp. 44-49

Thank You, Mr. Falker

Appendix

“Dealing with Loss”

“Ideas for Helping Children Deal with Loss”

“Idea Builders”

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

- demonstrate an understanding of effective communication skills and behaviours to reduce escalation of conflict (R-4.7)

Elaborations–Strategies for Learning and Teaching

INTERACTIONS

- As a class, brainstorm the body language that you might see when two or more people are having a conflict. Mark examples of body language that will reduce conflict with an “R.” Mark examples of body language that could escalate a conflict with an “E.” Some body language may be neutral. Mark these examples with an “N.”
- Introduce the concept of Quick Fixes. Quick Fixes are easy ways to stop conflicts before they start. They work best when an issue isn’t too complicated. The following are examples:
 - flip a coin
 - split the difference
 - laugh it off
 - skip it
 - walk away
 - say you’re sorry
- Have students work in pairs and brainstorm minor conflicts that grade 4 students might have and choose the Quick Fix that would work best in each situation. Invite students to role-play the conflict and the solution.
- Discuss the importance of disagreeing in an agreeable way. Have students work in pairs to generate T-charts on this topic.

Disagreeing in an agreeable way

Looks like . . .

eye contact
shake of the head

Sounds like . . .

I understand what you’re saying . . .
We might also want to think about . . .

- Invite students to role-play scenarios that depict disagreeing in an agreeable way.
 - Your friend wants to play computer games at recess but you’d rather play soccer.
 - Your mom thinks you should wear a heavy jacket to school but you think it’s warm enough for your sweater.
 - Another student wants to borrow your bike at lunch time and you are not comfortable with this.
- As a class, discuss the importance of nonverbal communication when we are solving conflicts. See “Body Language—Sending Messages without Using Words” (Appendix).

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

Presentation

- Draw a cartoon panel showing how you could disagree in an agreeable way.
- Draw two contrasting cartoons, one that illustrates body language that reduces conflict and one that illustrates body language that can make conflict worse.

Resources/Notes

Health and Wellness

Chapter 2, pp. 50-57

Appendix

“Body Language—Sending Messages without Using Words”

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

- describe roles and responsibilities within a group (R-4.8)

Elaborations–Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

- As a class, brainstorm a list of the responsibilities individuals have when they're working in a group. Decide on a list of group roles and explore the responsibilities of different roles. For example, a discussion group might have the following roles:
 - checker
 - timekeeper
 - questioner
 - recorder
 - encourager
 - materials manager
 - observer
- Have students work in pairs and develop a job description for each role. As a group, discuss the responsibilities that go with each role.
- Design a name tag for each role and use keywords and pictures to describe the responsibilities that go with each role. Use these roles in class activities.

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

Presentation

- Design a want ad for a group role that is performed in your classroom. Describe the responsibilities for this group role. Include reasons why these roles are important, what personal qualities you need, and what kinds of new skills you'll learn.

Paper and Pencil

- Complete the survey "How I Contribute to Group Work" (Appendix).

Resources/Notes

Health and Wellness

Chapter 1, pp. 10-15

Appendix:

"Ideas for Promoting Responsible Team Work"

"How I Contribute to Group Work"

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

- assess how to act as an important role model to others (R-4.9)

Elaborations–Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

- As a class, discuss and define the concept of ***role model*** (a person you look up to, admire, and would like to be more like).
- Have students describe in their journals three situations at school in which they were a positive role model to others. What did they do? How did they influence the other person? How did they feel in this role?
- Have students list and briefly describe in the journals important role models in their lives.
- Have students interview someone whom they believe is a positive role model. Questions could include the following:
 - What is happiness to you?
 - How do you define success?
 - What disappointments have you encountered in your life?
 - What did you learn from them?
 - What accomplishments are you most proud of?
 - What advice—about life, happiness, meeting your goals—can you offer?
 - Do you consider yourself a role model?
 - Please describe role models you have at this time in your life?
 - How important is it to have a role model?
- As a class, brainstorm phrases you can use to make modelling more effective”:
 - “Watch me as I _____ and notice these things _____.”
 - “Look for _____ as I _____.”
 - “Notice how _____.”
 - “Watch for these important points: _____.”
 - “Watch me perform the skill first, then you do it.”
 - “Please watch for _____.”
 - “Notice the following _____ and _____.”
 - “I’ll draw you a picture to show a _____.”

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

- Write a letter to another student or a significant adult explaining why you think he or she is a positive role model for others. Give examples of how his or her actions affect and inspire others.
- List 10 opportunities you will have over the next month to be a positive role model for others.

Resources/Notes

Health and Wellness

Chapter 2, pp. 48-49

Thank You, Mr. Falker

Appendix

“Role Modelling”

Leaps and Bounds

Lesson 8

Life Learning Choices



Notes:

PEI Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- develop and apply skills for personal organization/study (L-4.1)
- identify ways individuals continue to learn throughout their lives (L-4.2)
- demonstrate effective decision making (L-4.3)
- distinguish between and set different kinds of goals (L-4.4)

Life Goals and Career Development

Students will be expected to

- relate personal interests to various occupations (L-4.5)
- recognize that personal roles will change over time and circumstances (L-4.6)

Volunteerism

Students will be expected to

- describe the impact of service contributions on self (L-4.7)
- select, perform as a class, and analyse volunteer accomplishments (L-4.8)

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

Outcomes

Students will be expected to

- develop and apply skills for personal organization/study (L.4.1)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

- As a class, brainstorm:
 - 10 advantages of having good study-management strategies
 - 10 disadvantages of having poor study-management strategies
 - personal organization and management tools that might be helpful to students
 - benefits of using school agendas.
- Review or distribute “How to Be a Successful, Organized Student,” “Student Strategies,” and “Ideas for Developing and Promoting Study Skills” (Appendix).
- As a class, discuss what a personal study plan is and why it is important to school success. Invite students to think about their experiences with homework and study so far. They can also think about the new strategies that they may have just learned or heard about from others. Remind students that a personal plan should include the 5 Ws:
 - Which study strategies work for you? (What and how?)
 - When is the best time for you to study? (When?)
 - In what kind of environment is it best for you to study? (Where?)
 - Who can you go to if you need help? (Who?)
 - Why will this plan work? (Why?)

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a mind map of strategies for becoming more successful in school.

Presentation

- Design a mini-poster that shows your personal study plan. Include information explaining where you will do your homework, when you'll do it, and what study tricks you'll use.

Resources/Notes

Health and Wellness

Chapter 6, pp. 218-219

Appendix

"How to Be a Successful, Organized Student"

"Study Strategies"

"Ideas for Developing and Promoting Study Skills"

"How to Do a Mind Map"

CIT Outcomes Link

Inspiration 7.5 Software can be used for brainstorming activities.

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

Outcomes

Students will be expected to

- identify ways individuals continue to learn throughout their lives (L-4.2)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

- Encourage students to speak with five adults and find out what new skills and knowledge they have learned since leaving school. Have students share their findings with the class.
- Have students work in small groups to generate a list of reasons why people need to continue to learn throughout their lives.
- Have individual students generate a list of skills or knowledge they would like to gain in the future. Challenge students to think about how they can learn these new skills and acquire this new knowledge.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Describe five ways people can learn new skills and information throughout their lives.

Presentation

- Think about 10 new things you have learned over the past year. Illustrate this new learning on a mind map.

Resources/Notes

Health and Wellness

Chapter 3, pp. 88-93

Appendix

“Ideas for Promoting Lifelong Learning”

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

Outcomes

Students will be expected to

- demonstrate effective decision making (L-4.3)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

The focus of this outcome is on careful information gathering e.g., evaluating information, taking action, and evaluating results.

- As a class, brainstorm a list of questions and issues that you have needed information on over the last year. Brainstorm a list of sources for information. Record them on chart paper and post in the classroom.
- Review and discuss “How Do I Decide?” (Appendix).

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

Tasks for Instruction and/or Assessment

Presentation

- Decide on a topic or question you would like more information on. Gather information from at least three different sources to answer your questions. Present your findings to the class and explain how and why you chose each source.

Example:

- | | |
|----------|---|
| Topic | - Doing better on tests. |
| Question | - What study strategy will help me better remember and understand all we are learning in science class? |
| Sources | - Books on study skills, Internet, teacher (interview), school library (poster display). |

Resources/Notes

Health and Wellness

Chapter 1. pp. 16-21

Chapter 2, pp. 50-57

Chapter 6, pp. 212-223

Leaps and Bounds

Lesson 4

Lesson 5

Lesson 7

Lesson 8

Appendix

“How Do I Decide?”

“Guidelines for Evaluating Information”

For activities, games, and Web site information on evaluation of Internet information, consult the Media Awareness Network at www.media-awareness.com.

Recommended educational game on this Web site: Cybersense and Nonsense

The workshop entitled ***Fact or Folly*** and related Web awareness material may be downloaded by educators at www.learning.gov.ab.ca/technology/web_awareness/.

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

Outcomes

Students will be expected to

- distinguish between and set different kinds of goals (L-4.4)

Elaborations–Strategies for Learning and Teaching

LEARNING STRATEGIES

Goal setting teaches students where they are now, where they want to go, and how to get there. It provides opportunities for increasing positive self-concept and self-awareness as they take responsibility for their own lives and behaviour. Goal setting encourages students to set priorities. It helps their decision-making skills and is a means for them to measure their success. There are different kinds of goals—short-term goals and long-term goals.

