

# Health 1

*Curriculum Guide 2021*





## ***Department of Education Vision Statement***

***Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.***

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# Section One:

## Newfoundland and Labrador Curriculum

### Introduction

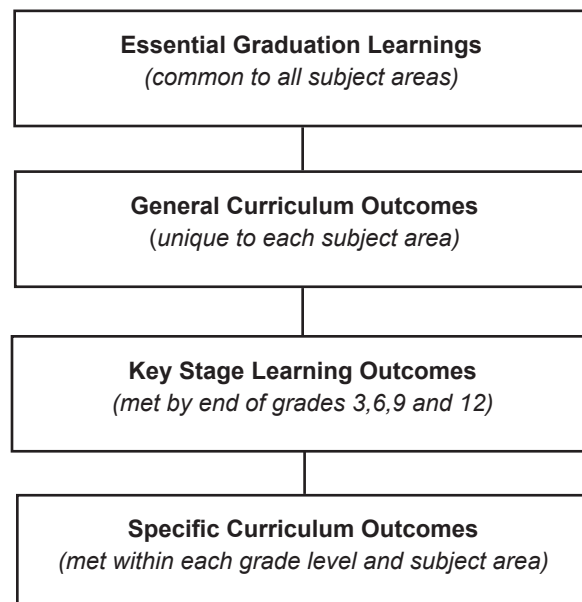
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

### Outcomes Based Education

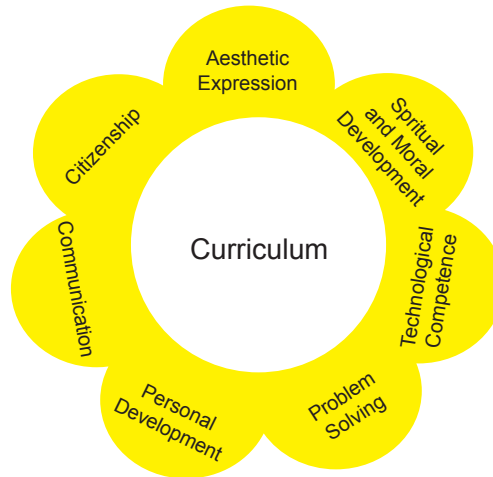
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



### *Essential Graduation Learnings*

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



***Aesthetic Expression*** – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

***Citizenship*** – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

***Communication*** – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

***Problem Solving*** – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

***Personal Development*** – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

***Spiritual and Moral Development*** – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

***Technological Competence*** – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

### **General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

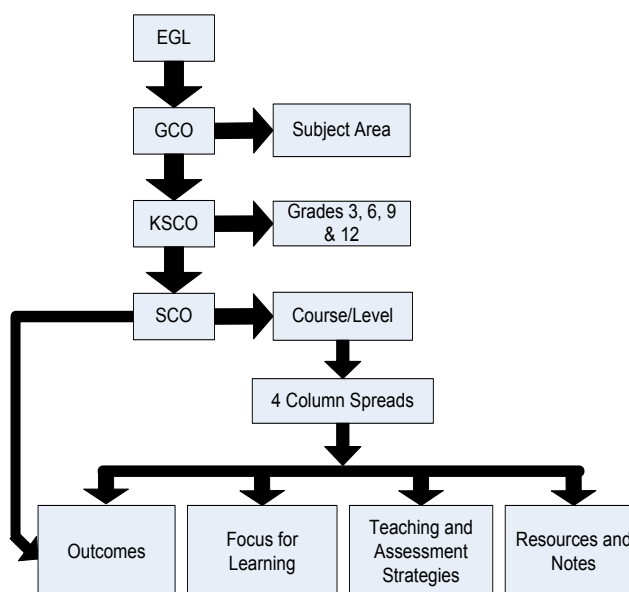
### **Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

### **Specific Curriculum Outcomes (SCOs)**

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

## EGLs to Curriculum Guides



## Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

### Inclusive Education

#### *Valuing Equity and Diversity*

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)*

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



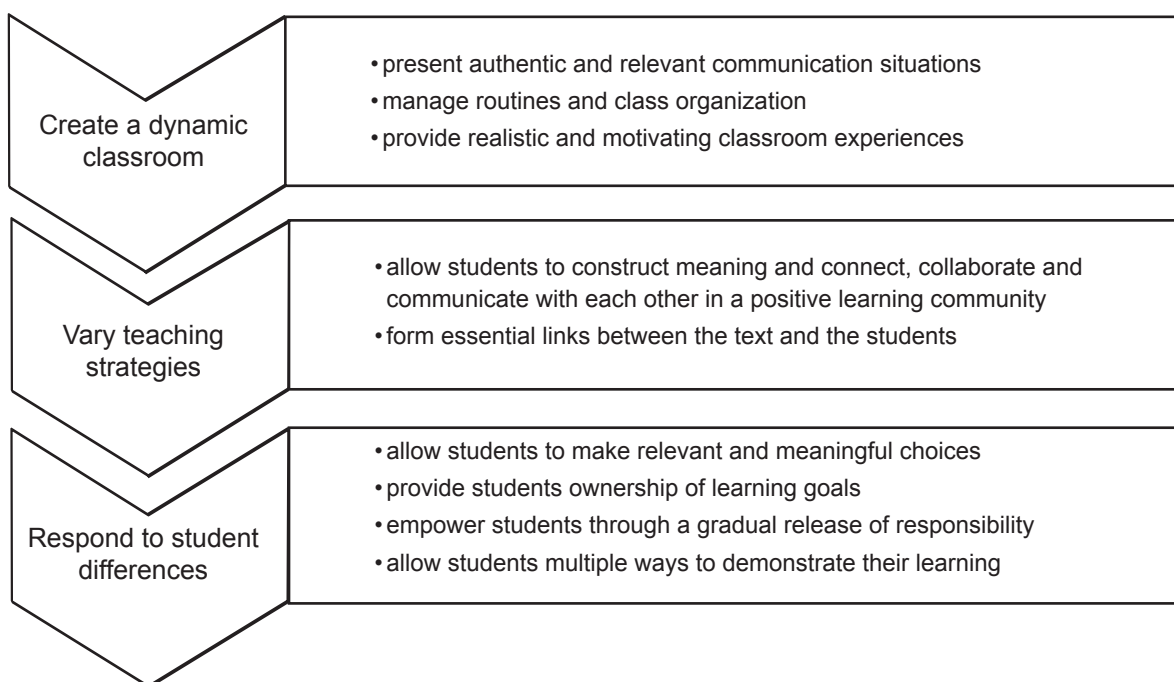
## Differentiated Instruction

*Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)*

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

### Planning for Differentiation



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

### *Differentiating the Process*

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

### *Differentiating the Product*

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

## *Differentiating the Learning Environment*

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

## *Meeting the Needs of Students with Exceptionalities*

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see [www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html)

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at [www.cdli.ca/sdm/](http://www.cdli.ca/sdm/). Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs  
of Students who are  
Highly Able  
(includes gifted and  
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

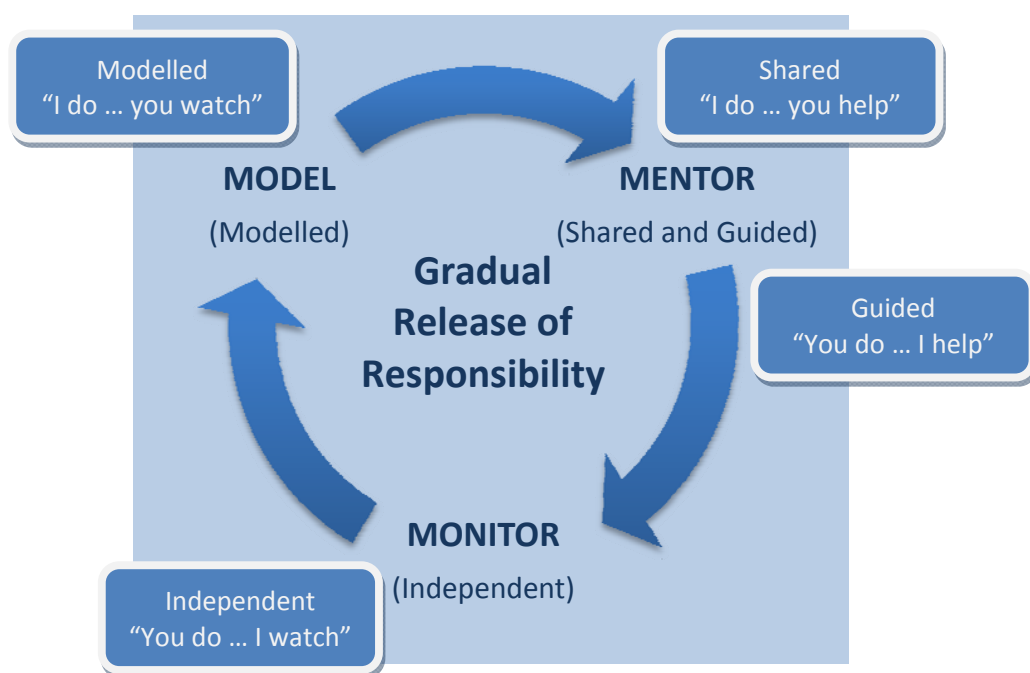
Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.



## *Gradual Release of Responsibility*

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

### *Gradual Release of Responsibility Model*



## Literacy

*“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)*

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

## Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

## Learning Skills for Generation Next

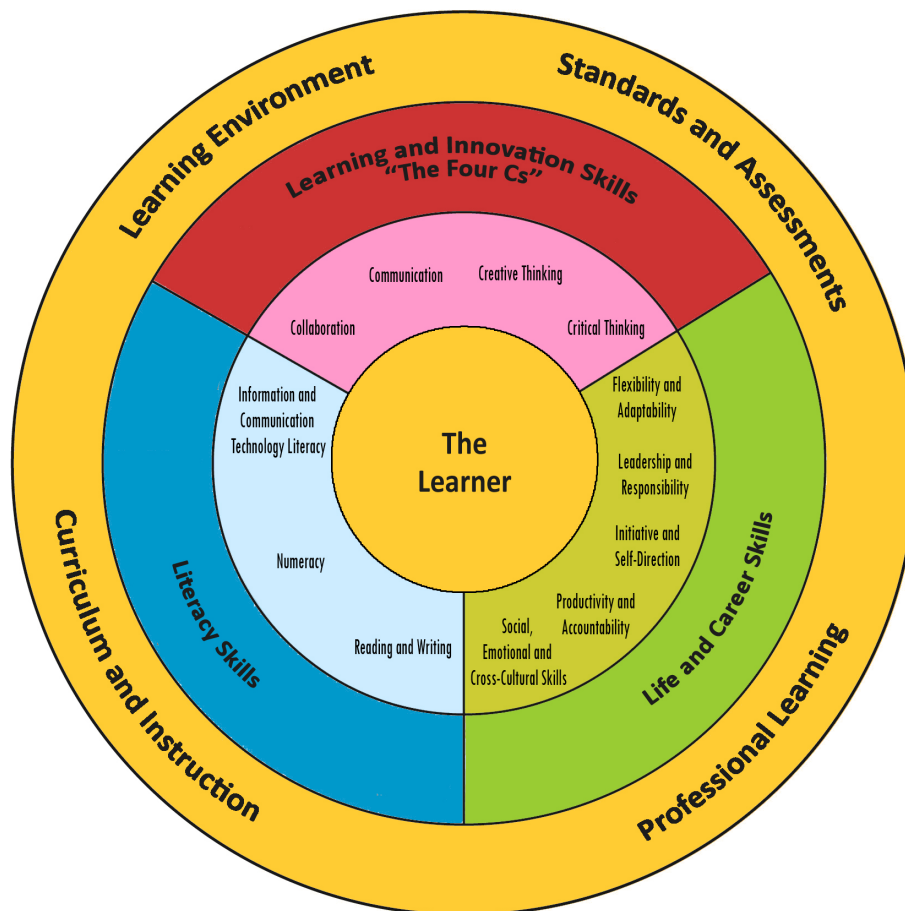
*Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.*

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21<sup>st</sup> century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



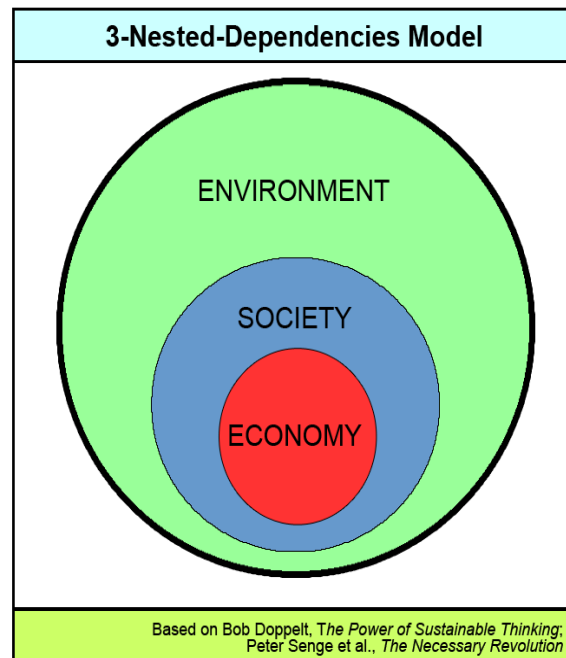
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

## Education for Sustainable Development

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)*

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

### *1. Assessment for Learning*

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

## *2. Assessment as Learning*

*Assessment as learning* involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

## *3. Assessment of Learning*

*Assessment of learning* involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. *Assessment of learning* occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, *assessment of learning* is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.



## *Assessment Tools*

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

## *Assessment Guidelines*

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

## *Evaluation*

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

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## Section Two: Curriculum Design

### Rationale

Health literacy is defined by Rootman and Gordon-El-Bihbey (2008) as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course. This definition suggests that health literacy is a resource for daily living in the settings where people live, learn, work, worship and play. It recognizes that health status and learning are closely linked at all ages and stages of life. Effective health literacy begins in early childhood and continually builds on knowledge and experience gained throughout the lifespan. Health literacy also speaks to the idea that it is essential to take control of and manage one's health. By improving people's access to health information and their capacity to use it effectively, health literacy becomes critical to empowerment. (WHO, 1998)

Research consistently demonstrates that health and education are inextricably linked – and the most effective way to create, maintain and support healthy environments, is through a comprehensive school health approach. This means not looking at any one issue affecting youth in isolation, but recognizing that many factors are interconnected with healthy living. When you look across the spectrum of factors affecting youth, it is clear that youth influencers have a role to play. Healthy living means making positive choices that enhance your personal physical, mental and spiritual health. (Health Canada, 2019 retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living.html>)

As a means of enhancing mental health, comprehensively integrating social and emotional learning (SEL) into all aspects of the school community will promote the development of healthy behaviours and attitudes. SEL is intrinsic in all aspects of the life and work of the school community. In schools, SEL is at the heart of responsive teaching/learning and healthy relationships.

SEL outcomes embedded in curriculum provides the opportunity to teach SEL skills to promote positive mental health. Explicitly teaching SEL skills within curricula helps students manage well-being, make informed choices and develop behaviours that contribute to the well-being of themselves and others. Social and emotional learning is integral to achieving success and well-being at all stages of life.

Play is the foundation of all learning in Grade One and is the most appropriate means by which children can work through scenarios, take risks, and solve problems while recognizing their preferred learning modalities and styles. The flexibility that is offered through play allows children to increase comfort and security in their environment while giving teachers a broader understanding of an individual child's development. It is through play that children can exhibit a degree of control that reflects their developmental needs. Allowing children the opportunity to have this control in play is essential to build self-confidence and security in their learning.

Health Education, from the lens of teaching and learning in a comprehensive school health approach, needs supportive activities in partnerships and services, social and physical environments and policy.

Health curricula provides students with the knowledge, skills and attitudes necessary for promoting healthy development. Formal instruction experienced through a comprehensive school health approach promotes a culture of wellness.