- As a class, brainstorm a list of personal goals a grade 4 student might have. Sort the list into long-term and short-term goals.
- Discuss why it's important to have both long-term and short-term goals. Discuss balancing these goals in different contexts such as the following:

Peter's goal is to play for the Toronto Maple Leafs. Because he is so determined to be an excellent player, he sometimes forgets to have fun playing hockey with his friends after school. What kind of short-term goals should Peter consider, so that his long-term goals don't prevent him from making the most of opportunities he has everyday?
- Choose one goal from the list and, as a class, use "Goal Planning: Start Small" (Appendix) to develop an action plan.

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

Tasks for Instruction and/or Assessment

Paper and Pencil/Journal

- Choose one personal long-term goal and write an action plan that includes at least two short-term goals to help you reach the bigger goal. Design a monitoring sheet for your goal and put it in your journal. Every two days, write two or three sentences reflecting on progress you are making toward your goal.

Resources/Notes

Health and Wellness

Chapter 1, pp. 14-25

Chapter 2, pp. 67

Chapter 3, pp. 87

Chapter 4, pp. 145, p. 153, p. 159

Chapter 5, p. 195

Chapter 7, p. 253

Appendix

“Goal Planning: Start Small”

“Ideas for Promoting Goal Setting”

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

Outcomes

Students will be expected to

- relate personal interests to various occupations (L-4.5)

Elaborations–Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

- As a class, brainstorm a list of interesting occupations.
- Choose three occupations and, working as a class, list at least three personal interests that relate to each of these occupations. Show this information on a web or chart.
- Have students choose one occupation and complete the following chart.

I am interested in the occupation _____		
Interests I have now that relate to this occupation	Interests I'd like to develop in the future that relate to this occupation	Questions I have about this occupation

- As a class, discuss the definitions of the following terms that are related to career development. Invite students to offer specific examples of each to help clarify and distinguish the differences among the three.

A ***career*** is a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

An ***occupation*** is a group of similar jobs found in different industries or organizations. For example, an occupation could be health services or education.

A ***job*** is the position one holds within an occupation. It is the set of tasks that take place in a particular environment.

Perhaps you're a grade 4 teacher at Greenfield Elementary. That's your job. Your occupation is education, and your career is everything you're doing now, have done, and will do. Your career includes more than your jobs. For example, it includes your role as a mother, your coaching or volunteering experiences, and your interests and hobbies.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Explain three things you like to do or are interested in that relate to a particular occupation.
- Identify an occupation that you know little about. Research information on the occupation and then draw a web to show how your personal interests relate to what you found out.

Resources/Notes

Health and Wellness

Chapter 1, p. 29
Chapter 2, p. 65
Chapter 3, p. 113
Chapter 4, p. 140
Chapter 5, p. 200
Chapter 6, pp. 224-229
Chapter 7, p. 235

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

Outcomes

Students will be expected to

- recognize that personal roles will change over time and circumstances (L-4.6)

Elaborations–Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

- As a class, discuss how individual interests, abilities, and responsibilities change as you grow older.
- Have students make a chart with headings “When I was five” and “Now that I’m nine.” Choose six categories, such as favourite things to do for fun, favourite outfit, favourite book, responsibilities at home. Have students list examples of things they did or liked at each age.
- Have students work in pairs to brainstorm a list of personal roles:

at school	on the playground	at home

Discuss how you take on different roles in different places, with different people, and for different kinds of activities.

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

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a list of ten things you can do now that you could not do when you were five years old. Then, list five things you cannot do now, but hope to be able to do when you are sixteen.

Now I can . . .	When I am sixteen, I hope to be able to . . .

(Appendix)

- Draw a thought balloon and show what kinds of issues, interests, and responsibilities might be on your mind 10 years from now.

Resources/Notes

Health and Wellness

Chapter 3, pp. 88-95

GCO: Students 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 the positive feelings and new understandings you gain from being involved in a successful service project.
- Draw a web showing at least six ways you might benefit from participating in a school grounds clean-up. What positive feelings might you have? What new things might you learn?

Presentation

- Create a web showing all the different people who benefited from your class's service learning project. Use key words and graphics to describe at least two ways each person or group of people benefited.

Paper and Pencil

- Write a letter to a teacher, parent-helper, or community volunteer who worked on a service learning project with you. Explain how you benefited from the project and what you learned. Thank the individual for giving you an opportunity for learning and growing.

Resources/Notes

Health and Wellness

Chapter 1, p. 13

Chapter 7, pp. 234-253

Appendix

"Service Learning"

"Sample Service Learning Projects"

"Ideas for Promoting Volunteerism and Service Learning"

*Grade 4
Appendix*

HOW LOUD IS TOO LOUD?

Every day, you are surrounded by noise in your environment. Some of this noise can make you happy and some can make you scared; some makes you dance, and some just makes you cover your ears! If noise around you is too loud, it can harm your hearing. Noise that is **TOO LOUD** can harm your hearing forever! You need to protect your hearing all of your life so that you can always enjoy the beautiful sounds you love.

Sound travels in waves, a little like waves of the ocean. Soft noises are like the gentle little waves that lap at your ankles on a summer day at the beach. Loud noises are like the pounding, roaring waves of a storm that can knock you right off your feet. Far inside your ears are tiny hair cells which help the sound waves turn into signals for your brain. These tiny hair cells wave back and forth in the gentleness of sound waves from daily noise your ears can hear. But when the noise is too loud, these tiny hair cells can be knocked right over—flattened, and broken. And when they are broken, they can never be fixed.

When it comes to noise, how loud is too loud? To preserve your hearing you need to pay attention to how loud a sound is and how long it lasts. The louder a noise is, the less time you can listen to it safely. You could listen to your friends talking and playing all day without doing damage to your hearing; you could spend only part of a day pushing a lawn mower before your hearing might be damaged; and after only two hours of listening to Grandpa's chainsaw, your hearing is at risk. When wondering "how loud is too loud?" here is a good guideline for you to follow:

IF YOU AND YOUR FRIEND ARE TALKING, AND YOU HAVE TROUBLE HEARING EACH OTHER BECAUSE OF A NOISE THAT IS NEAR YOU, THAT NOISE IS TOO LOUD.

What can you do about noise in your environment?

- Avoid the noise. Stay away from places or activities you know will be noisy.
- Move away from the noise. Move back from the front, away from the speakers, away from the noise source; turn down the volume.
- Use hearing protection. Protect your hearing with ear plugs or ear muffs.

NOISE IN OUR ENVIRONMENT

Use coloured pencils (green, yellow, and red) to outline each of the megaphone sections, indicating “no harm,” “caution,” and danger.”

Cut and paste each of the pictures into the appropriate section of the megaphone. Cut and paste each of the labels at the bottom of the page below into the appropriate section of the megaphone.



0 - 85 DECIBELS



85 - 105 DECIBELS



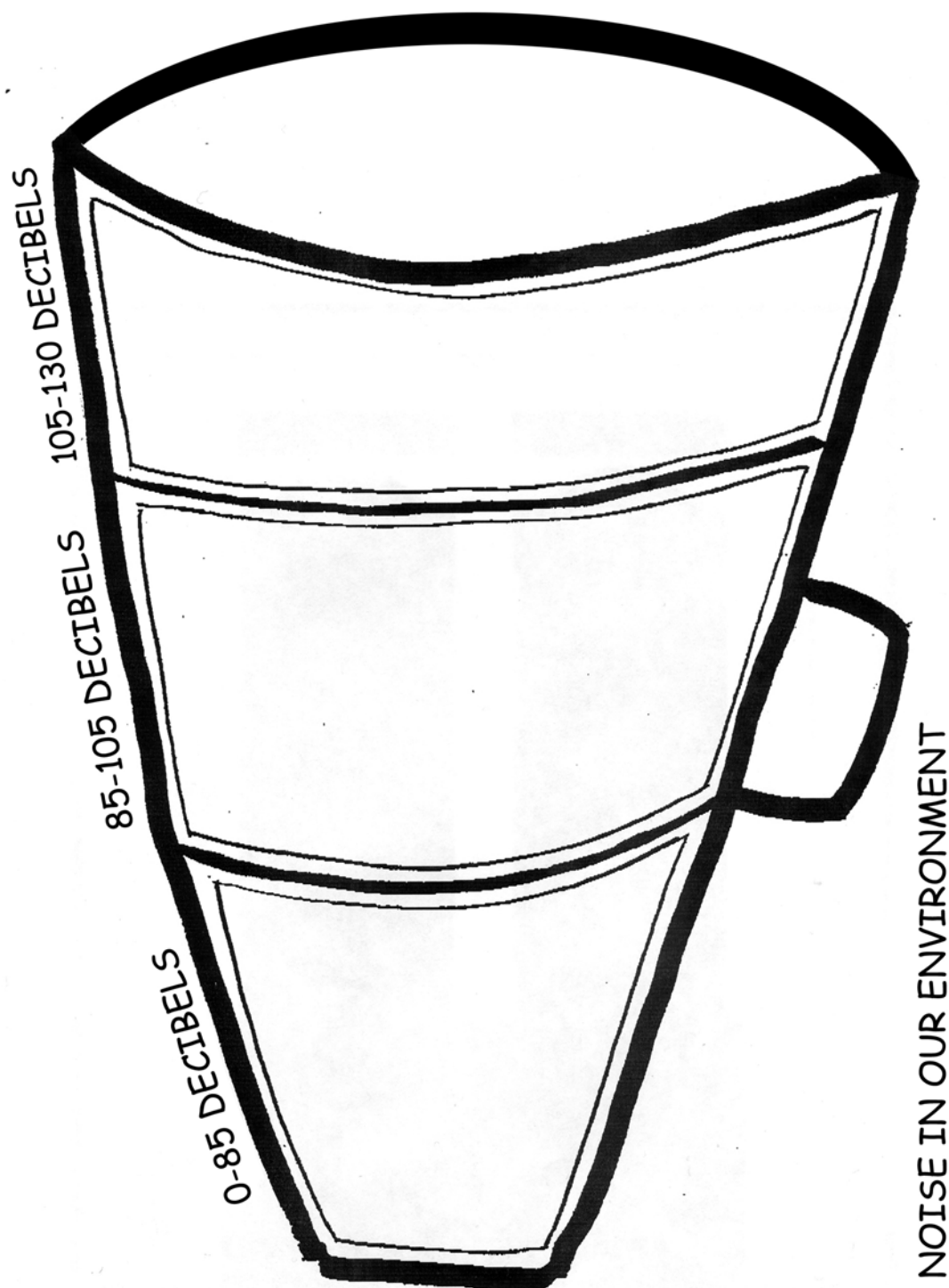
105 - 130 DECIBELS

These noises will
not harm your
hearing.

Caution! Unlimited
exposure to these
noises will be harmful.

Danger! Wear hearing
protection when
exposed to these noises.

NOISE IN OUR ENVIRONMENT

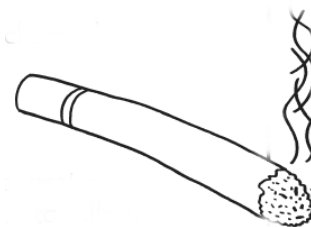


DANGERS OF SECOND-HAND SMOKE

Second-hand smoke is cigarette smoke that is breathed in by people who are not smoking themselves, but are in an area where others are smoking. Common areas to find second-hand smoke are smoking sections in malls and restaurants, the homes of people who smoke, and even outdoors where people gather to smoke.

It is important to avoid second-hand smoke because of the following facts:

- Two-thirds of cigarette smoke is not inhaled by the smoker.
- Second-hand smoke contains 50 cancer-causing chemicals.
- Smoke from a lit cigarette contains higher amounts of cancer-causing and toxic chemicals than smoke inhaled by a smoker.
- Children who breathe second-hand smoke are at a greater risk for wheezing, coughing, asthma, ear infections, tonsillitis, bronchitis, and pneumonia.
- Second-hand smoke can make asthma symptoms worse.
- In Canada, second-hand smoke is responsible for approximately 400,000 episodes of childhood sickness each year.
- In Canada, an estimated 350 non-smokers die each year from lung cancer related to second-hand smoke. Almost 3000 people die from heart disease caused by second-hand smoke each year.
- Studies show that modern air systems do not remove the pollutants made by second-hand smoke.



Adapted with permission from Health Canada. (2000). *Teaming up for tobacco-free kids: Teachers' resource kit* (Section V, Fact Sheet 6). © Minister of Public Works and Government Services Canada, 2002.

SUN SAFETY

Pollution is making the ozone layer around the earth thinner. This means that more of the sun's harmful rays are reaching earth. Exposure to these ultraviolet rays can cause skin cancer, and can damage your skin and eyes.

To enjoy the sun safely, follow four simple steps.

LIMIT SUN EXPOSURE

Avoid spending time in the sun when the rays are the strongest and most damaging. This is during the middle of the day, between 11:00 a.m. and 4:00 p.m. Reflective surfaces, such as water, snow, concrete, or sand, can increase ultraviolet radiation. You need to limit your time in the sun in these areas.

SEEK SHADE

Look for shady trees or covered areas, especially during midday when the sun is overhead.

COVER UP

Wear sunglasses that protect your eyes from ultraviolet rays. Good sunglasses are available for children as well as adults. Wear a broad-brimmed hat to protect your face and neck, and keep the heat of the sun off your head. Wear light-coloured clothing that covers your arms and legs. If it is too warm to wear long pants, knee length shorts are a better choice than short shorts.

Adapted with permission from Go for Green: The Active Living and Environment Program, *The Sun Guide*, "Fact Sheet Four-Tips for Prolonged Outdoor Physical Activities," <http://www.goforgreen.ca>.

USE SUNSCREEN

Use sunscreen lotion that protects you from UVA and UVB rays, and that has a sun protection factor of at least 15. Put it on at least 20 minutes before you go out in the sun and reapply it after swimming or physical activity. Do not rub the lotion completely into your skin—it works better if left on the skin's surface. You can get a sunburn on a cloudy day, so protect yourself even if the sun doesn't look bright.



IDEAS FOR PROMOTING AND DEVELOPING A POSITIVE BODY IMAGE

Students can

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy;
- look for varieties of body types among television and media personalities;
- talk to their parents or older siblings about body image concerns;
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity, and artistic abilities;
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can

- be aware that the beginning of puberty can bring about changes that affect body image;
- be aware that puberty changes begin gradually but often earlier than parents might expect;
- make a conscious effort to have and model healthy behaviours and attitudes related to body image;
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth;
- be available to listen and talk when children have questions or concerns about body image;
- help their child develop strategies to handle teasing;
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes;
- ensure that siblings do not tease each other about body size or image;
- make a conscious effort not to compare body types among family, friends, and celebrities in unproductive ways, such as, "She would look much better if . . .";
- help their child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can

- provide positive role models through clubs and community youth groups.

ESSENTIAL NUTRIENTS

Essential nutrients come from all four food groups. The following table outlines the key nutrient contributions of each group or category.

<i>Key nutrient</i>	<i>Function</i>	<i>Key source (by food group)</i>
Carbohydrate	Energy source	<ul style="list-style-type: none"> • Grain products • Vegetables and fruit
Protein	Growth and repair	<ul style="list-style-type: none"> • Meat and alternatives
Fat	Energy source	<ul style="list-style-type: none"> • Meat and alternatives • Milk products
Calcium	Development and maintenance of bones and teeth	<ul style="list-style-type: none"> • Milk products
Other vitamins and minerals	Energy breakdown or metabolism, immunity, supports for growth, and repair of body tissues	<ul style="list-style-type: none"> • Grain products • Vegetables and fruits • Milk products • Meat and alternatives

FACTS ABOUT TOBACCO AND YOUR BODY

- When you first try it, smoking can make you sick to your stomach or dizzy, or give you diarrhea.
- Nicotine causes the blood vessels to shrink so they cannot absorb as much oxygen and deliver it to the rest of the body. Oxygen is needed by all body cells in order for people to live and grow.
- There are tiny brush-like structures called cilia inside the lungs. Cilia sweep germs and dirt out of the lungs to prevent infections. Cigarette smoke damages and eventually destroys these cilia. Once this happens, the lungs cannot be cleaned out and they become susceptible to diseases, such as chronic bronchitis or emphysema.
- A constant invasion of the lungs by polluted air (including cigarette smoke) can cause cells to change and grow improperly. Cells can grow out of control; cancerous tumours can develop. Cigarette smoke is a major cause of lung cancer.
- Smoking decreases blood flow to the skin. This leads to leathery looking skin and increased wrinkling.
- Using tobacco can weaken your immune system, causing you to get ill more often. Tobacco use can also affect acne and the condition of your hair.
- Tar from cigarettes stains teeth and fingers yellow.
- Smoking is a major cause of heart disease. Nicotine causes the heart rate to increase and can put extreme stress on the heart by elevating blood pressure.
- Cigarettes, pipe tobacco, and cigars all contain the same harmful chemicals. If you don't inhale, you may have fewer lung problems, but you increase your risk of throat, mouth, and lip cancer.
- Tobacco use has also been associated with many other health problems, such as bowel disorders, osteoporosis, cataracts, and sleep problems.
- Research shows that "light" cigarettes are not likely to reduce the risk of lung disease. In fact, some light cigarettes produce levels of tar and carbon monoxide much higher than regular cigarettes.

Used with permission from *Teaming up for tobacco-free kids Teachers' resource kit*.

FACTS ABOUT SMOKELESS TOBACCO

- Smokeless tobacco is tobacco that you chew or sniff. There are several different forms of smokeless tobacco, including snuff, chew, and plug. These products are placed between the lip or cheek and gums and then sucked to mix with saliva. The tobacco is then spit out or swallowed.
- Using smokeless tobacco is just as dangerous to your health as smoking cigarettes. Although it doesn't cause lung cancer, it does increase the risk of mouth, throat, and stomach cancer; heart disease; dental disease; stomach problems; and loss of taste and smell.
- Smokeless tobacco is as addictive as cigarettes. The nicotine is rapidly absorbed through the membranes in the mouth, causing an even quicker "buzz."
- Holding an average-sized chew in your mouth for 30 minutes gives you as much nicotine as smoking four cigarettes. Smokeless tobacco has 10 times the cancer-causing substances found in cigarettes.
- Many young people try smokeless tobacco because they see athletes using it. Several sporting leagues have prohibited players, coaches, and officials from using smokeless tobacco.
- Studies show that 40 percent to 50 percent of smokeless tobacco users develop oral leukoplakia—a sore—in the mouth that can become cancerous.
- Using smokeless tobacco results in an increased production of saliva that users often spit on the ground. This spreads germs. Users often have bad breath.