Health K-9 is an integral part of the school experience. It influences students' decision making, attitudes, and competencies to advocate for personal wellness as they develop habits, make decisions with increasing autonomy, formulate opinions and explore likes and dislikes. Inside curricula, there are many opportunities to explore these behaviours and incorporate them into everyday life.

The themes in the units *Understanding Me and My World* and *Foundations of Relationships* explore every aspect of one's development as well as interactions with others and the environment. The big ideas are the complexities of body development, the relationship between the physical body and the mind, fostering positive mental health, examining one's role in family, friend and community networks, and the potential positive impact of being aware of one's ability and responsibility to promote wellness. This extends to the environment and our shared responsibility to protect it.

Learned competencies for each big idea will help students form the basis of one's approach to health and wellness. In the classroom environment, teachers and students collaborate to create safe and inclusive learning environments. Students build on previous knowledge and experiences; encourage inquiry, critical analysis and reflective thought while facilitating learning, positively impacting student achievement and health outcomes of students now and into their adult years.

Healthy lifestyle choices of primary students are dependent upon adults. Teachers, parents, caregivers and service providers have a significant role to play in the health of a child and the development of lifelong behaviours that contribute to health and wellness.

At the national level, Health Canada is responsible for helping Canadians maintain and improve their health by ensuring high-quality health services are accessible, and health risks are reduced. The Government of Canada recognizes the importance of the school environment in affecting the health of young people. The Public Health Agency of Canada (PHAC) supports research on school health. The Pan-Canadian Joint Consortium for School Health (JCSH) promotes the health and well-being of children and youth through the Comprehensive School Health model (Retrieved March 2019 from <https://www.canada.ca/en/health-canada.html>). Within the province, community and school based services support and promote student and staff health and well-being.

Health Education contributes to the quality of relationships among and between staff and students, the emotional well-being of students, relationships with families and the wider community, and is supportive of the school community in making healthy choices by building competence, autonomy and connectedness.

Policies, guidelines and practices promote and support student well-being and achievement in a respectful, welcoming, and caring school environment for all members of the school community. For example, in Newfoundland and Labrador, the Safe and Caring Schools Policy provides direction for creating welcoming, inclusive and safe learning environments, the provincial School Food Guidelines provide school districts and community partners with the foundations for district-based policies and community initiatives while the Smoke-free Places Act protects people from tobacco smoke.

# Curriculum Outcomes Framework

## Dimensions of Health

This document provides a learning outcomes framework for each of the aspects of health education: physical growth and development, social health, mental health, and emotional and spiritual well-being. The outcomes are based in knowledge and understandings, skills and abilities, and attitudes and behaviours. The general curriculum outcomes, based on the essential graduation learnings, are the foundation for all health curriculum guides.

The Health program focuses on the acquisition of knowledge and understandings, the development of skills and abilities, and the setting of goals for the effective use of personal, family and community resources. As an interdisciplinary study, health deals with all aspects of daily living for individuals, families and communities. The focus for Health curriculum and the key stage curriculum outcomes (KSCO) for Health can be organized into four main areas of study; the development of healthy bodies and the promotion of positive body awareness, fostering positive mental health, developing and maintaining positive relationships with family, friends and communities, and being an active participant in the promotion and protection of the environment. As a specific area of focus, social and emotional learning (SEL) outcomes are embedded into health curricula and the grade level specific curriculum outcomes (SCO) are derived from the SEL KSCOs for each of the five SEL competencies; self-awareness, self-management, social awareness, relationships and responsible decision-making.

## General Curriculum Outcomes (GCOs)

The Health Curricula GCOs are:

1. Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.
2. Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.
3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

The Social and Emotional Learning GCOs are listed on pp. 22-23.

## Key Stage Curriculum Outcomes (KSCOs)

The key stage curriculum outcomes, based on the general curriculum outcomes, provide an overview for the teacher and identify what students are expected to know and be able to do at the end of grade three in order to meet the essential graduation learnings. Key stage outcomes are identified for both Health topics and social and emotional competencies. These key stage curriculum outcomes serve as the basis for the development of grade level specific curriculum outcomes for Health and further development of social and emotional learning across the curriculum.

## Specific Curriculum Outcomes (SCOs)

The specific curriculum outcomes are statements that describe what students will know, value, and be able to do as a result of study in a specific course or program at a grade level. These are found in the curriculum guides for each program or course and are numbered sequentially across units.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (retrieved from Casel.org January 2020). SEL encompasses five distinct but integrated competencies. Below are the GCOs and KSCOs from *Foundation Document for Social and Emotional Learning in Newfoundland and Labrador* (2021) for each of the competencies.

<b>Social and Emotional Learning Competency</b>	<b>General Curriculum Outcomes (GCOs)</b>	<b>Key Stage Curriculum Outcomes (KSCOs)</b> <b>By the end of grade 3, students will be expected to:</b>
Self-Awareness	1. Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self concept.	1.3.1 Identify likes and dislikes 1.3.2 Identify personal strengths and challenges 1.3.3 Develop skills to support a positive self concept 1.3.4 Develop and articulate a sense of self 1.3.5 Recognize that all individuals have value, self-worth and voice 1.3.6 Identify aspects of themselves they can and cannot change and focus on what they can change
	2. Identify and monitor one's emotions, thoughts, and behaviours.	2.3.1 Develop and use an emotion vocabulary 2.3.2 Recognize and accurately label one's emotions 2.3.3 Recognize they can have more than one emotion at a time 2.3.4 Recognize factors that affect one's emotions and thoughts 2.3.5 Recognize how emotions physically feel and present in one's body 2.3.6 Understand that individuals experience a range of emotions and thoughts
	3. Recognize the connections among emotions, thoughts and behaviours.	3.3.1 Understand the role the brain plays in emotions 3.3.2 Connect emotion vocabulary to feelings, behaviour and health 3.3.3 Recognize how situations trigger emotions and thoughts 3.3.4 Recognize that strategies are used to manage one's emotions and thoughts
Self-Management	4. Regulate emotions, thoughts and behaviours.	4.3.1 Understand there are different motives for behaviour 4.3.2 Use reflection to identify one's motivation for behaviour 4.3.3 Develop and use strategies to foster self management 4.3.4 Develop and understand the value of positive thinking 4.3.5 Recognize that thoughts and feelings can be communicated in different ways 4.3.6 Engage in using health promoting behaviours
	5. Set and work toward personal and learning goals.	5.3.1 Understand the concepts of motivation, self-discipline and perseverance as they relate to goals 5.3.2 Understand the process for setting, working towards and accomplishing relevant goals 5.3.3 Develop a process to monitor achievement of goals 5.3.4 Develop organizational skills to support learning and personal goals

<b>Social and Emotional Learning Competency</b>	<b>General Curriculum Outcomes (GCOs)</b>	<b>Key Stage Curriculum Outcomes (KSCOs)</b> <b>By the end of grade 3, students will be expected to:</b>
Social Awareness	6. Develop the ability to take the perspective of and empathize with others.	6.3.1 Recognize that others may have different viewpoints and experiences 6.3.2 Recognize that there is a diversity of feelings and responses to different viewpoints and experiences 6.3.3 Identify verbal, non-verbal, situational and cultural cues that indicate how others may feel 6.3.4 Develop relational skills to support another's emotional experience
	7. Demonstrate an understanding that all individuals belong and have inherent worth.	7.3.1 Identify and respect the uniqueness of individuals 7.3.2 Recognize human qualities that cross all cultures and groups
	8. Understand that social and ethical norms in home, school and community are relevant to culture.	8.3.1 Identify influences on one's and other's sense of belonging 8.3.2 Identify one's role within groups 8.3.3 Identify culturally relevant personal support networks 8.3.4 Develop an awareness of the connection between rules and ethical norms
Relationship Skills	9. Use relationship skills to interact with others in all environments.	9.3.1 Identify and use characteristics of attentive listening 9.3.2 Communicate emotions to others effectively 9.3.3 Respond to others' verbal, non-verbal, situational and cultural cues 9.3.4 Practice how to give and receive authentic compliments and constructive feedback 9.3.5 Identify and practice ways to work and play respectfully with others
	10. Demonstrate the ability to build, maintain and restore relationships.	10.3.1 Understand the benefits of setting and communicating boundaries for themselves and others 10.3.2 Develop skills to establish and maintain friendships 10.3.3 Recognize how friendships are influenced 10.3.4 Recognize that conflict is a natural occurrence and there are many ways to resolve it 10.3.5 Develop a process to solve problems with and without adult support 10.3.6 Identify characteristics of social responsibility
Responsible Decision Making	11. Apply decision-making skills to choices about personal behaviour and social interactions.	11.3.1 Understand that actions have outcomes 11.3.2 Use a decision-making model to make informed decisions 11.3.3 Explore and choose effective personal strategies for making decisions 11.3.4 Understand societal expectations of personal behaviour and social interaction
	12. Apply ethical standards, safety concerns, and social norms to decision making.	12.3.1 Create a personal code of ethics to use in decision making 12.3.2 Understand and use one's personal code of ethics to guide decision making 12.3.3 Understand the importance of safety guidelines when making decisions
	13. Evaluate consequences of decisions on the well-being of self and others.	13.3.1 Identify positive and negative risk behaviours 13.3.2 Understand that decisions have consequences 13.3.3 Understand that consequences affect self and others 13.3.4 Recognize potential influences on decision making



## Course Overview

Health One organizes the specific curriculum outcomes under two units: *Understanding Me and My World* and *Foundations of Relationships*.

The focus of the former is on the healthy development of individuals within the context of understanding themselves, their growth and development, and how they successfully integrate into families, schools and communities. The latter focuses on the foundational skills necessary to be self-aware and to be able to self-manage thoughts, emotions and behaviours in a variety of contexts in a constructive manner.

The Vanier Institute of the Family (2021) defines family as

Any combination of two or more persons who are bound together over time by ties of mutual consent, birth and/or adoption or placement and who, together, assume responsibilities for variant combinations of some of the following:

- Physical maintenance and care of group members
- Addition of new members through procreation or adoption
- Socialization of children
- Social control of members
- Production, consumption, distribution of goods and services, and
- Affective nurturance – love.

It is the goal of this curriculum to provide students with the knowledge and skills to make decisions that promote optimum health. Through a variety of teaching and learning strategies, students will examine aspects of their own growth and development and the importance of each aspect to overall health. Growth and development includes physical growth as well as emotional, mental, social, and spiritual maturity.

SEL is introduced in Kindergarten and is expanded upon in Grade One. The nature of the five competencies leans towards a concentrated focus on self-awareness and self-management as they are foundational to the remaining three competencies. It is necessary for students to develop skills to be self-aware and to be able to self-manage. These skills are drawn upon as students become more socially aware, develop and maintain relationships, and practice responsible decision making.

To fully support the development of SEL competencies, many specific curriculum outcomes are repeated throughout Grade One. For example, Outcome 11.0 is about the development and use of an emotional vocabulary. To do this, it is necessary to follow a prescribed process for each emotion word so that students understand the meaning of the word, the facial expression and body language associated with it, what it feels like in the body, and what to do when they experience it. Making these connections and having the opportunity for the teacher to teach it, model it and present opportunities for students to practice, takes time. In this case, an emotion vocabulary is developed and used over the course of the school year.

If an outcome is repeated, it is denoted within the curriculum guide by using *italics*.



## Suggested Yearly Plan

Unit 1	Understanding Me and My World		
Summary	Students contribute to the classroom environment. Unit one focuses on the development of skills that help them contribute to a positive environment using a play-based approach. An integral part of creating a positive play-based classroom environment is developing SEL skills that will benefit the individual and the group at large. The unit closes with a focus on helping students make constructive choices in the development of a healthy body and in the promotion of safety.		
Sequence of Outcomes by Theme	Building Our Community: Outcomes 1.0 - 5.0, <i>1.0</i> , 6.0 and 7.0	My Role in Developing Relationships: Outcomes 8.0, and 9.0	Understanding My Emotions: Outcomes 10.0 - 12.0
	My Body: Outcomes 13.0 - 22.0	Staying Safe in My World: Outcomes 23.0 - 26.0	
Timeframe and %	26 weeks, 68%. This unit is completed first and will likely continue into March. The themes as they are presented above, should be followed sequentially. However, as a part of good teaching practices, teachers should be responsive to students' needs as they arise and address outcomes organically to create a more authentic learning experience. The SEL resource is integrated into each theme and builds skills gradually over time. Respecting the order of the outcomes within each theme is important as the outcomes are scaffolded and connected to the sequential skill building in the SEL resource.  Note: Italicized outcomes indicate a revisiting of the original outcome with a different focus for learning.		

Unit 2	Foundations of Relationships	
Summary	Friends become increasingly important in Grade One and skills are necessary to be able to successfully negotiate with others and develop skills, through a play-based approach, that are transferable to their relationships. To be successful in any relationship, students have to understand themselves. As friends are important, developing skills and perspectives other than their own are necessary to help them initiate and maintain relationships.	
Sequence of Outcomes by Topic	Emotions in Relationships: Outcomes 27.0 - 30.0, <i>11.0</i> , <i>10.0</i> and <i>12.0</i>	Being the Best Me: Outcomes 31.0, 32.0, <i>8.0</i> , <i>9.0</i> , <i>28.0</i> , <i>6.0</i> , <i>11.0</i> , <i>10.0</i> , and <i>12.0</i>
Timeframe and %	12 weeks, 32%. This unit is completed second and will continue until the end of the year. This unit has fewer outcomes with Outcomes 27.0 to 31.0 being introduced for the first time while many outcomes are revisited from Unit One. The themes, as they are presented above, should be followed sequentially. However, as a part of good teaching practices, teachers should be responsive to students' needs as they arise and address outcomes organically to create a more authentic learning experience. The SEL resource is integrated into each theme and continues to build on skills presented in Unit One. Respecting the order of the outcomes within each theme is important as the outcomes are scaffolded and connected to the sequential skill building in the SEL resource.  Note: Italicized outcomes indicate a revisiting of the original outcome with a different focus for learning.	

# How to Use the Four Column Curriculum Layout

## Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

## Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include

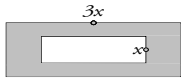
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

## Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p><b>Sample Performance Indicator</b></p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> <li>The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul> 

## SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multiple ways

## Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example,  $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$ . To model this, students start with a collection of three  $x$ -tiles and 12 unit tiles and divide them into three groups.



For this example,  $x + 4$  tiles will be a part of each group, so the quotient is  $x + 4$ .

## Activation

Students may

- Model division of a polynomial by a monomial by creating a rectangle using four  $x^2$ -tiles and eight  $x$ -tiles, where  $4x$  is one of the dimensions.

Teachers may

- Ask students what the other dimension is and connect this to the symbolic representation.

## Connection

Students may

- Model division of polynomials and determine the quotient

- $(6x^2 + 12x - 3) \div 3$
- $(4x^2 - 12x) \div 4x$

## Consolidation

Students may

- Draw a rectangle with an area of  $36a^2 + 12a$  and determine as many different dimensions as possible.

Teachers may

- Discuss why there are so many different possible dimensions.

## Extension

Students may

- Determine the area of one face of a cube whose surface area is represented by the polynomial  $24s^2$ .
- Determine the length of an edge of the cube.