Used with permission from *Teaming up for tobacco-free kids: Teachers' resource kit*.

IDEAS FOR BECOMING AWARE OF THE HEALTH RISKS OF SMOKING

Students can

- be aware that all forms of tobacco and all uses of tobacco are dangerous to their health;
- be aware that addictive habits can start with just trying an addictive substance like tobacco;
- participate in a peer education project about the harmful effects of tobacco use;
- practise assertiveness and resistance skills in responding to peer pressure;
- get involved in supervised community youth activities after school or on the weekends;
- write letters to public officials and local newspapers about tobacco-related health concerns;
- create an ad campaign or a video against the use of tobacco and tobacco products;
- encourage the drama teacher to offer a classroom presentation on the side effects of tobacco use;
- host a Tobacco Trivia contest as a lunch-hour event;
- participate in developing consequences for smoking on school property.

Parents can

- talk to children about the harmful effects of tobacco and its uses;
- explain to children that smoking, chewing, and using snuff are all harmful and potentially addictive;
- talk to children about resistance skills, generating examples of different ways to say no or walk away from a situation involving smoking or tobacco;
- try role-playing some resistance-skill ideas and discuss their effectiveness;
- know their children's friends and their friends' families;
- model healthy choices regarding tobacco use in home and personal life;
- share stories from their own adolescence involving peer pressure and resistance;
- help children learn to manage stress and balance time so they can avoid getting too busy or bored;
- start a peer leadership program to encourage girls aged 10-15 to stay physically active and smoke free.

Communities can

- uphold the Tobacco Act in all local stores and businesses where tobacco products are sold;
- model healthy behaviours and choices regarding tobacco use (e.g., community youth leaders);
- provide assertiveness and resistance-skill workshops for children, teens, and families;
- sponsor or organize positive, supervised activities for community children;
- provide supervisors for community youth activities;
- offer in-school cessation programs for parents and staff;
- create a cross-age Tobacco Leadership Team, including school council, staff, local retailers, and health organizations, to work together to reduce smoking;
- encourage smoke-free sport teams.

INTERNET GUIDELINES

- I will not give out any personal information on-line without my parents' permission. This includes my name, address, e-mail, picture, or location of my school, and my parents' work address, telephone numbers, or credit card information.
- When using the Internet, I will always use a pretend name or nickname that doesn't reveal anything about me.
- When creating a password, I will make one up that is hard to guess but easy for me to remember. To avoid having it stolen, I will never reveal it to anyone (except my parents)—not even my best friend.
- I will not respond to any message that makes me uncomfortable. I will show an adult right away.
- I will NOT arrange to meet a friend I have made on the Internet unless one of my parents is present.
- I will not open e-mail, files, links, pictures, or games from people that I don't know or trust. I will always ask an adult first.
- I will not post or send insulting or rude messages or threats to anyone on-line.
- I will not disable any filtering software my parents have put on the computer.
- I will not make any on-line purchases without my parents' permission.
- I will not believe everything I read on the Internet. When doing on-line research, I will always check the source of the information and confirm it with a parent, teacher, or librarian.



Adapted with permission from Media Awareness Network. (2002). www.media-awareness.ca

SEVERE WEATHER SAFETY

THUNDERSTORMS AND LIGHTNING

Even small thunderstorms can be dangerous. Every thunderstorm produces lightning, which kills more people than tornadoes. A thunderstorm is considered severe if it produces hail at least two cm in diameter, wind over 100 km per hour, or tornadoes.

CAUSES OF THUNDERSTORMS

Thunderstorms are caused by moisture (which forms clouds and rain), unstable air (relatively warm air that can rise rapidly), and lift (from fronts, breezes over bodies of water and mountains). Thunderstorms are most likely to occur in spring and summer, and during the afternoon or evening.

When skies darken or thunderstorms are forecast, look and listen for

- increasing wind
- flashes of lightning
- the sound of thunder
- static on your AM radio.

People most at risk from lightning are those outdoors, under or near tall trees, in or on water, or on or near hilltops.

TORNADOES

Tornadoes occur in many part of the world though they are found most frequently in the United States east of the Rocky Mountains.

ENVIRONMENTAL CLUES FOR EARLY WARNING OF TORNADOES

- dark, often greenish sky
- wall clouds
- large hail
- a loud roar, similar to a freight train

PEOPLE MOST AT RISK DURING TORNADOES

- people in automobiles
- people in mobile homes
- people who are elderly, very young, physically disabled or mentally disabled
- people who may not understand the warning due to a language barrier

IDEAS FOR RESPONDING SAFELY IN DANGEROUS ENVIRONMENTAL CONDITIONS

Students can

- be aware that all thunderstorms and tornadoes can be dangerous;
- be aware of the early warning signs of storms;
- listen to radio or television broadcasts if they see or hear signs of an approaching storm;
- be aware of the types of storm warnings broadcast by the media and how to interpret them;
- check the forecast before leaving on extended trips (e.g., school trips, camping with friends).

Parents can

- help reduce children's fears by giving them strategies to cope with weather;
- talk to children about storm warnings and dangers;
- know what to do to stay safe, and communicate this to children;
- teach children to use 911 for emergencies;
- post emergency numbers by the telephone;
- teach children basic safety measures and how to turn off the water, electricity, or gas in the home;
- have a family plan for what to do in the event of a severe storm in the area;
- keep an emergency kit in the basement, vehicle, or another safe place. Include extra keys; cash; nonperishable foods; water; one change of clothing and footwear per person; blankets; pillows; first-aid kit, including prescription medication, emergency tools including battery-powered radio, flashlight, and extra batteries; and special items for infants, elderly family members, or individuals who are disabled.

Communities can

- watch for unattended children in playgrounds, parks, and other public places, and help them find shelter in a storm;
- work together in neighbourhoods to create a plan in the event of a local emergency;
- build or provide rain shelters in or near community recreation facilities;
- model safety behaviours in storms (e.g., community youth leaders).

IDEAS FOR RECOGNIZING THAT INDIVIDUALS HAVE POSITIVE AND NEGATIVE INFLUENCES ON THE FEELINGS OF OTHERS

Students can

- practise thanking friends, family members, and adults for helping them;
- be aware that saying “thank you” makes other people feel good about themselves;
- realize that other children and siblings will likely be more co-operative if treated positively rather than negatively;
- be aware of how they feel when others thank them or treat them positively;
- begin to recognize the power of complimenting someone for genuine reasons.

Parents can

- make a conscious effort to say “thank you” to children, family members, and friends;
- thank children for being co-operative;
- compliment children on doing a good job, or on talents or abilities;
- model expressing appreciation through thank-you cards or telephone calls;
- help children write thank-you cards;
- leave thank-you notes for children after they have done something kind or responsible on their own, such as doing a chore without being asked, helping out a sibling who is busy studying;
- put a thank-you note in children’s lunches for a midday surprise.

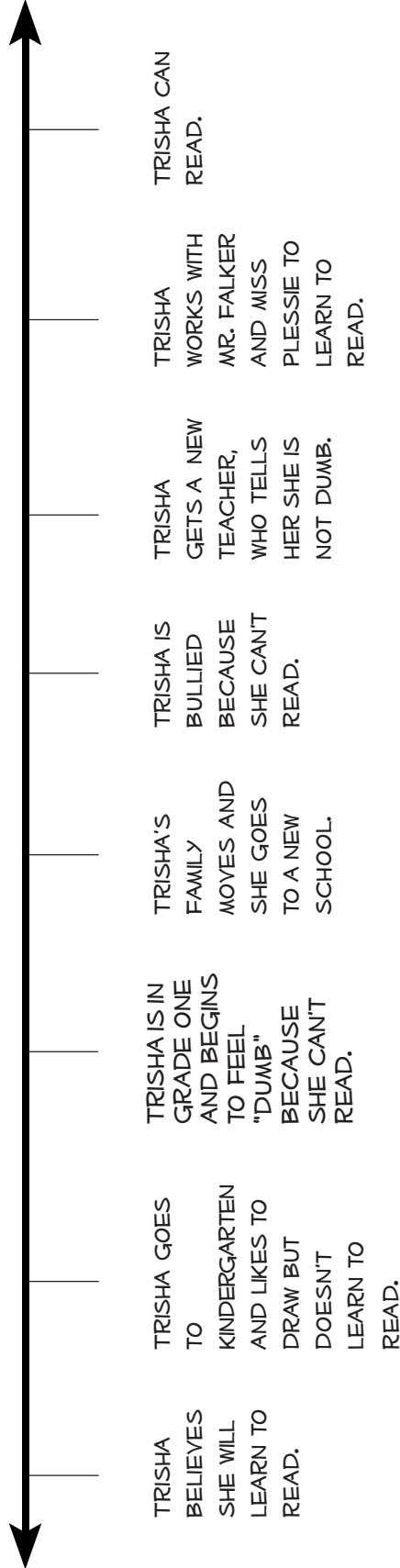
Communities can

- recognize volunteers publicly in local newspapers, on street signs, or in newsletters;
- express appreciation of well-behaved children in local businesses.