## Resources and Notes

## Authorized

- Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
  - Multiplying and Dividing a Polynomial by a Constant, Dividing
  - Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

## Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

## Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

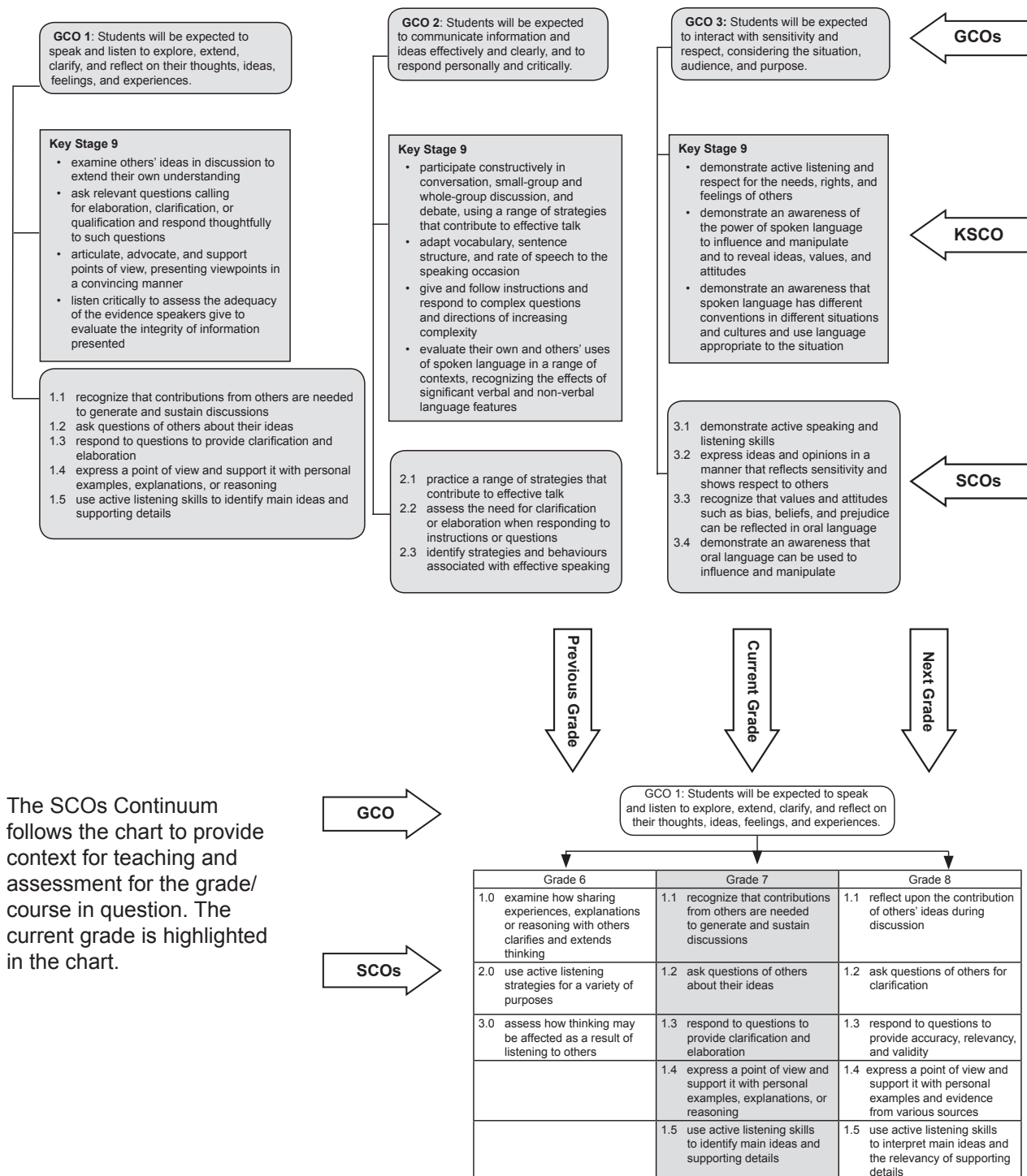
Suggestions for instruction and assessment are organized sequentially:

- Activation – suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection – linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation – synthesizing and making new understandings
- Extension – suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

## How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



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## Section Three:

### Specific Curriculum Outcomes

#### Unit 1: Understanding Me and My World

## Focus

The specific curriculum outcomes in this unit revolve around the individual and the promotion of wellness. The first three themes, *Building Our Community*, *My Role in Developing Relationships*, and *Understanding My Emotions* are about students getting to know themselves and managing themselves in group interactions. The theme, *My Body*, focuses on growth and development and the daily health promoting behaviours that contribute to a healthy body. *Staying Safe in My World* applies the concept of safety in play and beyond play environments while being respectful of others in those same environments.

## Outcomes Framework

It is expected that students will

- Health GCO 1.0 Demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.
- SEL GCO 1.0 Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self concept.
- SEL GCO 2.0 Identify and monitor one's emotions, thoughts, and behaviours.
- SEL GCO 8.0 Understand that social and ethical norms in home, school, and community are relevant to culture.
- SEL GCO 10.0 Demonstrate the ability to build, maintain and restore relationships.
- SEL GCO 13.0 Evaluate consequences of decisions on the well being of self and others.

- SEL KSCO 1.3.1 Identify likes and dislikes
- SEL KSCO 1.3.2 Identify personal strengths and challenges
- SEL KSCO 1.3.4 Develop and articulate a sense of self
- SEL KSCO 1.3.5 Recognize that all individuals have value, self-worth and voice
- SEL KSCO 2.3.4 Recognize factors that affect one's emotions and thoughts
- SEL KSCO 3.3.4 Recognize that strategies are used to manage one's emotions and thoughts
- SEL KSCO 6.3.1 Recognize that others may have different viewpoints and experiences
- SEL KSCO 6.3.2 Recognize that there is a diversity of feelings and responses to different viewpoints and experiences
- SEL KSCO 7.3.1 Identify and respect the uniqueness of individuals
- SEL KSCO 7.3.2 Recognize human qualities that cross all cultures and groups
- SEL KSCO 8.3.2 Identify one's roles within groups
- SEL KSCO 8.3.3 Identify culturally relevant personal support networks
- SEL KSCO 10.3.2 Develop skills to establish and maintain friendships

- 1.0 Understand their roles and responsibilities in creating healthy and respectful groups and settings [Health GCO 1, SEL KSCO 8.3.2]
- 2.0 Identify likes and dislikes [Health GCO 1, SEL KSCO 1.3.1]
- 3.0 Describe personal traits and competencies that make themselves and others unique [Health GCO 1, SEL KSCO 1.3.2, 1.3.4, 1.3.5, 7.3.1]
- 7.0 Understand that individual responses to similar situations are influenced by individual past and present experiences. [Health GCO 1, SEL KSCO 2.3.4, 6.3.1, 6.3.2]
- 8.0 Know the characteristics of a friend [Health GCO 1, SEL KSCO 10.3.2]
- 9.0 Understand the need for an individual to feel valued, accepted and loved in a family, school and community [Health GCO 1, SEL KSCO 7.3.2, 8.3.3]
- 13.0 Recognize that while the body changes continually in structure and overall appearance, the rate of change may vary from person to person resulting in bodies of different shapes and sizes [Health GCO 1, SEL KSCO 7.3.1]
- 15.0 Identify the components of oral health care [Health GCO 1]
- 16.0 Understand the benefits of adequate sleep [Health GCO 1, SEL KSCO 3.3.4]
- 17.0 Understand the benefits of participating in outdoor activities [Health GCO 1, SEL KSCO 3.3.4]
- 19.0 Understand that eating a variety of foods from Canada's Food Guide helps bodies grow healthy and stay strong. [Health GCO 1]
- 22.0 Understand the benefits of eating a healthy breakfast [Health GCO 1, SEL KSCO 3.3.4]

Health GCO 2.0 Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

SEL GCO 1.0 Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self concept.

SEL GCO 2.0 Identify and monitor one's emotions, thoughts, and behaviours.

SEL GCO 4.0 Regulate emotions, thoughts and behaviours.

SEL GCO 6.0 Develop the ability to take the perspective of and empathize with others.

SEL GCO 7.0 Demonstrate an understanding that all individuals belong and have inherent

SEL GCO 8.0 Understand that social and ethical norms in home, school, and community are relevant to culture.

SEL GCO 9.0 Use relationship skills to interact with others in all environments.

SEL KSCO 1.3.3 Develop skills to support a positive self concept

SEL KSCO 1.3.4 Develop and articulate a sense of self

SEL KSCO 1.3.5 Recognize that all individuals have value, self-worth and voice

SEL KSCO 2.3.1 Develop and use an emotion vocabulary

SEL KSCO 2.3.2 Recognize and accurately label one's emotions

SEL KSCO 4.3.1 Understand there are different motives for behaviour

SEL KSCO 4.3.2 Use reflection to identify one's motivation for behaviour

SEL KSCO 4.3.3 Develop and use strategies to foster self management

SEL KSCO 4.3.4 Develop and understand the value of positive thinking

SEL KSCO 4.3.5 Recognize that thoughts and feelings can be communicated in different ways

SEL KSCO 4.3.6 Engage in using health promoting behaviours

SEL KSCO 6.3.3 Identify verbal, non-verbal, situational and cultural cues that indicate how others may feel

SEL KSCO 8.3.1 Identify influences on one's and other's sense of belonging

SEL KSCO 9.3.3 Respond to others' verbal, non-verbal, situational and cultural cues

SEL KSCO 9.3.4 Practice how to give and receive authentic compliments and constructive feedback

SEL KSCO 9.3.5 Identify and practice ways to work and play respectfully with others

SEL KSCO 11.3.1 Understand that actions have outcomes

SEL KSCO 11.3.4 Understand societal expectations of personal behaviour and social interaction

SEL KSCO 12.3.3 Understand the importance of safety guidelines when making decisions

SEL KSCO 13.3.1 Identify positive and negative risk behaviours

SEL KSCO 13.3.2 Understand that decisions have consequences

SEL KSCO 13.3.3 Understand that consequences affect self and others

4.0 Demonstrate one's uniqueness [Health GCO 2, SEL KSCO 1.3.3, 1.3.4, 1.3.5]

5.0 Demonstrate how to give and receive compliments [Health GCO 2, SEL KSCO 9.3.4]

6.0 Understand the importance of developing a positive attitude [Health GCO 2, SEL KSCO 4.3.4]

10.0 Choose strategies to manage emotions, impulses and conflict [Health GCO 2, SEL KSCO 4.3.1, 4.3.2, 4.3.3, 4.3.5]

11.0 Develop and use an emotion vocabulary [Health GCO 2, SEL KSCO 2.3.1, 2.3.2]

12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others. [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]

14.0 Demonstrate personal hygiene practices that contribute to a healthy body and cold and flu prevention [Health GCO 2, SEL KSCO 4.3.6, 11.3.1, 11.3.4]

18.0 Experience daily physical activities which promote personal health and well-being and participation in lifelong physical activity [Health GCO 2, SEL KSCO 4.3.6]

20.0 Categorize foods and beverages as "healthy" or "foods and beverages to limit" [Health GCO 2]

23.0 Differentiate between safe and unsafe play practices [Health GCO 2, SEL KSCO 12.3.3]

24.0 Demonstrate safe practices, in a variety of environments and contexts, that promote safety of self and others [Health GCO 2, SEL KSCO 4.3.6, 13.3.1, 13.3.3]

25.0 Identify and practice ways to work and play respectfully with others. [Health GCO 2, SEL KSCO 9.3.3, 9.3.5, 11.3.4, 13.3.2, 13.3.3]

26.0 Use sources for comfort and care [Health GCO 2, SEL KSCO 8.3.1]



## Outcomes Framework

**GCO 3 (Attitude and Behaviours):** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

SEL KSCO 1.3.1 Identify likes and dislikes  
SEL KSCO 4.3.6 Engage in using health promoting behaviours

21.0 Develop an awareness of the importance of trying new foods [Health GCO 3, SEL KSCO 1.3.1, 4.3.6]

## SCO Continuum

Theme	Health Kindergarten	Health 1	Health 2
Building Our Community	1.0 Identify likes and dislikes	1.0 Understand their roles and responsibilities in creating healthy and respectful groups and settings	1.0 Reflect on their roles and responsibilities in creating healthy and respectful groups and settings
	2.0 Identify one's role and the role of others in creating a positive learning environment	2.0 Identify likes and dislikes	2.0 Practice ways to live, work and play respectfully and safely
	3.0 Identify sources of comfort and care	3.0 Describe personal traits and competencies that make themselves and others unique	3.0 Understand the relationship between self-esteem and one's well-being
	4.0 Define personal space	4.0 Demonstrate one's uniqueness	4.0 Differentiate between optimism and pessimism
	5.0 Demonstrate respect for self and others	5.0 Demonstrate how to give and receive compliments	5.0 Understand how to give and receive constructive feedback
	6.0 Describe one's personal traits and competencies that make them unique	1.0 <i>Understand their roles and responsibilities in creating healthy and respectful groups and settings</i>	
	7.0 Understand how to give and receive compliments	6.0 Understand the importance of developing a positive attitude 7.0 Understand that individual responses to similar situations are influenced by individual past and present experiences	



Theme	Health Kindergarten	Health 1	Health 2
<b>My Role In Developing Relationships</b>	8.0 Develop and use an emotion vocabulary 9.0 Identify factors that affect emotions 10.0 Identify verbal and non-verbal cues that indicate how others may feel 11.0 Identify ways to make friends 12.0 Identify and practice ways to work and play respectfully with others 7.0 <i>Understand how to give and receive compliments</i> 13.0 Understand that we are all members of a family	8.0 Know the characteristics of a friend 9.0 Understand the need for an individual to feel valued, accepted and loved in a family, school and community	11.0 Understand the diverse nature of individuals 12.0 Develop skills to make and maintain friendships 13.0 Accurately identify personal strengths and challenges 5.0 <i>Understand how to give and receive constructive feedback</i> 1.0 <i>Reflect on their roles and responsibilities in creating healthy and respectful groups and settings</i>
<b>Emotional Literacy - Understanding My Emotions</b>	8.0 <i>Develop and use an emotion vocabulary</i> 9.0 <i>Identify factors that affect emotions</i> 14.0 Use verbal and non-verbal cues to communicate one's emotions 15.0 Develop an awareness of one's response to conflict 16.0 Use strategies to manage emotions, behaviour impulses and conflict 17.0 Identify ways to try new things 8.0 <i>Develop and use an emotion vocabulary</i> 9.0 <i>Identify factors that affect emotions</i> 10.0 <i>Identify verbal and non-verbal cues that indicate how others may feel</i>	10.0 Choose strategies to manage emotions, impulses and conflict 11.0 Develop and use an emotion vocabulary 12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others	6.0 Choose strategies to manage emotions, impulses and conflict 7.0 Develop and use emotion vocabulary 8.0 Recognize how emotions physically feel and present in their bodies 9.0 Perceive and respond to verbal, non-verbal, situational and cultural cues of others 6.0 <i>Choose strategies to manage emotions, impulses and conflict</i> 1.0 <i>Reflect on their roles and responsibilities in creating healthy and respectful groups and settings</i> 10.0 Solve problems independently

Theme	Health Kindergarten	Health 1	Health 2
My Body	<p>18.0 Understand that healthy foods, as defined by Canada's Food guide, give the body energy and help it grow</p> <p>19.0 Identify ways to be physically active</p> <p>20.0 Understand the role of a dentist and parents/ caregivers in oral health</p> <p>21.0 Understand ways to keep your body healthy</p>	<p>13.0 Recognize that while the body changes continually in structure and overall appearance, the rate of change may vary from person to person resulting in bodies of different shapes and sizes</p> <p>14.0 Demonstrate personal hygiene practices that contribute to a healthy body and cold and flu prevention</p> <p>15.0 Identify the components of oral health care</p> <p>16.0 Understand the benefits of adequate sleep</p> <p>17.0 Understand the benefits of participating in outdoor activities</p> <p>18.0 Experience daily physical activities which promote personal health and well-being and participation in lifelong physical activity</p> <p>19.0 Understand that eating a variety of foods from Canada's Food Guide helps bodies grow healthy and stay strong</p> <p>20.0 Categorize foods and beverages as "healthy" or "foods and beverages to limit"</p> <p>21.0 Develop an awareness of the importance of trying new foods</p> <p>22.0 Understand the benefits of eating a healthy breakfast</p>	<p>14.0 Recognize physical growth changes of the body and influencing factors on body shape and size</p> <p>15.0 Examine practices that contribute to physical and mental health</p> <p>16.0 Understand that some conditions require medication to maintain physical and mental health</p> <p>17.0 Use Canada's Food Guide to explore messaging about food variety and plain water</p>

Theme	Health Kindergarten	Health 1	Health 2
<b>Staying Safe in My World</b>	22.0 Understand that some products commonly found in homes may be harmful if ingested, touched or smelled 23.0 Recognize safe outside play environments 24.0 Identify what to do in an emergency situation 25.0 Identify and practice appropriate safety procedures in the event of a fire	23.0 Differentiate between safe and unsafe play practices 24.0 Demonstrate safe practices, in a variety of environments and contexts, that promote safety of self and others. 25.0 Identify and practice ways to work and play respectfully with others 26.0 Use sources for comfort and care	18.0 Recognize the characteristics of risk behaviours 19.0 Identify factors in physical and virtual environments that may positively and negatively impact physical and mental health 20.0 Differentiate between appropriate and inappropriate touch 21.0 Recognize forms of body-based harassment 22.0 Identify strategies to deal effectively with body-based harassment and inappropriate touch 23.0 Identify potential hazards in and around the home 24.0 Demonstrate the ability to enlist help in an emergency situation

## Suggested Unit Plan

It is recommended to follow the sequence of outcomes as presented in the themes above. However, as a part of good teaching practices, teachers should be responsive to the needs of students as they arise and address outcomes organically to create a more authentic learning experience. The outcomes in italics represent a revisiting of the outcome but with new content.