CHARACTER CHANGE CONTINUUM

THANK YOU, MR. FALKER, BY PATRICIA POLACCO

SELF-CONFIDENT LOSING SELF-CONFIDENCE NO SELF-CONFIDENCE SELF-CONFIDENT



LETTER TO TRISHA

DESCRIPTION OF ASSESSMENT TASK

Title: A Letter to Trisha

Purpose: Students have the opportunity to develop and apply a number of interpersonal skills for maintaining healthy interactions, through identifying with a fictional character who is dealing with a number of difficult issues.

Teacher Note: *The following steps may be useful in facilitating the letter-writing activity:*

- Read the first part of ***Thank You, Mr. Falker*** to the class. At the page just before Trisha meets her new teacher, Mr. Falker, stop reading and facilitate a discussion about the character and her difficulties.
- Once the difficulties have been identified, continue with a discussion about how Trisha might handle them. You may wish to chart shared ideas for students to refer to when composing their letters, or have them chart discussion ideas themselves using an appropriate graphic organizer.
- Ask students to think of ways they know of dealing with disappointment, failure, and discouragement, or of new ways identified in the discussion, and ask them to offer these strategies to help Trisha deal with her situation.

Assessment Activity: Students will compose a friendly letter of support to Trisha. In the letter students will be asked to

- identify specific incidents of negative treatment by peers and possible reasons why students might have treated Trisha that way (based on the story);
- describe how Trisha might have felt and how they would feel in a similar situation, showing respect and empathy;
- suggest and describe strategies to help Trisha deal with negative treatment.

Role and Audience: In this activity, students are writing as themselves to the fictional character Trisha from the story. Classmates may also be part of the intended audience if letters are shared during the writing or assessment stages.

RUBRIC: LETTER TO TRISHA

Level	Description of letter
4 Excellent	<ul style="list-style-type: none"> completely focussed and deals with a wide variety of Trisha's experiences clearly identifies and describes the negative treatment within the story identifies clear and very detailed reasons for negative behaviour by story characters provides a variety of clear and detailed strategies for coping with negative treatment consistently demonstrates respect and empathy for Trisha's feelings and situation
3 Proficient	<ul style="list-style-type: none"> focusses on Trisha's negative experiences in the classroom identifies and describes negative treatment within the story identifies clear reasons for negative treatment by story characters provides details, skills, and strategies for coping with negative treatment demonstrates respect and empathy for Trisha's feelings and situation
2 Adequate	<ul style="list-style-type: none"> generally focussed, but does not maintain focus consistently acknowledges negative treatment of Trisha but does not describe it identifies plausible reasons for negative treatment by story characters provides appropriate skills and strategies for coping with negative treatment demonstrates respect for Trisha's feelings and situation
1 Limited*	<ul style="list-style-type: none"> shows little evidence of focussing on Trisha's negative experiences in the classroom shows little or no evidence of negative treatment of Trisha identifies implausible, if any, reasons for negative treatment by story characters provides limited, if any, strategies for coping with negative treatment demonstrates little, if any, empathy for Trisha's feelings and situation
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

- When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

STUDENT SELF-EVALUATION: LETTER TO TRISHA

Level	Description of letter
4 Excellent	<input type="checkbox"/> My letter is all about many experiences Trisha had in the classroom. <input type="checkbox"/> My letter uses important details and information to describe how the children treated her badly. <input type="checkbox"/> My letter describes very clearly with detail why the children treated her badly. <input type="checkbox"/> My letter explains very clearly a number of different ways that Trisha can help herself deal with the bad behaviour of her classmates.
3 Proficient	<input type="checkbox"/> My letter tells about the negative treatment of Trisha in the classroom. <input type="checkbox"/> My letter describes clearly how the children treated her badly, but gives few details. <input type="checkbox"/> My letter describes clearly why the children treated her badly, but gives few details. <input type="checkbox"/> My letter provides some details about ways in which Trisha can help herself deal with the bad behaviour of her classmates, but it could have more.
2 Adequate	<input type="checkbox"/> My letter is mostly about the negative treatment of Trisha but sometimes goes into something else. <input type="checkbox"/> My letter tells that the children treated her badly, but is not specific. <input type="checkbox"/> My letter tells why children might have treated her badly, but could explain more. <input type="checkbox"/> My letter provides ways in which Trisha can help herself, but could use more details.
1 Limited*	<input type="checkbox"/> My letter has little to do with the negative treatment of Trisha. <input type="checkbox"/> My letter has little description about how the children treated her badly. <input type="checkbox"/> My letter does not give reasons for why the children might have treated her badly. <input type="checkbox"/> My letter does not describe ways Trisha can help herself deal with the bad behaviour of her classmates.

- When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

UNDERSTANDING ANGER

Signs of anger

- a tight feeling in your neck, hands, face
- a hot feeling somewhere in your body, perhaps your ears
- breath coming faster and harder
- heart beating faster
- voice getting louder
- your own special signs

What you can do instead of hitting

- squeeze a rubber ball
- go for a walk or run
- take a bath or shower
- play the piano or some other instrument
- scribble with a red crayon on an old newspaper (hard!) and scrunch it into a ball to toss at a wall
- yell into a pillow

STRATEGIES FOR MANAGING ANGER

- Don't make yourself more angry by thinking that the person you are angry with is deliberately out to get you. He or she may have reasons that have nothing to do with you.
- Don't exaggerate what is going on. Tell yourself that you can handle what is happening and it is a temporary situation.
- Figure out why you are angry. Ask yourself questions such as Am I really angry at myself or someone else? Am I really feeling hurt, afraid, sad, disappointed, or embarrassed? Am I just tired?
- Express your feelings in words.
 - Describe how you are feeling using "I-messages."
 - Don't use hurtful words.
 - Don't blame the other person for how you are feeling.

- Talk to the person.
 - Say what you're angry about without yelling.
 - Say what you need or want.
 - Talk about the problem with someone you trust.
- Find a way to feel good again.
 - Do something active.
 - Do things you enjoy.
 - Do something relaxing.
 - Try to forgive the other person.
 - Let your angry feelings go.

STRATEGIES FOR COPING WHEN AN ADULT IS ANGRY AT YOU

- Stop and calm down. Use self-talk to reason with yourself about what you need to do. Say calming statements to yourself, such as the following:
 - "This isn't a good time to talk back."
 - "The smart thing to do is keep quiet and listen."
 - "Excuses won't help me."
 - "I can say how I feel when they're not so upset."
 - "I can let my anger out later in a positive way."
 - "Everybody makes mistakes."
- Think clearly about what the adult is saying. Then ask yourself questions:
 - Do I need to make some changes?
 - Do I need more information?
- Talk to the other person in a calm, gentle voice.
 - Say that you understand that he or she feels angry.
 - Admit you were wrong, if you were.
 - Say what you'll do so it won't happen again.
 - Suggest an idea to fix the problem.
- Find ways to feel good again.
 - Pat yourself on the back for controlling your temper.
 - Forgive yourself and the adult.
 - Let it go.
 - Do something you enjoy to relax.

Adapted from P. Huggins. (1990). *Helping kids with anger*. Frederick, CO: Sopris West.

EFFECTS OF STRESS MANAGEMENT ON PERSONAL HEALTH

STRESS

Our inner reactions to outside events and inner feelings include physical and psychological symptoms. Being aware of signs of stress and using effective stress-management strategies have positive health benefits.

BENEFITS OF STRESS MANAGEMENT

Developing personal management strategies gives students more control of their thoughts and actions. It creates helpful options, makes them feel physically and emotionally healthy, increases self-confidence, and earns respect from others.

STRESS SYMPTOMS

Symptoms include skin problems, headaches, dizziness, teeth grinding, tight neck and shoulders, dry mouth and throat, rapid heartbeat, nail biting, backaches, stomach upset, foot or finger tapping, cold or sweaty hands or feet.

COPING RESPONSES TO STRESS REACTIONS

Responses include positive self-talk (changing unhelpful thoughts), using problem-solving strategies, relaxation and calming techniques, communicating needs, getting support.

IDEAS FOR PROMOTING RESPECTFUL COMMUNICATION BEHAVIOURS

Students can

- practise politeness in the family, saying “please,” “thank you,” “excuse me,” “I’m sorry”;
- practise politeness in the classroom;
- practise politeness in local stores and businesses when using services;
- be aware that giving respect brings respect;
- observe and imitate respectful communication among adults and older siblings.

Parents can

- encourage children to thank coaches after games, thank teachers after special activities or outings, thank neighbours or friends for helping out;
- model politeness in the family for making requests and showing appreciation;
- insist on politeness between siblings;
- model and encourage politeness and respect when speaking to their children’s friends;
- demonstrate the power of politeness by using respectful language in the community when asking for assistance, lodging a complaint, or making requests.

Communities can

- model politeness in local business dealings with customers;
- model respectful language when speaking to children in local stores and services;
- model respectful communication by example (e.g., leaders in youth organizations);
- reward children for showing politeness and respect for other children in community interactions, such as sports teams, group lessons, and recitals.