## Building Our Community

### Outcomes

*Students will be expected to*

- 1.0 Understand their roles and responsibilities in creating healthy and respectful groups and settings. [Health GCO 1, SEL KSCO 8.3.2]

### Focus for Learning

This outcome contributes to the SEL competence of **Social Awareness** which focuses on recognition of the roles that home, school and community have in supporting a sense of belonging. Children are beginning to understand the connection between being part of a group and their own emotional and social well-being. Being included in a group can help individuals feel a sense of security, a general sense of belonging and purpose which fosters positive self-esteem.

The focus is on the student's role in creating healthy and respectful groups and settings. While Social Studies outcomes highlight that they belong to a variety of groups, this Health outcome focuses on responsibilities and what an individual can do in groups to create a respectful environment that is inclusive and accepting of others.

Discussions should include

- making respectful choices and responses such as being polite, including others, awareness of tone and volume of voice, peaceful resolution of conflict;
- respecting individual and cultural differences; and
- sharing responsibility for the safety of others (allergies, hands and feet to ourselves).

Connections should be made to

- daily functions in families: co-construct tasks identified within the home,
- daily functions in schools: co-construct tasks identified within the school, and
- daily functions in communities: co-construct tasks identified within the community.

It is not expected that this outcome will be achieved in a single lesson as students' understanding of their roles and responsibilities will grow and change throughout the year.

This outcome has a cross curricular connection with Unit One, *Interactions*, in Social Studies.

## Building Our Community

### Sample Teaching and Assessment Strategies

#### **PATHS®:**

- Lesson 1: Classroom Rules: Mrs. Otter's Class
- Lesson 2: Readiness Lesson: Animal Guessing Games

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to PATHS® Lessons 1 and 2.

#### **Activation**

Teachers may

- Read "Helping Hands" on pp. 6-7 in *Your Family, Your Friends, and You* reader. Follow up with a discussion using the "Before and During Reading Questions" found on pp. 30-31 in *Health & Wellness Teacher's Edition*. Create a word web for "chores" using the word web on transparency 46 in *Transparency Book*.

#### **Connection**

Teachers may

- Display three helping hands baskets; one each for helping at home, helping at school and helping in the community. These baskets can be made from construction paper or paper bags and decorated with students' handprints. This is an adaptation of the *Life Skills Activity* found on p. 66 in the *Health & Wellness Teacher's Edition*. A similar activity can be found on *Health Clipboard Activity 12*.

Students may

- Represent one thing they do to help at home, at school and in the community and place them in the corresponding basket.

#### **Consolidation**

Students may

- Co-create a classroom expectations poster aligned with the school's expectations and hang it in a prominent place.
- Use roleplay to demonstrate learning of their roles and responsibilities in creating healthy and respectful spaces.

#### **Extension**

Students may

- Reflect on their day and answer the following questions:
  - How did my behaviour at lunchtime affect others? How did my behaviour on the playground affect others?
  - Did I say something nice to someone today? Did I do something nice for someone today?

### Resources and Notes

#### **Authorized**

**PATHS®** (Teacher Resource [TR])

- Lesson 1: Classroom Rules: *Mrs. Otter's Class*, p. 1-1 to 1-15
- Lesson 2: PATHS® Readiness Lesson: Animal Guessing Games, p. 1-17 to 1-24

#### **Supplementary**

- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 6-7
- *Health & Wellness Teacher's Edition*, pp. 30-31, 66
- *Health & Wellness Health Clipboard Activity 12*
- *Health & Wellness Transparency Book*, transparency 46

#### **Suggested**

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- games

Recommended Children's Literature:

*Julius The Baby of The World* by Kevin Henkes

*Five Little Monkeys With Nothing To Do* by Eileen Christelow

*The Important Book* by Margaret Wise Brown

## Building Our Community

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>2.0 Identify likes and dislikes. [Health GCO 1, SEL KSCO 1.3.1]</p>	<p>For a Grade One student, identification of likes and dislikes is a broad concept, but it is a building block of the SEL competence, <b>Self-Awareness</b>. Students should develop an awareness of their likes and dislikes and express the same in statements such as</p> <p>“I like being home”</p> <p>“I like playing with a small group”,</p> <p>“I do not like spaghetti”,</p> <p>“I do not like large crowds”, and</p> <p>“I like my after school program.”</p> <p>Students will likely recall lived experiences when exploring this outcome. Being in tune with personal likes and dislikes is associated with personal preferences and the choices that are made. It is important for students to begin to have an understanding of what it is that is driving the like or dislike. Is it a like or dislike because of how it makes them feel?</p> <p>To give students the opportunity to explore their likes and dislikes, teachers can provide a variety of play experiences such as stories, exploration, outdoor time, and buddy reading.</p> <p>Being able to communicate their likes and dislikes will promote mental well being by</p> <ul style="list-style-type: none"> <li>• creating connections with their peers,</li> <li>• fostering effective decision making,</li> <li>• identifying of learning styles,</li> <li>• playing, and</li> <li>• understanding the root of their emotions.</li> </ul> <p>It is important for teachers to be inclusive of all students. Student experiences may reveal a great diversity in likes and dislikes. It is necessary for teachers to be mindful of different cultures, families and gender stereotypes.</p> <p>It is not expected that this outcome will be achieved in a single lesson as students' likes and dislikes will grow and change throughout the year.</p>

## Building Our Community

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read a selection of children's literature such *I Will Never Not Ever Eat a Tomato* by Lauren Child, that describes likes and/or dislikes of different characters.
- Model their own likes and dislikes and make connections to their feelings.

#### Connection

Teachers may

- Encourage students to indicate likes and dislikes by giving them specific categories such as food, sports and colours. Model different ways to communicate preferences. Using a bag of random items, take one item out at a time and model to students 'I like...' or 'I don't like...' while keeping the language very simple and focused only on the concept of like versus dislike. Use hoola hoops or create a six block grid or a ten frame on the floor, place objects in frames or hoola hoops, to add movement through play.

#### Consolidation

Teachers may

- Ask students to stand in a circle and as the teacher calls out statements of "Jump in if you like ..." or "Jump in if you dislike ..." students will jump into the circle then step back. This could be modified to have students lead the activity and call out things that students may like or dislike.

Students may

- Using a T-chart with the headings I LIKE and I DO NOT LIKE. students can use two sticky notes to record their name and represent on the appropriate note, something that they like and something they do not like. Create a class T-chart by placing their notes in the correct category. It will be important to explain to students that they can draw things such as an activity, toy or food. It is inappropriate to name people in either category in this activity.

#### Extension

Teachers may

- Establish a gallery of student collages representing likes and dislikes.

### Resources and Notes

#### Supplementary

*I Will Never Not Ever Eat a Tomato* by Lauren Child

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- songs

Recommended Children's Literature:

*D.W. The Picky Eater* by Marc Brown

*Red is Best* by Kathy Stinson

*Eat Your Peas* by Kes Gray

*Silly Milley* by Wendy Chayette Lewison

*Little Pea* by Amy Krouse Rosenthal

## Building Our Community

### Outcomes

*Students will be expected to*

- 3.0 Describe personal traits and competencies that make themselves and others unique. [Health GCO 1, SEL KSCO 1.3.2, 1.3.4, 1.3.5, 7.3.1]

### Focus for Learning

Enhancing student understanding of the uniqueness of personal traits and competencies is a building block for the SEL competencies **Self-Awareness** and **Social Awareness**; reflecting on the inherent worth and belonging of all people.

It is important that students recognize that all people are unique individuals with varying physical traits, personality traits, and abilities. Classroom compositions are becoming increasingly diverse. Outcome 4.0 scaffolds the learning in this outcome for students to be able to demonstrate their uniqueness.

When we think of a specific person, we often think of their physical representation and their personality. Personal traits describe both the physical and personality aspects of a person.

- Personality traits (attitude, behaviour) can include: being honest, responsible, confident, patient, helpful, outgoing or reserved. Competencies can be evidenced in such activities as literacy, numeracy, art, music, dance, sports, kindness, or the ability to speak multiple languages.
- Physical traits can include: physical development and rate of change (genetic material), tooth development, skin colour, hair colour, presence or absence of freckles, dimples, etc.

This outcome reinforces the message that everybody is different in physical appearance, personality and in things they do well. The intention is for students to focus on their own personal traits and competencies and those of others and to recognize that the rate of change is different for everyone. These variances contribute to the uniqueness of each student and can be used to begin discussions about the importance of developing a positive body image and ultimately a positive self concept. Some may enjoy running, singing, storytelling, dancing, creating art, and/or reading. Others may instead like to ice fish, play piano, tell jokes or help out at home. Some may have an allergy, wear glasses, and/or have different hair colours.

It is not expected that this outcome will be achieved in a single lesson as students' understanding of their roles and responsibilities will grow and change throughout the year.



## Building Our Community

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read and discuss *It's Okay to Be Different* by Todd Parr. Engage students in a discussion to encourage a personal connection to the content.
- Brainstorm a list of traits that can be used to describe a student. Encourage positive attributes that make individuals feel good about themselves.

Students may

- Create a personalized "identity tag" in preparation for the PATHS® Kid routine.
- Choose a student to arrange the students by physical traits. Once the groupings are made the remainder of the class can guess the sorting rule that the student created. Groupings should promote positive self concept.

#### Connection

Teachers may

- Create a table categorizing the types of compliments. Types of compliments can be categorized as appearances, possessions, actions and behaviours.
- Read 'You are Special' on pp. 4-5 in *Your Growing Body* reader.

Students may

- Allow students to explore how their fingerprints are similar and unique using paint, ink and a magnifying glass.

#### Consolidation

Students may

- Share their personal experiences with traits or abilities that make them unique or with giving/receiving compliments.
- In *Health and Wellness Teacher's Edition* p. 49, complete Activity Corner: "A Special Quilt".
- Use *Clipboard Activity 19: "Celebrity Interview"*, to interview each other to discover the uniqueness of each individual and orally present their findings.

#### Extension

Students may

- Create a visual representation of what they like about the student of the day; a physical or personality trait, or something that they do well. At the end of the year, each student may receive a booklet from the class.

### Resources and Notes

#### Supplementary

- *Health & Wellness Your Growing Body* reader, pp. 4-5
- *Health & Wellness Teacher's Edition*, pp. 48-49
- *Health & Wellness Health Clipboard Activity 19*

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- understanding uniqueness
- book titles

Recommended Childrens Literature:

*Alex Is My Friend* by Marisabina Russo

*Chrysanthemum* by Kevin Henkes

*Crow Boy* by Taro Yashima

*Everyone is Special and Unique* by Regina G. Burch

*Freckleface Strawberry* by Julianne Moore

*Here's To You* by David Elliot

*I am Special* by Kimberly Jordano

*I Love My Hair* by Natasha Tarpley

*I'm Gonna Like Me, Letting Off a Little Self Esteem* by Jamie Lee Curtis & Laura Cornell

*I'm Special I'm Me* by Ann Meek

*Incredible You* by Dr. Wayne Dyer

*It's Okay to Be Different* by Todd Parr

*The Mixed-up Chameleon* by Eric Carle

*Shapesville* by Andy Mills

*The Crayon Box That Talked* by Shane deRolf

*What I Like About Me* by Allia Zobel Nolan

## *Building Our Community*

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### **Outcomes**

*Students will be expected to*

- 4.0 Demonstrate one's uniqueness. [Health GCO 2, SEL KSCO 1.3.3, 1.3.4, 1.3.5]

### **Focus for Learning**

This outcome contributes to the SEL competence of **Self-Awareness**, which focuses on students demonstrating an awareness of their interests, values and strengths in the development of a positive self concept.

Students should focus on demonstrating their own personal traits and competencies, not those of others. Building on the specific curriculum outcome 3.0 where students focused on describing their own personal traits and competencies, outcome 4.0 guides students to demonstrate their uniqueness. Students may outwardly express a strength but they may not be aware of it or view it as a demonstration of their uniqueness. It is important for teachers to highlight student strengths. Grade One students are beginning to understand who they are as individuals and the concepts explored in outcomes 3.0 and 4.0 are the building blocks of a positive self image. It is important, therefore, for teachers to provide opportunities for students to demonstrate aspects of themselves that make them unique.

Celebrate the diversity of individuals within the classroom by recognizing the variety of physical traits, personality traits and competencies. Encourage students to be proud of what makes them unique and to communicate that to others.

Teachers should be mindful of having materials in class to accurately reflect the student diversity in the classroom, such as multi-colour skin tone crayons and varying colours of brown construction paper, and a variety of materials to represent hair colour and texture. Students should be able to see themselves in the activities.

## Building Our Community

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read a selection of children's literature such as *I'm Gonna Like Me, Letting Off a Little Self Esteem* by Jamie Lee Curtis & Laura Cornell

Students may

- Respond to the read aloud by either discussing or using a sentence starter such as "The character, \_\_\_\_\_, was really proud of \_\_\_\_\_  
or  
Respond to the book in the dramatic play centre by representing a proud moment for a character in the literature.

#### Connection

Students may

- Reflect on a selection of children's literature such as *I'm Gonna Like Me, Letting Off a Little Self Esteem*. Contribute in a talking circle by sharing a unique aspect of themselves. A sample discussion starter could be "This book made me think of something special about me; I ...".

#### Consolidation

Teachers may

- Create a Venn diagram using hoola hoops, a smart board application or the Venn diagram on p. 45 of *Transparency Book* to show ways people are similar and different in their physical appearance, social interactions, personality traits, and interests.

Students may

- Demonstrate their uniqueness through visual representation, oral or dramatic performance.
- Decorate a paper bag with visual representations of their uniqueness. At home, students may choose three items to place inside the bag that demonstrate how they are special and unique. If items are too large for the bag, a photo or drawing may be used. At school, students may show the bag and the items in it to the class and talk about how they represent their uniqueness.

#### Extension

Students may

- Create a representation of an activity they enjoy doing such as singing, dancing or playing a sport. The choice of medium for the representation may range from sketches, collage, video, or 3D modelling using found objects or plasticine.