IDEAS FOR EFFECTIVELY DEALING WITH CHANGES IN FRIENDSHIPS

Students can

- be aware that friends may move away;
- be aware of the advantages of having friends in several places, such as school, clubs, and church;
- practise making friends in various situations;
- keep in touch with friends who have moved, using e-mail or letters.

Parents can

- encourage children to have friends from diverse groups and backgrounds;
- provide opportunities for making friends outside of school by encouraging club involvement, providing lessons, or participating in community events;
- support efforts to keep in touch with friends who have moved away;
- acknowledge children's feelings of sadness when friends move.

Communities can

- provide instructional and recreational opportunities for children to meet and learn together;
- organize family activities within the community, such as block parties, skating parties, and barbecues;
- organize mentorship programs involving community teens working with community children.

DEALING WITH LOSS

Grief: the physical and psychological symptoms experienced after a loss — the outward sign of mourning. It is a necessary part of the healing process after a significant loss, such as the death of a family member or family pet, the loss of a parent through separation or divorce, or the loss of a close friend who has moved away.

Mourning: the process through which, over time, people can accept a deep loss and carry on with living.

Dealing with death

Reactions to death vary according to age and maturity. Young children may associate death with ghosts and goblins, and may develop a fear of the dark. They often think that situations are reversible and that everything can be returned to what was. They may develop a fear of abandonment and worry about their parents' dying or about their own death. They may begin to think about life, heaven, life after death. They may also see death as a punishment for some wrongdoing committed by the survivors. Some younger children have little concept of death and may equate it with the individual moving away.

Adapted from Education Response Centre. (1992). Bereavement and loss manual: For administrators and teachers. Edmonton, AB: Alberta Education, P. 5.

Young children may express grief in a variety of ways, including uncontrollable rages, nervousness, frequent sickness, accident proneness, rebellious behaviour, hyperactivity, nightmares, and depression.

Helping children deal with grief or loss

- Show that you care. Offer empathy in a sincere way. Avoid offering false comfort.
- Be honest. Give simple, factual descriptions about what happened.
- Acknowledge their feelings. They need to know that you accept their feelings. They will be more likely to talk about their feelings if you are understanding and accepting.
- Be available. Allow children to ask questions. Reassure them that it is okay to talk about death or loss. Allow them to talk about good and bad memories.
- Be aware. Think about what you say before you say it. Try to think of how your words will be received. If their reactions or lack of reactions confuse you, remember that they are trying to cope with feelings they may not understand.

IDEAS FOR HELPING CHILDREN DEAL WITH LOSS


To help children cope with loss, parents can do the following:

- Tell children about the loss as soon as possible. Explain what happened in words children can understand. Remember that children are very literal. Discuss death as a biological process, not as sleep. Explain that the body stops working—the heart no longer beats, the lungs don't breathe. Death is final and not reversible.
- Use examples children can understand from nature or everyday life, such as trees without leaves, a house without people living in it.
- Ask children what they think about death.
- Answer children's questions as honestly as possible.
- Assure children that they are not the cause of the death. Wishes and thoughts can't make terrible things happen.
- Cry together. Tears can help children validate their feelings. It also gives children permission to let go and cry.
- If your children do not talk about death, do not assume that the children are handling it just fine. Open the door to the silent questions. Watch for unspoken signs, such as sad eyes, facial expressions, and body posture. Young children may act out the experience in play.
- Emphasize that people who are loved and cared about are kept in our memories. Brainstorm ideas about how this could be done.
- Ask them to share their feelings, fears, and questions. Listen.
- Answer the question "Will you ever die?" honestly. Assure children that you hope it will be a very long time before this happens. Help them recognize that many people care about them and that they will always be taken care of. Have children draw pictures or write down names of people who care for them.
- Cuddle, hug, love, and be patient with family members. Allow the gift of time for healing.
- Consider counselling or support groups for family members.
- Ask the children if they would like to attend the funeral. Traditions are an important way of letting go. Explain what happens prior to the event.
- Remember that healing starts when we remember that our loved one lived, rather than our loved one died.

Adapted with permission from RAINBOWS. (1998). Preparing the children. *Living our losses 3, 1* Rolling Meadows, Illinois: RAINBOWS.

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 non-essential characteristics, examples and non-examples. They encourage students to examine concepts from multiple perspectives, to develop inductive and divergent thinking, and to focus their attention on relevant details.

1. Key idea <u>hazardous</u>	
2. Draw it 	→
	3. Facts <u>- not safe / dangerous</u> <u>- hazardous things can be inside your house or outside in the community.</u>
	↓
	4. Sample sentence <u>Kids need to stay away from things that are hazardous.</u>
5. Examples <u>- bleach</u> <u>- thin</u> <u>- medicine</u> <u>- power</u> <u>- matches</u>	↙
	6. Non-examples <u>- spaghetti</u> <u>- playground</u> <u>- skating rink</u>
↓	
7. Definition <u>Hazardous means dangerous. Everyone needs to be careful around things that are hazardous or they might get hurt.</u>	

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 an Additional Language (EAL) students or students with special needs who require support in understanding new concepts.

NAME:

DATE:

IDEA BUILDER

1. KEY IDEA

2. DRAW IT



3. FACTS



4. SAMPLE SENTENCE



5. EXAMPLES

6. NON-EXAMPLES



7. DEFINITION

BODY LANGUAGE — SENDING MESSAGES WITHOUT USING WORDS

Body language

- smiling, frowning
- laughing, crying, sighing
- how close you stand to others
- the way you look (your hair, clothing, face, body)
- your handshake—sweaty palms, firm and confident, or timid
- your posture
- your mannerisms—hands on your hips, finger-pointing, or certain repeated expressions
- your voice—soft/loud, fast/slow, smooth/jerky

Nonverbal communication

You can choose to send messages with your body instead of with words—like when you make a face at someone or something you don't like, or when you smile at something that makes you happy.

Body language helps you communicate.

There are many ways you use body language to help you communicate.

- Repeating—For example, while giving directions for getting somewhere, you can point in the correct direction.
- Substituting—For example, when a friend asks you what's wrong, you could shrug your shoulders instead of talking.
- Connecting—For example, if you see a friend talking to an adult and he is looking down or shuffling his feet, you could read his body language to see he feels uncomfortable.
- Accenting—For example, if you want to give credit to someone, you might point a finger at that person. You can use your tone of voice too, saying something like "It was **his** idea" to point to the other person and away from yourself.
- Keeping order—For example, use body language for cues about taking turns. You may look at the next person whose turn it is or stop after you talk, rather than interrupting.

Adapted from Ronald B. Adler and Neil Towne, *Looking Out/Looking In: Interpersonal Communication*, 5th edition.

Use body language to handle conflict.

If you are aware of body language—tones of voice, eye contact, gestures, and posture—you can use it to help you deal with a conflict.

- Show that you are confident—face the person, stand up straight, and keep steady eye contact.
- Use a calm tone of voice.
- Keep your gestures small and gentle.
- Choose to stay or walk away.
- Give the other person some physical space.

IDEAS FOR PROMOTING RESPONSIBLE TEAMWORK

Students can

- be aware that people have different roles in groups;
- learn what their natural group behaviours are and learn to develop other patterns of relating when co-operation is required;
- be aware that they may take on different roles in different groups;
- be aware that they may be asked to fulfill particular roles in their classroom, on teams, and in their families;
- accept the fact that membership in any group involves responsibility.

Parents can

- be clear and consistent about roles and responsibilities of members of the family;
- have family meetings in which children are given different types of roles (for example, a child may have the opportunity to be a leader or be asked to be the timekeeper);
- model various roles during family discussions and problem solving;
- encourage and reward positive participation and co-operation.

Communities can

- provide opportunities for children to learn group roles and responsibilities through community clubs, teams, and activities;
- model positive behaviour in public meetings, such as school council, club or recreational meetings, or sports organization meetings.

NAME: _____

DATE: _____

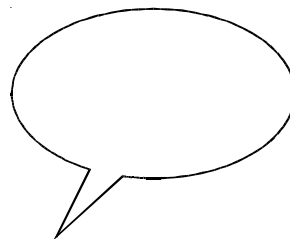
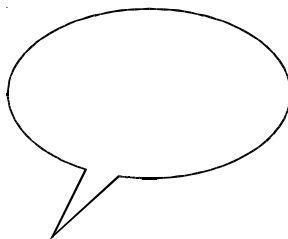
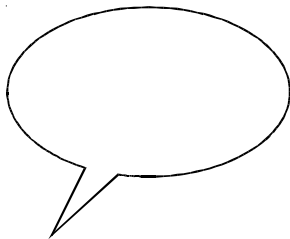
HOW I CONTRIBUTE TO GROUP WORK

My role in this group is _____

I do my job by

- _____
- _____
- _____

I say things like



The most challenging part of this job is _____

The best part of this job is _____

I would rate my performance in the role of _____

as _____

ROLE MODELLING

Role modelling

Parents, teachers, and other adults can influence children positively by modelling positive, responsible behaviour.

Modelling

Modelling is a process of showing how something is done.

Modelling is effective when students see a correct and unambiguous model, and the essential components and attributes of the task or process are highlighted, labelled, or identified.