### Resources and Notes

#### Supplementary

- *Health & Wellness Transparency Book*, transparency 45
- *Health & Wellness Clipboard Activity 19*

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- demonstrations

Recommended Children's Literature:

*Alex Is My Friend* by Marisabina Russo

*I Like Myself* by Karen Beaumont

*I'm Gonna Like Me, Letting Off a Little Self Esteem* by Jamie Lee Curtis & Laura Cornell

*Freckleface Strawberry* by Julianne Moore

*Shapesville* by Andy Mills

*The Mixed-Up Chameleon* by Eric Carle

*The Name Jar* by Yangsook Choi

## Building Our Community

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>5.0 Demonstrate how to give and receive compliments. [Health GCO 2, SEL KSCO 9.3.4]</p> <p>1.0 <i>Understand their roles and responsibilities in creating healthy and respectful groups and settings.</i> [Health GCO 1, SEL KSCO 8.3.2]</p>	<p>This outcome is linked to SEL Competence <b>Relationship Skills</b> which focuses on the use of effective communication skills to interact with others. It is also linked to <b>Social Awareness</b> which focuses on identifying their roles within a group. In this instance, giving and receiving compliments builds relationships among individuals within a group, and contributes to an increased understanding of the diversity that exists within a group.</p> <p>In Kindergarten, students were introduced to the concept of giving and receiving compliments. In Grade One, they will continue to develop this skill through a focus on authentic compliments, such as something their friend does well, versus superficial compliments, how they look or what they have. A focus is also given to how receiving a compliment makes you feel, and how this influences your response. This is a building block for Grade Two where students will be learning how to give and receive constructive feedback. Outcome 1.0 is supported by the work that will be completed in Outcome 5.0. Once students learn how to give authentic compliments and continue in that practice, they will be helping to create healthy and respectful groups and settings.</p> <p>Examples of Authentic Compliments could include the following:</p> <ul style="list-style-type: none"> <li>• I like how you help a classmate when they need help.</li> <li>• I like that you never give up when you find something difficult.</li> <li>• I like how you wait patiently for your turn.</li> </ul> <p>Examples of Superficial Compliments could include the following:</p> <ul style="list-style-type: none"> <li>• I like your hair.</li> <li>• I like your shoes.</li> <li>• I like your shirt.</li> </ul> <p>Teachers and other adults should model the giving and receiving of authentic compliments throughout the school day. The more opportunities that students have to give and receive compliments, the more comfortable they will be with this skill. Over the course of a school year, every student needs to have many opportunities to give and receive compliments. Doing <i>PATHS® Kid of the Day</i> provides this opportunity for skill building and practice. It is hoped that students will continue to use this skill throughout the day and across environments. Repeated experiences such as these are critical to the development of positive self esteem. <i>PATHS®</i> Supplementary Activities connected to lesson 4 (1-41-1-42) include activities that are seasonally based and can be called upon to reinforce this outcome.</p>

## Building Our Community

### Sample Teaching and Assessment Strategies

#### *PATHS®*:

- Lesson 3: *PATHS® Kid for Today: Complimenting*
- Lesson 4: Giving and Receiving Compliments

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS®* Lessons 3 and 4.

#### Activation

Teachers may

- Read a selection of children's literature or share a short video about compliments from K12pl.ca.
- Set the stage for *PATHS® Kid for Today* lesson explaining how the *PATHS® Kid* is chosen each day. An explanation of a compliment is modelled for the students.

Students may

- Discuss ways individuals respond to a compliment depending on their prior experiences.

#### Connection

Teachers may

- Share a time when they received a compliment that made them feel comfortable and/or uncomfortable and how they responded.
- Review how a compliment can make us feel good about ourselves (happy, proud, important) or can make us feel uncomfortable (shy or embarrassed), and how these feelings impact our responses.
- Generate a compliment list with the *PATHS® Kid of Today*, with information from the teacher, peers, themselves and family.

Students may

- Recall times when they received compliments. Associate the feelings experienced by compliments.
- Reflect during a talking circle to share their feelings and experiences with compliments.

#### Consolidation

Teachers may

- Use *PATHS® Kid of the Day* to model how to give and receive compliments.

Students may

- Give compliments to the *PATHS® Kid of the day*.
- Use a form of representation such as a journal entry or a picture to show how they felt upon receiving a compliment.

### Resources and Notes

#### Authorized

##### *PATHS®* [TR]:

- Lesson 3: *PATHS Kid for Today: Complimenting*, pp. 1-25 to 1-34
- Lesson 4: Practice with Giving and Receiving Compliments, pp. 1-35 to 1-42

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- songs

Recommended Children's Literature

*Thanks for the Feedback* by Julia Cook

*How Full is Your Bucket?* by Tom Rath and Mary Reckmeyer

*Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud

*The Brightest Star* by Danielle Scothorst

## Building Our Community

### Outcomes

*Students will be expected to*

- 6.0 Understand the importance of developing a positive attitude. [Health GCO 2, SEL KSCO 4.3.4]

### Focus for Learning

This outcome contributes to the SEL competence, **Self-Management**, which states that students will be expected to develop and understand the value of a positive attitude.

In order to understand the importance of developing a positive attitude, it is necessary to understand where a positive attitude comes from, what influences it and what can be accomplished when one has a positive attitude.

Personality traits and competencies contribute to developing an attitude. Students may have to examine these aspects of themselves to understand why it is important for their attitude to be positive in nature.

Learning experiences should be designed to help students realize that having a positive attitude will help them

- approach problem solving with a determination which usually results in resolution,
- be more successful in their day-to-day activities,
- cope more easily with daily events,
- develop resilience, and
- face challenges proactively.

Teachers should model positive attitudes by providing alternatives to deal with perceived negative/difficult situations. For example, when a student activity is planned to take place outdoors but the weather is not cooperating, to mitigate student disappointment and negativity, the teacher may say "I am disappointed that we will not be able to go outside for the activity. We can use this time to continue with our work so that we can have time outside to do this activity when the weather permits."

Be mindful not to set up a reward cause and effect situation when faced with disappointments.

### Sample Performance Indicator

After viewing a video of a read aloud of *A Walk in the Rain with a Brain* by Edward Hallowell, students talk about what they are good at doing to help create a positive space at school.

## Building Our Community

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 5: Good Teamwork

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 5.

#### Activation

Teachers may

- Read a selection of children's literature focused on positive attitude such as *the dot* by Peter H. Reynolds. This book is about a student who is filled with self-doubt. Her teacher encourages her to take a chance and she develops self-esteem and a positive attitude.

Students may

- Brainstorm a list of people who display a positive attitude.

#### Connection

Teachers may

- Create a mindful corner for students who need a calm space to work on positive thoughts. The corner may have items such as a glitter water bottle, stress balls, and/or breathing balls.
- Play the Growth Mindset Game. Students stand in a line and aim to reach a pre-determined finish line together. To simulate growth students move three steps forward when they hear a positive thought. Negative thoughts indicate moving one step backwards. Use a die that has a mix of positive or negative thoughts taped to each side such as Learning is fun!, Mistakes help me learn, I can grow my brain, I can't do hard work, I want to do my best, and This is hard so I give up.

Students may

- Compare their thoughts before and after using the mindful corner.

#### Consolidation

Teachers may

- Model and facilitate a discussion on positive thoughts. Teachers can model articulating three things they are grateful for or positive experiences they had that day.

Students may

- Complete an exit card with at least one positive thought about their experience today.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 5: Good Teamwork, pp. 2-1 to 1-16

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- video, songs and activities

Recommended Children's Literature:

*the dot* by Peter H. Reynolds

*Ish* by Peter Reynolds

*I think I am* by Louise L. Hay

*Fancy Nancy and the Mermaid Ballet* by Jane O'Connor

*When Pigs Fly* by Valerie Coleman

*The Feel Good Book* by Todd Parr

*Incredible You! 10 ways to let your Greatness shine through* by R. Wayne Dwyer

*Be Positive!* by Cheri J. Meiners

*A Walk in the Rain with a Brain* by Edward Hallowell



## Building Our Community

### Outcomes

*Students will be expected to*

- 7.0 Understand that individual responses to similar situations are influenced by individual past and present experiences. [Health GCO 2, SEL KSCO 2.3.4, 6.3.1, 6.3.2]

### Focus for Learning

This outcome is linked to SEL competence **Self-Awareness**: to recognize factors that affect their emotions, thoughts and behaviours and **Social Awareness**; to recognize that there is a diversity of feelings and responses to different viewpoints and experiences.

Individual responses to similar situations are influenced by past and present experiences. Developing self-awareness is linked to developing an understanding of why certain stimuli or experiences evoke specific or different reactions within an individual. This understanding is foundational before moving into recognizing that all individuals will not respond to a stimulus or situation in exactly the same way. At this point, students are introduced to a beginning understanding of the diversity of feelings and responses experienced by different individuals in a similar situation. This lays the building blocks for social awareness and developing empathy.

At this point the focus is for students to understand that

- it is okay for their responses/reactions to be different than another student, as they are different individuals;
- their responses/reactions are individual just like their experiences and feelings; and
- their responses/reactions are often linked to their experiences and feelings (past and present).

Teachers may discuss examples of varied emotional reactions to age appropriate situations. Conversations around different experiences may involve

- family vacations,
- the groups students are involved in,
- traditions and celebrations, and
- varied cultural experiences.

It is important that students be respectful and appreciative of the experiences of others and be encouraged to explore the diverse experiences of others.



## Building Our Community

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read and discuss a selection of children's literature such as *Froggy's Sleepover* by Jonathan London. Observe student participation in class or small group discussion to determine their ability to recognize different emotional responses to the same experience.

Students may

- Discuss the experience in the story or another experience such as riding a bike, playing soccer, going fishing, camping, or sliding, making a snowperson, or visiting the dentist whereby two individuals feel differently about the same thing. For example:  
 "Going on a plane makes me feel excited but it makes mommy feel scared."  
 "Swimming makes me feel energetic but it makes Fred feel tired."

#### Connection

Students may

- Write about or represent how they feel about one aspect of their school day. Students may share their work with a shoulder buddy to determine how reactions to the same aspect of the school day may be different.

#### Consolidation

Teachers may

- Lead a whole class discussion based upon the shoulder buddy activity focusing on why they might have had a different reaction to the same aspect of school.

### Resources and Notes

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- research articles

Recommended Children's Literature:

*Sometimes I Feel Awful* by Joan Singleton Prestine

*How Are You Peeling? Foods With Moods* by Saxton Freymann and Joost Elffers

*I Was So Mad* by Mercer Mayer

*Froggy's Sleepover* by Jonathan London

*Franklin's Bad Day* by Paulette Bourgeois

## My Role in Developing Relationships

### Outcomes

*Students will be expected to*

- 8.0 Know the characteristics of a friend. [Health GCO 1, SEL KSCO 10.3.2]

### Focus for Learning

This outcome is linked to SEL Competence **Relationship Skills**, whereby students demonstrate an ability to build and maintain healthy relationships.

Students will learn the types of behaviours and actions of others and themselves that are in keeping with being a good friend.

The focus of this outcome is to create an awareness of what makes someone your friend. This is the first time that students will be explicitly taught the characteristics of a friend. Teachers should focus on what these characteristics are. A friend

- acknowledges that friends can have other friends,
- apologizes and forgives,
- gives compliments,
- is honest,
- listens,
- offers help and encouragement,
- plays fair, and
- shares.

Students are continuing to grow and develop many friendships, while creating new friendships. This is revisited during the year as individuals continue to grow and change. Teachers will often need to revisit discussions around characteristics of a friend.

### Sample Performance Indicator

After reading the poem “With A Friend” by Vivian Gouled or listening to track 2, “Family and Friends” on *Health Songs* CD, discuss what you may do to be a good friend, and record your ideas on the “Circle of Friends” template, provided in the appendix. Add your work to the circle display on the classroom wall.

## My Role in Developing Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 6: Listening to Others
- Lesson 7: Sharing
- Lesson 8: Fair Play Rules

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 6-8.

#### Activation

Teachers may

- Read and discuss *With A Friend* in the Appendix and pp. 10-11 “Make Friends” in *Your Family, Your Friends, and You* reader. Discussion ideas are on pp. 34-35 in *Health & Wellness Teacher’s Edition*. Transparencies 2-8 in *Transparency Book*, or pp. 6-7 in *Big Ideas Book* provide visuals for discussion.

Students may

- Brainstorm characteristics of being a friend by considering the following questions: What makes someone your friend? What does a good friend look like? How does it feel to have a friend?

#### Connection

Students may

- Complete “Build Good Character”, p. 3 in *Health Masters* to demonstrate their understanding of being a good friend.
- Complete “Make A Card” activity, p. 15 in *Health Masters* to demonstrate their understanding of being a friend.

#### Consolidation

Students may

- Use role-play/puppetry scenarios to demonstrate how to be a good friend. Possible scenarios include
  - a classmate arriving as a new student in your class/school,
  - being left out of a game on the playground,
  - falling down and crying during recess,
  - forgetting your recess money/snack, and
  - unable to find your shoe.

#### Extension

Students may

- Complete the acrostic poem activity in *Health Clipboard Activity 15: “Good Decisions...Good Friends”*

### Resources and Notes

#### Authorized

Appendix:

- “Circle of Friends” template
- poem “With A Friend” by Vivian Gouled

*PATHS*® [TR]:

- Lesson 6: Listening to Others, pp. 2-17 to 2-28
- Lesson 7: Sharing, pp. 2-29 to 2-38
- Lesson 8: Fair Play Rules, pp. 2-39 to 2-46

#### Supplementary

- *Health & Wellness Teacher’s Edition*, pp. 8-9, 34-35
- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 10-11
- *Health & Wellness Health Clipboard Activity 15*
- *Health & Wellness Health Masters*, p. 3, 15
- *Health & Wellness Big Ideas Book*, pp. 6-7
- *Health & Wellness Health Songs* CD: Track 2
- *Health & Wellness Transparency Book*, transparencies 2-8

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- story and interviews

Recommended Children’s Literature:

*How To Be A Friend* by Laurie Krasny Brown

*I’m A Good Friend* by David Parker

*Franklin Is Bossy* by Paulette Bourgeois

# My Role in Developing Relationships

## Outcomes

*Students will be expected to*

- 9.0 Understand the need for an individual to feel valued, accepted and loved in a family, school and community. [Health GCO 1, SEL KSCO 7.3.2, 8.3.3]

## Focus for Learning

This outcome is linked to SEL Competence **Social Awareness**; to recognize the role of home, school and community in supporting a sense of belonging. All individuals belong and have inherent worth.

While fostering a need to feel valued, accepted and loved is a complex concept for a grade 1 child, they should be able to understand the concept of needs. It is recommended to scaffold the concept of basic needs for food, water and shelter to more abstract needs of friendship, belonging, love, support, and self-efficacy.

Students need to understand that all individuals have a need to feel valued, accepted and loved, and the positive impact of that need being met. Explore with students what happens when people feel valued, loved and accepted. Family, school and community environments should be explored. Teachers may explore each environment separately, similarly to the chart below.

	I feel valued when ...	I feel accepted when ...	I feel loved when ...
Family	I'm given responsibility	I can be myself, speak openly and do things I enjoy	I spend quality time with family (meals together, play together) and receive gestures of affection
School	my opinion matters	I can be myself and be included with a class or play group	I receive a morning greeting, am actively listened to, and have a circle of friends
Community	my neighbours acknowledge me	I can engage in activities that are offered for my age group	I trust that community partners are able to help and protect me

This outcome expands upon previous outcomes pertaining to healthy interactions. Students have learned about how they affect others and how others affect them. Now it is important for them to understand the importance of being part of a group and the needs that can be met by being part of a group. Being included in a group can help individuals feel a sense of security and a general sense of belonging, and can foster positive self-esteem. Students will also recognize that they are part of many different groups - their family, their school and various community groups, such as religious, cultural and special interest groups.

This outcome has cross curricular links with:

Science: 36.0 Observe and identify similarities and differences in the needs of living things

Social Studies: 1.4.1 Recognize that all people have needs and wants

## *My Role in Developing Relationships*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Lead a brainstorm activity to identify examples of what we need as human beings. Group the examples as concrete or abstract.

Students may

- Brainstorm a definition for the word need as it pertains to what human beings need to thrive.

#### Connection

Teachers may

- Read a piece of literature such as *All the World* by Liz Garton Scanlon. Discuss with students important events, relationships, or objects in their families.

Students may

- Tell about a time when they felt valued, accepted and loved at home, in school or in the community and how it made them feel.

#### Consolidation

Students may

- Explain, using a method of their choice, why it is important for them to help others feel a sense of being valued, accepted and loved.

#### Extension

Students may

- Observe their neighbourhood/community for evidence of people caring for others and fostering a sense of belonging.

### Resources and Notes

#### Supplementary

- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 2-7
- *Health & Wellness Teacher's Edition*, pp. 26-31
- *Health & Wellness Health Clipboard Activity 75*
- *Health & Wellness Transparency Book*, transparency 1

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- article
- read aloud

Recommended Children's Literature:

*All the World* by Liz Garton Scanlon

## Emotional Literacy: Understanding My Emotions

### Outcomes

*Students will be expected to*

10.0 Choose strategies to manage emotions, impulses and conflict.  
[Health GCO 2, SEL KSCO 4.3.1, 4.3.2, 4.3.3, 4.3.5]

### Focus for Learning

Outcomes 10.0, 11.0, and 12.0 are interrelated and address the area of Emotional Literacy. Emotional Literacy is defined as one's ability to name, recognize and understand feelings within yourself and others. This enables individuals to be aware of and effectively read and respond to verbal and nonverbal cues thereby leading to increased self control and more positive interactions.

This outcome is linked to SEL Competency **Self-Management**, which focuses on teaching students how to regulate emotions, thoughts and behaviours constructively.

Students should be taught how to use calming strategies (stop and think) to get them to identify their feelings and effectively problem solve around an identified feeling.

Developing self-management skills is key to self esteem. When students can independently manage their emotions without having to rely on an external source to control their behaviour, they grow in their overall feelings of competency. As students learn how to self calm, they will feel empowered to use problem-solving strategies to manage their emotions as opposed to depending upon a cycle of learned or impulsive behaviours to guide their responses.

It is important, through this sequence of lessons, that students understand that they can learn to control their responses and behaviour over time. In kindergarten, students were introduced to the self-calming strategy of "Turtling", featured in *PATHS®*. The "Turtle" technique is just the first step in developing the skill of self management. This process will be employed with students over several years to develop the skill of self management.

In teaching this outcome it is important that teachers

- review and model the "Turtle" technique,
- emphasize the use of self talk to guide themselves through the steps, and
- provide repeated opportunities to practice and receive reinforcement for the use of the "Turtle" technique.

In addition to the "turtle" strategy, students may also benefit from deep breathing techniques, journal writing, drawing, reading, and structured meditation. Having an alternate space within the classroom to allow for self-calming would be beneficial.

### Sample Performance Indicator

Complete "Keep Your Cool" in *Health Masters*, p. 8. Your drawing should show your ability to use a positive strategy to deal with anger. You may have other emotions included in your drawing along with anger.

## Emotional Literacy: Understanding My Emotions

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 9: The Turtle Story and Role Plays
- Lesson 10: Appropriate Use of Turtle Response
- Lesson 11: Three Steps for Calming Down: Review and Practice
- Lesson 12 Inappropriate Turtles (optional)
- Lesson 13 Appropriate vs. Inappropriate Turtles (optional)

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 9-13. If it is identified that students need additional teaching in the area of self-calming, Lessons 12 and 13 can be completed.

#### Activation

Teachers may

- In a circle, use the provocation: “Think about a time when you were extremely upset. Use a weather term such as cloudy, overcast or stormy to describe what you felt like.”
- Read and discuss *Health and You* reader pp. 12-13. Use *Health & Wellness Teacher’s Edition*, pp. 16-17 to guide the discussion about strategies to use in dealing with anger.

Students may

- Brainstorm strategies to deal with emotions in a socially acceptable manner. Use puppets to roleplay the strategies.

#### Connection

Teachers may

- Read a piece of children’s literature where characters have strong emotion(s) to manage.

Students may

- Role-play specific characters from the story and demonstrate an alternate strategy to deal with the feeling(s).

#### Consolidation

Teachers may

- Ask students to recall an activity that makes them frustrated. Discuss how they could respond using the turtle technique.

Students may

- Role play situations that cause frustration. Focus on tone, volume of voice and body language. Discuss how these three things may be different after using the “Turtle” technique.
- Complete Activity Corner: “Communicate”, In *Health and Wellness Teacher’s Edition* p. 17.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 9: The Turtle Story and Role Plays, pp. 3-1 to 3-18
- Lesson 10: Appropriate Use of Turtle Response, pp. 3-19 to 3-34
- Lesson 11: Three Steps for Calming Down: Review and Practice, pp. 3-35 to 3-40
- Lesson 12 Inappropriate Turtles (optional), pp. 3-41 to 3-54
- Lesson 13 Appropriate vs. Inappropriate Turtles (optional), pp. 3-55 to 3-72

#### Supplementary

- *Health & Wellness Health and You* reader, pp. 12-13
- *Health & Wellness Teacher’s Edition*, pp. 16-17
- *Health & Wellness Health Masters*, p. 8

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- read aloud

Recommended Children’s Literature:

*Fred Stays With Me!* by Nancy Coffelt

*Small Bunny’s Blue Blanket* by Tatyana Feeney

*Knuffle Bunny Free* by Mo Willems

*The Kissing Hand* by Audrey Penn



## Emotional Literacy: Understanding My Emotions

### Outcomes

*Students will be expected to*

11.0 Develop and use an emotion vocabulary. [Health GCO 2, SEL KSCO 2.3.1, 2.3.2]

### Focus for Learning

This outcome is linked to SEL Competency **Self-Awareness**, which focuses on developing and using an emotion vocabulary. Recognizing and accurately labelling emotions is a key component. A broad emotion vocabulary helps improve self-regulation and social awareness. The accurate identification of emotions is critical to effective self management, relationship building and problem solving/decision making.

The focus is on increasing children's emotion vocabulary and using it to accurately identify an emotion to support the future learning of an appropriate strategy to deal with it. In Kindergarten, students learned the emotions happy, sad, mad, scared, loved, proud, excited, calm/relaxed, tired, worried, and surprised.

It is important that teachers explicitly teach emotion vocabulary. *PATHS®*, through the Feeling Faces cards, maps a word to a visual representation of the word. The following steps build emotion vocabulary:

1. Introduce the word and briefly define it.
2. Model the nonverbal and verbal cues associated with the emotion. Use photographs/drawings/impersonations to connect the word to the physiological changes and nonverbal/verbal cues in the photograph/drawing/impersonation.
3. Use a story, activity or discussion to reinforce connections between the word, cues and situation.

For students to discuss their feelings and experiences, the classroom environment must be a safe space. Teacher modeling and use of emotion vocabulary is critical as this will help students further understand the connections between the word and what the feeling looks like. In order to integrate an expanded emotion vocabulary, children need to practice making connections between real life situations, the feelings evoked by these experiences and the word that best matches that feeling. The use of Feeling Faces does this by providing students with a tangible tool they can use to show outwardly what they might be experiencing inwardly. Providing opportunities to use these cards throughout a school day helps students find the word that best describes their feelings in various situations. A key message is that it is important for students to know that all emotions are okay and that it is normal to feel a range of emotions at one time; comfortable or uncomfortable.

It is important to note that not all emotions will be taught at this time. At later points in the year, the theme of emotional literacy will be repeated to increase emotional vocabulary.



## Emotional Literacy: Understanding My Emotions

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 14: Introduction to Feelings
- Lesson 15: Happy, Sad, Private
- Lesson 16: Fine, Excited, Tired
- Lesson 17: Scared or Afraid, Safe

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 14 - 17.

#### Activation

Teachers may

- Read and discuss *Health and You* reader pp. 10-11 and use the *Health & Wellness Teacher's Edition*, pp. 14-15 for questions to guide the discussion.
- Read a suggested selection of children's literature and model for students, being able to identify emotions felt by the characters.

Students may

- Recall an experience and how it made them feel. Experiences may include participating in a concert, visiting relatives, eating a new food, or playing in the snow.
- Use transparency 46, "Word Web" in *Transparency Book*, to brainstorm different types of feelings.

#### Connection

Teachers may

- Discuss the connection between feelings and personal experiences. Record students' experiences on chart paper and connect them to a feeling. A general template may read: "\_\_\_\_\_ feels \_\_\_\_\_ when \_\_\_\_\_."

#### Consolidation

Students may

- Play charades: Whisper an emotion to a student who is then required to use body language, facial expressions, and gestures to help the group identify the emotion being expressed.
- Complete Health Master "Feelings" on p. 7

#### Extension

Students may

- Model Parr's artistic style in *The Feelings Book* to create their own interpretation of specific emotions. This art work can then be displayed in the classroom.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 14: Introduction to Feelings, pp. 4-1 to 4-14
- Lesson 15: Happy, Sad, Private, pp. 4-15 to 4-40
- Lesson 16: Fine, Excited, Tired, pp. 4-41 to 4-66
- Lesson 17: Scared or Afraid, Safe, pp. 4-67 to 4-88

#### Supplementary

- *Health & Wellness Health Masters*, p. 7
- *Health & Wellness Health and You* reader, pp. 10-11
- *Health & Wellness Teacher's Edition*, pp. 14-15
- *Health & Wellness Transparency Book*, transparency 46

#### Suggested

Children's Literature:

*The Way I Feel* by Janan Cain

*The Pigeon Has Feelings, Too!* by Mo Willems

*The Feelings Book* by Todd Parr

*Splat the Cat* by Rob Scotton

*Lilly's Purple Plastic Purse* by Kevin Henkes

*Wemberly Worried* by Kevin Henkes

*Alexander and the Wind-Up Mouse* by Leo Lionni

*The Big Little Book of Happy Sadness* by Colin Thompson

*Sometimes I Feel Awful* by Joan Singleton Prestine

*How Are You Peeling? Foods With Moods* by Saxton Freymann and Joost Elffers

*Franklin's Bad Day* by Paulette Bourgeois

## Emotional Literacy: Understanding My Emotions

### Outcomes

*Students will be expected to*

12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others. [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]

### Focus for Learning

This outcome is linked to SEL competencies of **Self-Awareness**, **Social Awareness** and **Relationship Skills**. Students need to be able to recognize, name and understand their own feelings, and be able to do the same with the feelings of others. As students become more accurate in their recognition/perception of cues to identify their own emotions they are better able to use these cues to respond to others. Accurate perceptions and responses increase one's ability to empathize with others contributing to more positive relationships.

There are two skills involved in this outcome; 1. being aware of yourself and others in order to perceive what is happening and 2. providing a response. Building on outcome 11.0, students should be able to use their emotion vocabulary to articulate what they perceive to be happening to themselves or others and to pair the emotion with a behaviour. They should be able to say how they feel and what is making them feel that way. For example, "I am kicking the sand because I am frustrated. I have to wait a long time for my turn.", "I cannot sit still because I am happy. We are getting a puppy." or "I am surprised...".

Some students will have to be taught explicitly how to perceive others' emotions, while some will understand and do this innately. In order for students to draw on information to perceive and respond to cues from themselves and others, these skills have to be taught, modelled and opportunities provided for practice. Students need to be given multiple opportunities to practice reading verbal and nonverbal cues, and using these cues to guide how they respond. This outcome sets the stage for moving into the development of the perspective taking necessary for empathy, self control and communication skills to enable effective social problem solving.

During an emotional response, a teacher can pinpoint the observed verbal/nonverbal cues, model how to use the cues to name the feeling, and describe its situational cause. For example, a teacher may say "It looks like you are feeling worried as you wait for your friend to arrive. Would you like a friend to sit with you while you wait?" This example demonstrates the perception of emotion and the response to the situation. The level of response for a Grade 1 child may be to acknowledge the emotion and the behaviour that is causing it.

Effective communicators perceive both verbal and non-verbal cues and use these perceptions to guide a response. The ability to interpret the situation, audience, and purpose promotes understanding between themselves and those whom they are addressing. Depending on the way these cues are used, communication between a speaker and a listener may be encouraged or discouraged.

Verbal language cues include

- pace, pausing, periods of silence,
- tone of voice (soft or high-pitched);
- volume of the speaker's voice;
- word choice (encouraging, insulting, etc); and
- words (spoken, written or signed).

## Emotional Literacy: Understanding My Emotions

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 18: Mad or Angry I
- Lesson 19: Mad or Angry II: Feelings vs. Behaviours
- Lesson 20: Calm or Relaxed, Worried
- Lesson 21: Sharing Feelings: Generic Activity

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 18 - 21.

#### Activation

Teachers may

- Read and discuss pp. 8-9 “Respect” in *Your Family, Your Friends, and You* reader. Discussion ideas can be found on pp. 32-33 in *Health & Wellness Teacher’s Edition*.
- Read a selection of children’s literature with the theme of emotions such as *The Way I Feel* by Janin.

#### Connection

Teachers may

- Discuss feelings and how they may last for different periods of time. For example, quarrels with friends may make you feel angry or upset but may not last for a long time. However, the death of a pet or someone you love may require a longer period of time before you feel differently.

Students may

- Complete p. 14 “Respectful or Not” in *Health Masters*.
- Brainstorm different emotions that they feel during the day. Write a journal entry about one of these emotions, what it looked like and why they think they experienced it.
- Sing the “emotion action song”, a variation on the song “If you’re happy and you know it”. This song can be expanded upon by the students and they can share an emotion and create an action such as
  - excited - jump up and down;
  - frustrated - stomp your feet;
  - mad - cross your arms;
  - sad - make a frown; and
  - scared - hide your face.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 18: Mad or Angry, pp. 5-1 to 5-12
- Lesson 19: Mad or Angry II: Feelings vs. Behaviours, pp. 5-13 to 5-26
- Lesson 20: Calm or Relaxed, Worried, pp. 5-27 to 5-48
- Lesson 21: Sharing Feelings: Generic Activity, pp. 5-49 to 5-52

#### Supplementary

- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 8-9
- *Health & Wellness Teacher’s Edition*, pp. 16-17, 32-33, 219
- *Health & Wellness Life Skills Book*, pp. 22-23
- *Health & Wellness Health Masters*, p. 14
- *Health & Wellness Health Clipboard Activity 13*,

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- lessons and activities

Recommended Children’s Literature:

*Sometimes I Feel Awful* by Joan Singleton Prestine

*How Are You Peeling? Foods With Moods* by Saxton Freymann and Joost Elffers

*I Was So Mad* by Mercer Mayer

*Froggy’s Sleepover* by Jonathan London

## Emotional Literacy: Understanding My Emotions

### Outcomes

*Students will be expected to*

**12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others. [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]**

### Focus for Learning

When people talk to each other, they also give and receive wordless signals referred to as non-verbal communication.

Non-verbal language cues include

- body language: facial expression (smiling, frowning, eye contact, laughing, crying), posture, how close or far away you are standing to others;
- gestures: hand gestures like pointing or giving a thumbs up/down, pacing, swaying; and
- touch: physical contact such as a handshake, high fives, a pat on the back.

It may be useful to display cues associated with emotions to help students identify how others may be feeling. For example, use a coloured chart displaying the different emotions discussed in class with their related verbal/non-verbal cues as discussed in outcome 11. It is important that students recognize that there are similarities and differences in the feelings, responses and thoughts of individuals. This is a good opportunity to highlight that situational and cultural cues may vary within different cultures (Social Awareness). Students should be aware that a cue in one culture may mean something different in another. Ensure that individual and cultural differences are respected. In some cultures, for example, eye contact may be a sign of respect while it may not be in another culture.

### Sample Performance Indicator

Provided with images of one or more people in a variety of situations, identify what is perceived to be happening, how the person / people may be feeling and the response you would provide if you were present in that situation. Tell about the cues you saw in the images that made you think and act that way.

## Emotional Literacy: Understanding My Emotions

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Display and discuss pp. 22-23 “Communicate” in *Life Skills Book*. Guiding discussion questions can be found on p. 219 in *Health & Wellness Teacher’s Edition*.
- Give students an index card on which to draw different facial expressions to represent various emotions.