Ideas for becoming a positive role model

Students can

- act as peer counsellors or peer helpers in the school;
- observe celebrities, heroes, and media personalities, and decide whether or not they are good role models;
- observe their friends' behaviours and decide whether they are good peer role models;
- work in groups to accomplish tasks (more experienced or capable students can be models for new or inexperienced students);
- volunteer for junior leadership programs in the school;
- work with younger children or siblings to do a craft or learn a new skill together.

Parents can

- know they are their children's most important role models;
- spend quality time with children and take advantage of teachable moments at home and in the community;
- talk with children about adults who are positive role models;
- discuss media personalities with children to identify which ones are positive role models and which may not be;
- talk with children about their own role models.

Communities can

- celebrate positive role models in the community;
- provide opportunities for children to act as positive role models for other children.

NAME:

DATE:

HOW TO BE A SUCCESSFUL, ORGANIZED STUDENT

Start with a positive attitude. Don't create negative feelings by saying things like "I can't do it" or "It's too hard!" You need to say to yourself, "I'm a hard worker," and "I can use my strategies to be successful," and "I can be organized."

IMPROVE YOUR WORK HABITS

IN CLASS

- ◇ Gather all the materials you need, such as pen, sharpened pencil, and paper.
- ◇ Listen carefully to your teacher.
- ◇ Don't talk to friends during class instruction.
- ◇ Practise taking better notes.
- ◇ Finish all assignments and make sure they are handed in on time.
- ◇ Participate in class discussions.
- ◇ Ask questions when you don't understand.

AT HOME

- ◇ Organize yourself each night for the next day by putting assignments, books, and materials you will need at school into your backpack.
- ◇ Use a folder to put your assignments in so they don't get ripped or bent.
- ◇ Do homework in a quiet place.
- ◇ Set a regular time to do homework every week night.
- ◇ Talk to your parents or older brothers and sisters about your work and ask for ideas about how to be a successful learner.



there's more →

HOW TO BE A SUCCESSFUL, ORGANIZED STUDENT...CONTINUED

MANAGE YOUR TIME

- ◇ Use a calendar to write down tests and due dates. Keep your calendar in an easy-to-see place, such as on the fridge or on the family bulletin board.
- ◇ Break large assignments into smaller parts and do one part at a time.
- ◇ Set deadlines for finishing your work, and stick to them.

TAKE NOTES TO HELP YOU STUDY

Write down the important points the teacher says during a lesson, because

- ◇ your teacher will add information that isn't in the textbook
- ◇ notes are your source of material to study for a test
- ◇ writing things down helps you to understand and remember what you hear
- ◇ taking notes makes you a better, more active listener.

HOW TO TAKE AND ORGANIZE NOTES

- ◇ Write down a date and title for each lesson. If the teacher doesn't give you a title, make one up.
- ◇ Don't write down everything the teacher says. Focus on the important points—things the teacher writes on the board, things the teacher says more than once, and any questions the teacher asks.
- ◇ Underline, star, or circle anything the teacher says is very important.
- ◇ Skip lines and leave wide margins so you can add information later.
- ◇ Put question marks beside things you don't understand.

HOW TO USE NOTES TO STUDY

- ◇ Reread your notes carefully, and out loud. Repeating the information will help you remember it.
- ◇ Rewrite your notes neatly and clearly so there isn't anything that is confusing or too hard to read.
- ◇ Make your notes stronger by adding additional information from the textbook, a class discussion, or a handout. Use a highlighter to mark important information.

STUDY STRATEGIES

- **Highlight.** Read over notes. Highlight key words.
- **Make Webs.** Make a web for individual topics.
- **Use Flash Cards.** Make up flash cards for special words, drawings, and information.
- **Ask Questions.** Make up questions for each topic. Ask each of your questions at least three different ways.
- **Play Jeopardy.** Use key words as answers and make up questions for each (as on the television game show *Jeopardy*).
- **Use Activity Sheets.** Review all of the activity sheets in the unit. Cover the answers and try them again. Change one thing in the activity sheet and complete it.
- **Make a Cloze Exercise.** Make up fill-in-the-blank statements.
- **Use Drawings.** Practise the drawings from the unit. Label all the parts and explain the diagram.
- **Be a Teacher.** Teach someone else the new information.
- **Make Practice Tests.**
- **Record.** Tape record yourself while reading important information and ideas.
- **Rewrite.** Rewrite daily classroom notes, and add comments or explanations where necessary.

From D. Anataya-Moore and C.M. Walker. (1996). *Smart Learning Strategies for parents, teachers and kids* Edmonton, AB: Smart Learning. P. 10. As found in *The parent advantage: Helping children become more successful learners at home and at school, grades 1-9*. Edmonton, AB: Alberta Education. P. 41.

IDEAS FOR DEVELOPING AND PROMOTING STUDY SKILLS

Students can

- be aware that certain conditions are required for effective study;
- set aside a place in their homes or rooms for study;
- be aware of their right to quiet workplaces at school and home;
- be aware of alternate study environments, such as school or community library, study hall, homework room;
- participate in a homework contract with their parents.

Parents can

- ensure that children have a quiet place in the house in which to do schoolwork;
- ensure that children have adequate lighting in their workplace;
- suggest study times and places that work with the family schedule;
- model effective habits for organizing and completing tasks by working alongside children;
- offer to host and supervise classmates working on group projects;
- accompany children to public libraries to use study facilities;
- encourage use of the school library, study hall, or homework rooms when extra time is required on work or study.

Communities can

- make study and research areas available in public libraries;
- model effective work and study environments in local offices;
- provide effective work and study environments for community clubs.

HOW TO DO A MIND MAP

Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focussing on key ideas written down in your own words, and then looking for branches and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

LOOK FOR RELATIONSHIPS.

Use lines, colours, arrows, branches, or some other way of showing connections between the ideas generated on your mind map. These relationships may be important in your understanding new information or in constructing a structured essay plan. By personalizing the map with your own symbols and designs you will be constructing visual and meaningful relationships between ideas which will assist in your recall and understanding.

DRAW QUICKLY ON UNLINED PAPER WITHOUT PAUSING, JUDGING, OR EDITING.

All of these things promote linear thinking, and the idea of mind mapping is to think creatively and in a non-linear manner. There will be plenty of time for modifying the information later on, but at this stage it is important to get every possibility into the mind map. Sometimes it is one of those obscure possibilities that may become the key to your knowledge of a topic.

WRITE DOWN KEY IDEAS.

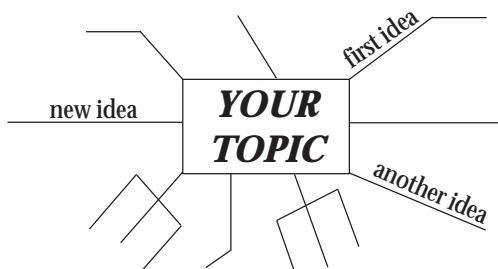
Some students find that using capital letters encourages them to get down only the key points. Capitals are also easier to read in a diagram. You may, however, wish to write down some explanatory notes in lower case.

PUT THE MAIN IDEA IN THE CENTRE.

Most students find it useful to turn their pages on the side and do mind maps in “landscape” style. Having the main idea or topic in the middle of the page gives maximum space for other ideas to radiate out from the centre.

LEAVE LOTS OF SPACE.

Some of the most useful mind maps are those which are added to over a period of time. After the initial drawing of the mind map you may wish to highlight things, add information, or add questions. For this reason it is a good idea to leave lots of space.



IDEAS FOR PROMOTING LIFELONG LEARNING

Students can

- observe that older siblings, parents, and adult relatives are constantly learning;
- be aware that learning is a part of life, rather than something for school only;
- observe the many opportunities they have for learning at school, at home, and in their communities;
- participate in instructional activities outside of school, such as swimming lessons, clubs events, sports;
- ask parents, neighbours, and older siblings about their learning experiences;
- ask adults or teens to help them with projects in or out of school.

Parents can

- make asking children about their learning part of their daily routine;
- provide opportunities for instruction outside of school when possible, such as music lessons, team sports;
- talk about their own learning with children;
- talk about life learning gained outside the classroom;
- start a new project with their children and invite children's friends to join;
- read a book with children;
- take up a hobby as a family or with a child having similar interests;
- talk about new learning experiences in positive ways.

Communities can

- provide courses and clubs for adults, children, and families;
- get local businesses involved in children's school experiences by:
 - sending in guest speakers
 - inviting schools to tour
 - providing educational materials to be used in schools
 - providing volunteer project opportunities for students
 - supporting education-based programs for local children
 - mentoring children with special interests or abilities.

HOW DO I DECIDE?

NAME:

DATE:

CHOOSING GOOD INFORMATION FROM RESEARCH

Sometimes you have to research information to help you make decisions about important issues. The most important part of the research process is making sure your sources are correct, up-to-date, and safe for you to use.

To make sure a source of information is good for you, ask yourself questions following the “5 W’s + How” formula.



WHO IS THE AUTHOR OR CREATOR?

The person who wrote the information or created the Web site must be someone who knows the right information. To help decide if this author is reliable, ask yourself some questions about the source.

- ◇ What kind of information am I getting?
- ◇ For Web sites, when was the Web page created? When was it updated?
- ◇ Is the information about the author or organization clearly stated?

WHAT IS THE PURPOSE?

No matter whether you are using a book, an article, or a Web site, you also have to identify the reason why the information was written.

- ◇ Can you tell what the authors think or believe? Are the authors advertising or trying to put across personal views?
- ◇ Do the authors use facts or emotion to make their points? Look for facts if you want a more reliable source.
- ◇ Can the same information be found in at least two other sources?
- ◇ For a Web site, are links provided to other viewpoints or sources of facts on the same information?

there's more →

HOW DO I DECIDE?...CONTINUED

WHEN WAS THE SOURCE WRITTEN OR CREATED?

Reliable information is usually up-to-date information.

- ◇ Is there a date to show when the material was written or posted on-line, or when it was last updated?
- ◇ For a Web site, do the links work? If they are too old, they may not be connected or the linked sites may no longer be on-line.

WHERE WAS THE SOURCE WRITTEN OR CREATED?

If you are not using an encyclopedia or reliable book, you need to know where the information came from. This is very important if you are using a Web site.

A clue for finding the source of a Web site is in the domain name. This is shown by two or three letters following the dot in an address.

- ◇ “.ca” is used by schools, educational organizations, libraries, or museums; these will probably be reliable sites.
- ◇ “.gov” is used by federal governments in Canada; provincial governments add on an abbreviation for the province and “.ca”. For Prince Edward Island it is “gov.pe.ca”.
- ◇ “.edu” is used by American universities; Canadian universities usually use “.ca”.

WHY AM I USING THIS SOURCE?

It is important to think about why you have chosen a book, article, or Web site. It may not be the best place to get the information.

- ◇ Can I get the information faster somewhere else?
- ◇ Is the information at a reading level I can understand?
- ◇ Can I check the source to make sure it is correct?
- ◇ Is there enough detail for the topic I am researching?

there's more →

HOW DO I DECIDE?...CONTINUED

HOW CAN YOU TELL WHAT'S WHAT?

- ◇ If you are unsure whether or not a source is correct or safe, it is better to look for another source.
- ◇ Use the five W's for every source or Web site.
- ◇ Double check your facts and sources by comparing them with information from other sources.

If you are using the Internet as your main research tool, start with search engines created for children, such as the following:

www.yahooligan.com,
www.supersnooper.com,
www.askjeeves.com, or
www.cbc4kids.com

You will have a better chance of finding materials written especially for young people.

The more practice you have at looking for information on the Internet and in the library, the better you will become at using the “5 W's + How” and at finding good information on your own.

GUIDELINES FOR EVALUATING INFORMATION

- ***Evaluate each source of information.***

Consider whether the source might be biased or uninformed. Authors or interviewees may have hidden agendas or personal biases that shape their opinions. Other sources may be simply misleading or mistaken, often because they consulted unreliable sources themselves as they gathered the information they are now passing on. Then, too, some people offer information on topics that are not within their fields of expertise.

- ***Evaluate the information itself.***

Consider the publishing date of information—statistics may be out of date or findings contradicted by more recent research. Some claims may be unsupported opinions that cannot be proved through research. An author may also be overgeneralizing from one situation to another.

- ***Gather information on the same topic from several sources.***

The more perspectives you get, the better your picture of the subject will be. If you use only one source and have no information with which to compare it, you cannot be sure that all the information presented is accurate, complete, or up-to-date.

- ***Compare facts from each source.***

If three sources agree and one disagrees, it is likely that the one source that disagrees is in error, unless it is the most current source and the other three are much older. If you find any factual errors in a source, you should be skeptical of other information from that source.

Adapted with permission from *Lions Quest skills for action: Skills bank* (1995). Granville, OH: Lions Club International. P. 95. *Skills for Action* is a program sponsored by Lions Clubs International.

NAME:

DATE:

GOAL PLANNING: START SMALL

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are

Short-term
Goal A

Short-term
Goal B

Short-term
Goal C

To reach this goal
I will

- _____
- _____
- _____

by _____

To reach this goal
I will

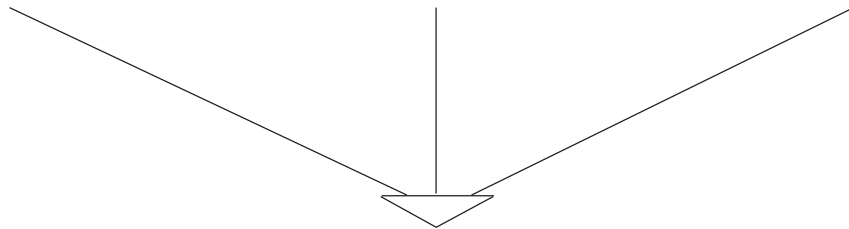
- _____
- _____
- _____

by _____

To reach this goal
I will

- _____
- _____
- _____

by _____



I will know I have reached my long-term goal when _____

IDEAS FOR PROMOTING GOAL SETTING

Students can

- share their hopes and dreams for the future with their parents;
- begin to be aware of what they would like to accomplish now and when they are older;
- ask their parents and older siblings about goals they have set and achieved;
- choose an adult mentor who has similar interests or abilities and talk to that person about his or her goals;
- get involved in a team sport, take lessons, or join a club in which learning and goal setting are important.

Parents can

- ask children about their dreams and hopes for the future;
- discuss ideas about setting small goals to help children reach their dreams;
- help children see their household and school duties as opportunities for goal setting and achievement;
- help children prioritize their goals and keep them realistic;
- encourage children when they accomplish goals—big or small;
- set family goals together, modelling effective goal-setting strategies;
- celebrate family goal achievement with a favourite family activity.

Communities can

- facilitate volunteer programs in which adults serve as mentors to children with similar interests, and share goals and accomplishments;
- use the media to reward local children, teens, and adults who have accomplished significant goals.

NAME:

DATE:

Make a list of ten things you can do now that you could not do when you were five years old. Then, list five things you cannot do now, but hope to be able to do when you are sixteen.

Now I can . . .	When I am sixteen, I hope to be able to . . .

SERVICE LEARNING

Service learning is a goal-setting and action process that positively affects others. All students can participate in service learning. Service learning provides benefits for everyone involved.

For students, benefits include

- strengthening academic knowledge and skills by applying them to real problems;
- building positive relationships with a variety of people;
- getting to know people from different backgrounds;
- discovering new interests and abilities;
- setting goals and working through steps to achieve them;
- working co-operatively;
- taking on leadership roles;
- learning the value of helping and caring for others.

For teachers, benefits include

- having meaningful, close involvement with students;
- reaching students who have difficulty with standard curriculum;
- establishing home/school/community partnerships;
- helping the school become more visible in the community;
- promoting school spirit and pride;
- building collegiality with other school staff.

For the school and community, benefits include

- increased connectedness between students, their schools, and their communities;
- improved school climate as students work together in positive ways;
- a more positive view of young people leading to stronger support for youth and schools;
- greater awareness of community needs and concerns;
- increased community mobilization to address key issues.

SAMPLE SERVICE LEARNING PROJECTS

Goal: To make school a positive place for everyone.

Possible projects

- Create posters with positive messages on friendship, co-operation, cross-cultural understanding, school spirit, and other topics.
- Start school-wide campaigns to eliminate put-downs. Make posters, organize noon-hour events, and involve school staff.
- Begin campaigns using posters, buttons, and bulletin boards to encourage students to strive toward higher academic achievement. Develop special awards for improvement. Organize mini-workshops and tutoring programs.
- Plan appreciation days for school staff.
- Plan appreciation days for school volunteers.

Goal: To beautify the school.

Possible projects

- Organize school clean-up campaigns.
- Plant flowers and trees around schools.
- Organize halls of fame with photos of outstanding graduates.
- Sponsor campaigns to keep schools litter-free.
- Paint murals on hallways or walls.

Goal: To make a positive contribution to seniors in the community.

Possible projects

- Write letters to house-bound seniors who would enjoy receiving mail.
- Adopt grandparents in the community.
- Plan holiday dinners for senior citizens at nursing homes.
- Invite senior citizens for special days of sharing and discussion.
- Create handmade gifts for special occasions.
- Send handmade birthday cards to people celebrating 80+ birthdays.

SAMPLE SERVICE LEARNING PROJECTS....CONTINUED

Goal: To contribute to young families in the community.

Possible projects

- Plan special parties for children in day care.
- Present puppet shows in an elementary school.
- Teach simple craft projects to children in after-school programs.
- Read stories to children in elementary school.
- Organize on-site babysitting services for special parent and community meetings held at the school.

Goal: To improve living conditions for people struggling in the community.

Possible projects

- Cook and serve meals at community centres.
- Collect food, clothing, and toys for distributions at local shelters.
- Learn about the local homelessness situation and write letters of concern to community officials suggesting strategies for improving the living situations of people who are homeless.

IDEAS FOR PROMOTING VOLUNTEERISM AND SERVICE LEARNING

Students can

- observe how they are able to help others through participation in volunteer activities;
- volunteer in primary classrooms;
- volunteer to do tasks (such as feeding pets and shovelling the walk) for trusted neighbours while they are away or unable to do them on their own.

Parents can

- model service by volunteering in the school, community, or neighbourhood;
- talk about good experiences in volunteer positions or tasks;
- ask students about their class volunteer experience;
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood;
- aid children in selection of items for donation;
- reward children for volunteering to do tasks for each other within the family.

Communities can

- support volunteer programs that work with youth;
- involve elementary classes in local charitable initiatives, such as presentation of Christmas hampers through local service clubs.