Students may

- Complete *Health Clipboard Activity 13*, “Act It Out - Respectfully!” Observe student participation in the activity and the appropriateness of their interactions.
- Play a variety of games using the index cards:
  - Guess What?/Headbands: An index card can be taped to a student’s back but the student is unaware of the emotion represented. They can ask a partner yes or no questions to try to identify their emotion card.
  - Charades: Students act out the emotion of the card they pick and other students guess.
  - Memory: Students have to match the facial expression with the emotion word.

#### Extension

Teachers may

- Complete Activity Corner: “Communicate” found in *Health and Wellness Teacher’s Edition*, p. 17. Other emotions may be included in this activity. Have children make sock puppets and then use them to act out things to do when they feel angry. Any emotion can be used here.

### Resources and Notes

*The Tenth Good Thing About Barney* by Judith Viorst

*Franklin’s Bad Day* by Paulette Bourgeois

*Do Unto Otters* by Laurie Keller

*The Berenstain Bears Forget Their Manners* by Stan and Jan

*Berenstain Manners* by Alik

*Please Say Please, Grumpy Bunny* by Justine K. Fontes

*Clifford’s Manners* by Norman Bridwell

*Please Say Please! A Penguin’s Guide to Manners* by Margery Cuyler

*When Sophie Gets Angry, Really, Really Angry* by Molly Bang

*The Way I Feel* by Janan Cain

*The Pigeon Has Feelings, Too!* by Mo Willems

*The Feelings Book* by Todd Parr

## My Body

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### Outcomes

*Students will be expected to*

13.0 Recognize that while the body changes continually in structure and overall appearance, the rate of change may vary from person to person resulting in bodies of different shapes and sizes. [Health GCO 1, SEL KSCO 7.3.1]

### Focus for Learning

This outcome will continue to focus on growth and development and understanding that all individuals grow and develop at different rates. Promotion of a positive body image is still an important aspect of this outcome, as introduced in Outcome 3.0. Understanding this aspect of human development contributes to the SEL competence, **Social Awareness**, and the development of the skill of respecting the uniqueness of individuals.

Teachers are cautioned to not draw attention to students for growth features such as being the tallest or the shortest, or having the biggest feet or the smallest hands. The message should be that everyone is different and it is because we grow and develop at our own rate. It is important that students are exploring their own development and changes and acknowledging that people come in all shapes and sizes. Be mindful of promoting a positive body image when discussing how the rate of change may vary from person to person.

Students will reflect on their own changes in development from babies to present day. Some changes include hand and feet size, loss of teeth, and length of arms and legs. As students explore these changes, teachers are to be mindful of planning activities that will be inclusive of all students in class. Some students may not have personal pictures to complete a timeline, for example, and, as such, magazine or personal drawings may be a better option.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Introduce the concept “rate of change” using the visuals in the *Big Ideas Book*, pp. 10-11.

#### Connection

Teachers may

- Introduce the reader, *Your Growing Body*, pp. 2-3. Use the questions on pp. 44-47 in *Health & Wellness Teacher’s Edition* to guide the discussion. Close by listening to Track 3, “Changes Big and Small”, on *Health Songs* CD.
- Sing the lyrics of the song, “Same as Can Be” to a tune that children will easily learn such as “All Around the Mulberry Bush”. Additional verses can be added to reflect other similarities and differences such as hair colours, number of missing teeth or number of wiggly teeth. For example,

I have two missing teeth, two missing teeth, two missing teeth  
I have two missing teeth, but we are the same.

I have brown curly hair, brown curly hair, brown curly hair,  
I have brown curly hair but we are the same.

#### Consolidation

Teachers may

- Post a “Lost a Tooth” chart in your classroom and record names of students who lose teeth throughout the year. Discuss the fact that some children will lose many teeth in one school year, while other children may not lose any. Connect this activity to the fact that the rate of change will be different for every child.

Students may

- Sequence the pictures in “Age Order” on p. 20 in *Health Masters*. The sequence should reflect the changes in physical growth and development over time.
- Trace and cut out the outline of their hand or foot. Display the hands and feet in a class collage. Acknowledge the differences are a result of the rate of change being different for each child.

### Resources and Notes

#### Supplementary

- *Health & Wellness Health Songs* CD, Track 3
- *Health & Wellness Big Ideas Book*, pp. 10-11
- *Health & Wellness Health Masters*, p. 20
- *Health & Wellness Your Growing Body* reader, pp. 2-3
- *Health & Wellness Teacher’s Edition*, pp. 44-47

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- interactive activities

Recommended Children’s Literature:

*How Kids Grow* by Jean Marzollo

*Leo the Late Bloomer* by Arthur Kraus

*Growing Like Me* by Anne Rockwell



## My Body

### Outcomes

*Students will be expected to*

- 14.0 Demonstrate personal hygiene practices that contribute to a healthy body and cold and flu prevention. [Health GCO 2, SEL KSCO 4.3.6, 11.3.1, 11.3.4]

### Focus for Learning

Engaging in health promoting behaviours is a skill that is a component of the SEL competencies, **Self-Management and Responsible Decision Making**. As students become more independent and become proficient in hygiene practices, they will be able to engage in health promoting behaviour on their own and use their decision-making skills to govern their personal behaviour and social interactions. This outcome expands on skills explored in Kindergarten and in their day-to-day lives to help prevent contracting a cold and/or flu and to reduce the spread of germs.

Promote healthy practices, which include

- hand washing,
- sneezing in your sleeve,
- using a tissue,
- not sharing food/drink/straws and personal items such as hats, toothbrushes, and hairbrushes, and
- other measures under the direction of public health.

Provincial campaigns such as *Scrub Up! Germs Hide and Clean, Cover and Contain* promote personal hygiene and can be referenced for some of the practices for cold and flu prevention.

Influenza (Flu) and the common cold are both respiratory illnesses but they are caused by different viruses. Because these two types of illnesses have similar symptoms, it can be difficult to tell the difference between them based on symptoms alone. In general, influenza is an infection that can be caused by several types of influenza viruses. The flu is worse than the common cold, and symptoms are more common and intense. Colds are usually milder than flu. People with colds are more likely to have a runny or stuffy nose. Colds generally do not result in serious health problems, such as pneumonia, bacterial infections, or hospitalizations (source: <https://www.gov.nl.ca/hcs/publichealth/>).



## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read poems such as “A Sneeze”, “A Bad Cold” and “Keeping Clean” found on K12pl.nl.ca.

#### Consolidation

Teachers may

- Read and discuss *Stay Well* reader, pp. 8-9. Refer back to pp. 36-37 of *Big Ideas Book* to examine the visuals. Allow students the opportunity to discuss what they do to aid in cold and flu prevention.
- Demonstrate proper use and disposal of tissues and sneezing in your sleeve.
- View the poster “Clean, Cover and Contain” and mimic the actions of the hygiene practices.

Students may

- Demonstrate the six step handwashing technique with soap and water as outlined in the information poster, *How to Wash Your Hands*, from Health and Community Services. Time the students and have them sing the “Happy Birthday” song while they complete the handwashing procedure. If a sink is not available, a dramatization or a hand sanitizer may be substituted.
- Draw a face on a paper plate and trace their hand on a piece of construction paper. The hand should be attached to the plate with the tissue between them, as if it is covering a sneeze.
- Use a cube, dice or beach ball with hygiene practices written on each side. Toss the cube from one student to another. The hygiene practice that is face up on the cube should be demonstrated by the student and identified by the group. The hygiene practices may be written on paper and taped to the ball/ cube or written in permanent marker.

#### Extension

Students may

- Complete *Health Clipboard Activity 73*, “Germ Man and Superhero”.

### Resources and Notes

#### Supplementary

- *Health & Wellness Health Clipboard Activity 75*
- *Health & Wellness Stay Well* reader, pp. 8-9
- *Health & Wellness Big Ideas Book*, pp. 36-37

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- Hygiene Campaign materials:

## My Body

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### Outcomes

*Students will be expected to*

15.0 Identify the components of oral health care. [Health GCO 1]

### Focus for Learning

This outcome focuses on the importance of good hygiene practices in relation to one's mouth, teeth and gums. It is important that students realize that good oral health care reduces gum disease, cavities and tooth decay.

Good practices include

- care and replacement of toothbrushes,
- drinking water and avoiding sticky foods,
- flossing,
- making healthy food choices,
- regular visits to the dentist,
- sealants on six year molars, and
- twice a day brushing.

The manual dexterity of some students may not be able to support independent completion of day-to-day oral health care practices.

Note: NL Dental Association advises that children up to age 12 have free dental coverage and free sealants for their six year molars. Parents should request that the sealants be done, since the six year molars often develop cavities. Some parents may not be aware of this free oral health coverage. Communicating this information to parents and caregivers would be assistive in oral health care for students. (Brochure: NL Dept. of Health and Community Services)

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Students may

- Brainstorm the meaning of the term “oral health care” and discuss ways students practice taking good care of their teeth and gums.

#### Connection

Teachers may

- Read *Staying Clean and Fit* reader pp. 8-11 and cross reference the brainstorm list to make a final list of the things that help protect our teeth.
- Use either transparency 21, “The Correct Way to Brush Your Teeth”, in *Transparency Book* and/or “Practice Healthful Habits” on pp. 12-13 in *Life Skills Book* for oral health care visuals.
- Invite a dentist, dental hygienist or public health nurse to visit the class and to discuss what happens in a dental visit and its importance to oral health care. The students should be exposed to the proper use of a toothbrush, paste and floss.

#### Consolidation

Students may

- Use a play station with toothbrushes, empty tubes of toothpaste, floss, empty water bottles, and play food models to participate in dramatic play. The play should identify daily oral health care practices to promote oral health care.

#### Extension

Students may

- Complete the Take Home Activity – “Healthy Practices to Care for My Teeth” as provided in the Appendix.
- Complete *Health Masters* “Tooth Talk” p. 46 and “Healthful Habits” p. 47.

### Resources and Notes

#### Authorized

Appendix

- “Healthy Practices to Care for My Teeth”

#### Supplementary

- *Health & Wellness Staying Clean and Fit* reader, pp. 8-11
- *Health & Wellness Transparency Book*, transparency 21
- *Health & Wellness Health Masters*, pp. 46-47
- *Health & Wellness Life Skills Book*, pp. 12-13

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- Government of NL Dental Program
- NL Dental Association

# My Body

## Outcomes

*Students will be expected to*

16.0 Understand the benefits of adequate sleep. [Health GCO 1, SEL KSCO 3.3.4]

## Focus for Learning

This outcome is connected to **Self-Management** Skills in that sleep can be viewed as a strategy to help manage one's emotions and thoughts. Adequate sleep is essential for all individuals. Equally as important as getting adequate sleep is the establishment of a routine to facilitate this. Students may talk about aspects of their routine for bed time as part of this discussion. Some aspects of their bedtime routine, such as taking a bath or reading a story, may have a calming effect and facilitate sleep. The absence of technology from the sleeping environment is also beneficial and recommended by the Canadian Society for Exercise Physiology.

This outcome will focus on the benefits of sleep on overall health and well-being.

Benefits of adequate sleep include the following:

- It is a component of positive mental health.
- It is important for various aspects of brain function such as cognition, concentration, productivity and performance.
- It helps the immune system.
- It improves metabolism.
- It supports growth and development.
- It provides time for body systems to enter a resting state.
- It promotes a healthy body weight.

*The Canadian 24-Hour Movement Guidelines for Children and Youth (ages 5-17 years)* are the first evidence-based guidelines to address the whole day. For the sleep component, the recommendation states "Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times..." (source: retrieved from Canadian Society for Exercise Physiology at <https://csepguidelines.ca/>)

Teachers can discuss the benefits of adequate sleep, but must be mindful that sleep can vary from student to student; situation to situation.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Students may

- Recall a time when they stayed up late, or had an unusually early rise. Explain how they felt.

#### Connection

Teachers may

- Talk about their bedtime routine and the importance of having a regular routine.

Students may

- Complete the “How Much Sleep Do I Get?” activity found in the Appendix.

#### Consolidation

Teachers may

- Show the video “Why Do We Need Sleep?” by SciShowKids.

Students may

- Read and discuss pp. 4-5 in *Staying Clean and Fit* reader. Discuss the connection of proper rest to feelings of having more energy, thinking better, being more pleasant and preventing colds and flus.

#### Extension

Students may

- Ask their family physician about the connection sleep has to mood.

### Resources and Notes

#### Authorized

Appendix

- “How Much Sleep Do I Get?” activity sheet

#### Supplementary

- Health & Wellness Staying Clean and Fit* reader, pp.4-5

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- sleep video

Recommended Children’s Literature:

*I Am Not Sleepy and I Will Not Go to Bed* by Lauren Child

## My Body

### Outcomes

*Students will be expected to*

17.0 Understand the benefits of participating in outdoor activities. [Health GCO 1, SEL KSCO 3.3.4]

### Focus for Learning

Just as outcome 16.0 focused on sleep as a strategy to manage one's emotions and thoughts, so, too, does being active outdoors connect to **Self-Management** skills. Being active in the outdoor environment provides benefits that contribute to being better able to manage one's emotions and thoughts. Through play-based learning, students will have the opportunity to participate in outdoor play throughout the school year.

The benefits of participating in outdoor activities that should be discussed with students are

- being in sunshine and the absorption of vitamin D, a necessary nutrient for health;
- burning energy and feeling well;
- getting fresh air;
- getting more restful sleep at the end of the day; and
- the ability to focus in school.

The Centre of Excellence for Early Childhood Development reports that physical play, including outdoor play, is important for a child's motor development (strength, endurance and skill), physical health, and ability to concentrate in school.

Canadian Society for Exercise Physiology's *Canadian 24-Hour Movement Guidelines for Children and Youth (ages 5-17 years)* supports the position that "Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits."

### Sample Performance Indicator

In a play situation, pretend you are a parent/caregiver or family doctor who is interested in the health of another person. Act out what you would say about hygiene, oral health care, sleep and outdoor play. The questions or advice should be helping the person to start doing these things to improve their health.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Upon completion of outdoor play time during the school day, discuss with students
  - how it feels to play outdoors;
  - how they were able to focus on their learning;
  - immediate physical changes they notice in themselves or their classmates such as having rosy cheeks, feeling energetic or experiencing a change in heart rate;
  - the benefits of sunshine to the body such as the absorption of Vitamin D which aids in healthy bone growth; and
  - their predictions on how they may feel at bedtime.

Students may

- Discuss the various ways they like to be active outdoors.

#### Connection

Teachers may

- Use the visual on p. 15 of *Staying Clean and Fit* reader. Ask students “How are the children in the visual feeling and why are they feeling this way?”

#### Consolidation

Students may

- Represent themselves being active/playing outdoors. The representation may include a caption or the student may give a verbal explanation of the outdoor activity and how it makes them feel. For example, “Playing tag outside makes my cheeks rosy.” A similar activity can be found in *Health Masters*, p. 49.

### Resources and Notes

#### Supplementary

- *Health & Wellness Staying Clean and Fit* reader, p. 15
- *Health & Wellness Health Masters*, p. 49

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- facts and the role of Vitamin D
- 24 hour movement guidelines

# My Body

## Outcomes

*Students will be expected to*

18.0 Experience daily physical activities which promote personal health and well-being and participation in lifelong physical activity.  
[Health GCO 2, SEL KSCO 4.3.6]

## Focus for Learning

Engaging in daily physical activities is beneficial for physical health, mental health, and social and emotional health. Developing **Self-Management** skills that focus on incorporating health promoting behaviours into one's day is central to lifelong physical activity.

Physical activity preferences are unique to the individual. The important message for students to receive is that participation in physical activity is critical to health and well-being. It is important, therefore, for everyone to find physical activities that they like, that they can do daily and that contribute to being physically active throughout life.

The Canadian Society for Exercise Physiology's *Canadian 24-Hour Movement Guidelines for Children and Youth (ages 5-17 years)* recommends that children and youth

“participate in a range of physical activities in a variety of environments (e.g., home/school/community; indoors/outdoors; land/water; summer/winter) and contexts (e.g., play, recreation, sport, active transportation, hobbies, and chores).”

Two of the four components of the 24 hour movement guidelines are *Sweat* and *Step*. The sweat component is moderate to vigorous physical activity with an accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities, should each be incorporated at least three days per week. The Step component is light physical activity and includes several hours of a variety of structured and unstructured light physical activities.

Where possible, incorporate movement/physical activity responses or daily brain breaks into teaching and learning strategies to allow students to demonstrate learning. For example, upon hearing a list of snack foods, students can be directed to do jumping jacks when they hear a healthy snack named and directed to do squats when they hear examples of foods to limit. Songs that incorporate movement such as “The Hokey Pokey” or “Head, Shoulders, Knees and Toes” can also be used here to engage students in physical activity.

Physical activities that students participate in school and outside of school may include

- aerobic activities;
- bike riding or skating;
- dance;
- organized games/sports such as GoNoodle, Simon Says and scavenger hunts;
- tobogganing or snowshoeing
- walking, stairwalking, swimming or skipping;

Teachers should consider all students' needs and challenges and promote inclusivity when exploring physical activities.



## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- As a class, try the stretching exercises on transparency 24, “The ABCs of Good Stretches” in *Transparency Book* or use track 11, “Warm-up”, on the *Health Songs* CD. From the list at the left, select one activity that the class may try as a group.

#### Connection

Teachers may

- Use the visuals on pp. 24-25 in *Big Ideas Book*, *Health & Wellness Teacher’s Edition*, T33-36 and the ideas on p. 109 to discuss ways students can be active either by themselves or with their families.

#### Consolidation

Students may

- Record the type of physical activities they typically engage in from day to day. Indicate if the activity is something new they have tried or if it is an activity they have been doing for a long time. Parent and family engagement can also be included in the discussion.

#### Extension

Teachers may

- Engage students in the planning of weekly/monthly physical activities to be done during the school day. Expose students to a variety of activities. Coordination with the physical education teacher may facilitate the delivery of this outcome.

Students may

- Complete “Keeping Fit” from *Health Masters*, p. 50.

### Resources and Notes

#### Supplementary

- *Health & Wellness Big Ideas Book*, pp. 24-25
- *Health & Wellness Teacher’s Edition*, pp. 108-109, T33-36
- *Health & Wellness Transparency Book*, transparency 24
- *Health & Wellness Health Masters*, p. 50
- *Health & Wellness Health Songs* CD: Track 11

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- *Canada’s Physical Activity Guide for Children* (6-9 years of age)
- Physical activity videos

# My Body

## Outcomes

*Students will be expected to*

19.0 Understand that eating a variety of foods from Canada's Food Guide helps bodies grow healthy and stay strong. [Health GCO 1]

## Focus for Learning

The research that is behind the guidance in Canada's Food Guide negates Canadians having to have extensive knowledge of the six nutrients. Canadians can be assured that their diet is well-balanced and will promote health if they are using Canada's Food Guide.

The following are some cautions to be aware of:

- It is not the intention to teach nutrients.
- Eating pattern is the terminology used to reference our food intake. As the word diet is used in student resources, it is important to clarify that *diet* is a record of one's food intake.
- Food biases should not be part of classroom discussions.

Health Canada states that

Making healthy food choices can help you develop a healthy eating pattern. A healthy eating pattern helps you improve your overall health. The term eating pattern refers to what you eat and drink on a regular basis. In a healthy eating pattern, all the foods and drinks work together to

- help you feel good,
- maintain your health, and
- meet your nutritional needs.

Many of the well-studied healthy eating patterns include mostly plant-based foods. Plant-based foods can include

- vegetables and fruits,
- whole grain foods, and
- plant-based protein foods.

Eating plant-based foods regularly can mean eating more fibre and less saturated fat. This can have a positive effect on health, including a lowered risk of cancer, heart disease and type 2 diabetes.

Most healthy eating patterns include little to no highly processed foods.

It is recommended to share with students and their families a paper copy of Canada's Food Guide educational poster or a link to this online resource available in many languages.

The school food environment is comprised of foods that are served or sold under district nutrition policy as well as foods that students bring from home. Individual lunches brought from home fall outside this policy but may be influenced by families having access to Health Canada's online resources.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read and discuss *Healthful Foods* reader pp. 2-3 and use the *Health & Wellness Teacher's Edition*, pp. 70-71 for questions to guide the discussion.

#### Connection

Teachers may

- Lead a discussion about eating a variety of foods in each food grouping using *Canada's Food Guide* available online or use a poster overlay in *Big Ideas Book*, pp. 18-19. Cover the previous version of Canada's Food Guide with the current posters of Canada's Food Guide.

Students may

- Use provided pictures of food from the Appendix and stick figures to select the foods they like on and cut and glue them onto their stick figure. This will be a representation of the healthy foods they eat from each food grouping and the variety from that grouping.

#### Consolidation

Students may

- Describe how they generally feel when they eat foods from Canada's Food Guide. Contrast that feeling with times when they ate foods not recommended under Canada's Food Guide.

#### Extension

Teachers may

- Take a picture of each student's food art and use them to make a class big book or display.

Students may

- Create a Food Art/Food Face Collage. Cut up a variety of vegetables and fruits to create a face using the healthy food. Pictures of food from flyers may be used in place of real food. Where available, this may provide an opportunity to introduce students to non-traditional fruits. Using the Food Art template provided in the Appendix, students can paste in their pictures and complete the statement.

### Resources and Notes

#### Authorized

Appendix:

- Food Images
- Food Art template
- "Try It- You May Like It!"

#### Supplementary

- *Health & Wellness Big Ideas Book*, pp. 18-19
- *Health & Wellness Teacher's Edition*, p. 70
- *Health & Wellness Healthful Foods* reader, pp. 2-3
- *Health & Wellness Stay Well* reader, pp. 12-13

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- Health Canada online resources in a variety of languages

## My Body

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### Outcomes

*Students will be expected to*

20.0 Categorize foods and beverages as “healthy” or “foods and beverages to limit”. [Health GCO 2]

### Focus for Learning

Note: if actual food packaging is used in this outcome, be mindful of foods to avoid because of allergies.

This outcome will focus on healthy foods and beverages as well as foods and beverages to limit. Healthy foods and beverages are the foods and beverages included in Canada’s Food Guide and they are eaten regularly. Examples of foods in a healthy eating pattern include

- whole grain foods such as quinoa, wild rice, whole grain pasta;
- vegetables and fruits such as apples, carrots, broccoli; and
- protein foods such as legumes, lean meats, lower fat yogurt.

Healthy eating patterns should include foods that reflect your food choices related to taste, culture, budget and lifestyle. For a Grade one student, this is largely influenced by family/caregivers.

Foods to limit are foods and beverages that we should eat less often and are referred to in Canada’s Food Guide as highly processed foods; processed or prepared foods that add excess sodium, sugars or saturated fat to the diets of Canadians. The guidance from Health Canada is to limit highly processed foods as they are not part of a healthy eating pattern.

Examples of highly processed foods are

- bakery products like muffins, buns and cakes,
- chocolate and candies,
- fast foods like French fries and burgers,
- frozen entrées like pasta dishes and pizzas,
- ice cream and frozen desserts,
- processed meats like sausages and deli meats, and
- sugary drinks.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Students may

- View the visuals “Think About Your Health Choices” pp. 20-21 in *Life Skills Book*. and determine what is meant by a “healthy food” and what is meant by a “food to limit”.

#### Connection

Students may

- Think about a food they like but only have every now and again, as well as a food they eat regularly. They may share their thoughts with the class.

#### Consolidation

Teachers may

- Use two bags: one labelled “healthy foods” and one labelled “foods to limit” and a selection of food represented by pictures, empty packages or food models. Ask students to select and place each food item into the appropriate bag and explain their “healthy” and “foods to limit” food and beverage choices.

Students may

- Cut and paste pictures of food and beverages onto a chart labelled “healthy foods” and “foods to limit” or two hoola hoops can be placed on the floor and used to sort food and beverages rather than cutting and pasting pictures.

### Resources and Notes

#### Supplementary

- *Health & Wellness Life Skills Book*, pp. 20-21

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- Canada’s Food Guide Healthy Eating Recommendations
- read aloud

Recommended Children’s Literature:

*Pinkalicious* by Victoria Kann

## My Body

### Outcomes

*Students will be expected to*

21.0 Develop an awareness of the importance of trying new foods. [Health GCO 3, SEL KSCO 1.3.1, 4.3.6]

### Focus for Learning

A key aspect of **Self-Awareness** is knowing one's likes and dislikes. Knowing one's likes and dislikes involves the experience of trying new things. In Outcome 19.0, students learned about the importance of having a variety of foods in their healthy eating pattern. A willingness to try a new food, a health promoting behaviour, may increase the variety of food that they like. You may have to try new foods many times before you learn to like them. Recognize that reluctance to try new foods may be because we are not sure if we will like it.

The more times children are offered a food, the more likely they will taste it. Sometimes it takes at least 12 times before new food is tried.

This is also an opportunity to highlight food from different cultures and to expose students to new food selections.

If teachers decide to share food with their students, there are some things to consider:

- Before preparing or distributing food, be aware of allergies, food restrictions, and the hazard of choking on small pieces.
- Notify parents/caregivers that their child will be trying new foods.

## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Engage students in a discussion about their willingness to try new foods and their experiences with trying new foods.

Students may

- Complete the self assessment “New Food Attitude” found in the Appendix.

#### Connection

Teachers may

- Ask students to think of a food they recently tried. Discuss the following with the class:
  - Did you like the food?
  - What is it that you like or dislike about the food? Is it the taste, the look, the smell, or the feel of it in your mouth?
  - Did you try the food only once?
  - Would you be willing to try it again?
  - Have you added to the variety of foods you now like?

Students may

- Discuss experiences with trying new foods. Discuss the role that each of their five senses play in making food appealing to try. Share experiences of foods they have tried and liked. Did one sense play a more important role than the others?

#### Consolidation

Teachers may

- Provide students with pictures of vegetables and fruits and ask them to circle the vegetables and fruits that they like. They should identify the vegetables and fruit they would be willing to try in order to expand the variety of foods in their healthy eating pattern.

Students may

- Work with their parent/guardian to complete the “Try It – You May Like It” chart found in the Appendix each time their child tries a new vegetable or fruit. The information sheet for parents/guardians found in the Appendix may be helpful in getting their child to try new foods.

### Resources and Notes

#### Authorized

Appendix:

- “Try It- You May Like It” chart
- “Have You Tried these Fruits?”
- “New Food Attitude”
- Tips for Parents

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- song
- video episode

## My Body

### Outcomes

*Students will be expected to*

22.0 Understand the benefits of eating a healthy breakfast.  
[Health GCO 1, SEL KSCO 3.3.4]

### Focus for Learning

Building on the importance of sleep and being active outdoors, eating breakfast contributes to one's **self-awareness** and being able to manage one's thoughts and emotions. This outcome is an extension of outcome 19.0 and will focus specifically on the importance of having a breakfast meal. Breakfast is the most important meal of the day.

Benefits include

- avoids the likelihood of overeating at another meal or snacking on unhealthy foods
- promotes a sense of health and well-being
- promotes satiety or fullness by choosing whole grains and protein foods which helps to focus on learning
- provides energy needed for daily activities

Not all students will be offered a breakfast at home before coming to school. Many schools have a breakfast program in place to fill this void.

It is also important to keep different food cultures in mind when discussing breakfast food items, as students may eat a variety of items for breakfast. Some cultures, for example, may eat soup for breakfast. This provides a good opportunity for students to learn about other cultures. If there are students of culturally diverse backgrounds in class, provide them with opportunities to share popular breakfast food items from their culture.

### Sample Performance Indicator

Operate a play morning food service for your class. The area of the room where the pretend food will be eaten should have colorful posters and messages about food from Canada's Food Guide. The pictures may show a variety of foods, people eating breakfast, and food and drinks we should eat only every now and again.



## My Body

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Poll the class to determine how many students like to eat breakfast.

Students may

- Recall a time when they missed breakfast because they slept in, were running late or did not feel like eating for some reason. Discuss how they felt.

#### Connection

Teachers may

- Provide images of breakfast foods sorted by food grouping.

Students may

- Identify at least one food from each food grouping that they would enjoy eating for breakfast.

#### Consolidation

Teachers may

- Use transparency 15, “What’s for Breakfast”, in *Transparency Book*, to generate a discussion of healthy breakfast food choices. Follow up by reading and discussing “Healthful Meals” pp. 4-5 *Healthful Foods* reader and “Help Others Be Healthy” pp. 10-11 in *Life Skills Book*.

Students may

- Refer to *Health Clipboard Activity 29*, “Make a Meal”. Adapt this activity for breakfast choices only.
- Play Fibre Finder and Sugar Spotter. Use a variety of cereal boxes and a magnifying glass to highlight the words “sugar” and “fibre” on the nutrition labels. Students can compare the numbers next to the word sugar and fibre. A discussion should ensue about how cereals with lower amounts of sugar and higher amounts of fibre contribute to a healthy breakfast and feeling well.

#### Extension

Teachers may

- Use *Health Masters*, “Mealtime”, p. 32 and adapt it for breakfast. This activity can also be modified to use a paper plate with pictures of healthy breakfast food choices glued to the plate.

Students may

- Interview a family or community member about their views on the importance of breakfast.

### Resources and Notes

#### Supplementary

- *Health & Wellness Transparency Book*, transparency15
- *Health & Wellness Healthful Foods* reader, pp. 4-5, 10-11
- *Health & Wellness Health Clipboard Activity 29*
- *Health & Wellness Health Masters*, p. 32
- *Health & Wellness Life Skills Book*, pp. 10-11
- *Health & Wellness Teacher’s Edition*, pp. 81, 86-87

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- video

## Staying Safe in My World

### Outcomes

*Students will be expected to*

23.0 Differentiate between safe and unsafe play practices. [Health GCO 2, SEL KSCO 12.3.3]

### Focus for Learning

This outcome is linked to SEL competency **Responsible Decision-Making**, which focuses on a student's ability to apply ethical standards, safety concerns and social norms in responsible decision-making.

At the core of this outcome is the understanding of what constitutes safe and unsafe play practices. For a practice to be categorized as safe, participation in the practice should not cause any harm to anyone. On the contrary, if a practice is unsafe, it has the characteristic that participants could potentially harm themselves or others. Harm is not limited to physical harm but also includes emotional harm.

Because play is a major component of a child's interactions, learning to differentiate between safe and unsafe play practices can be learned and reinforced through play. Referencing play practices that are meaningful to the students' environment will make the safety discussion more relevant. The parameters around the environment in which play happens (outdoor / indoor) and the type of activity should be culturally relevant to the students. Certain practices may be more relevant to specific communities or populations.

In Kindergarten, students were introduced to safety practices for outside play environments, such as wooded areas, high traffic areas, around water, as well as the importance of the use of safety equipment. In Grade one, this specific outcome will be reinforced throughout the year as students learn through play.

When creating their expectations for the classroom, teachers should include students in the process. A chart of expectations should be posted in the classroom and can be used as a starting point for discussing safe and unsafe play practices.

Examples of safe and unsafe practices as they apply to student activities may be discussed using the following categories:

- Protective Gear: helmets (skating, biking, using a scooter, sliding, skiing, skateboarding, rollerblading) knee pads, hockey equipment
- Appropriate Clothing and Footwear: footwear and clothing suited to the activity for performance and protection from the environment
- Sun Safety: covering up, sunscreen, sunhat, sunglasses, staying hydrated
- Following the Rules of the Game/Activity: using playground equipment and structures as intended
- Personal conduct: keeping hands and feet to self, turn taking

### Sample Performance Indicator

Recall a previous accident that happened while playing. Conduct an investigation with the people involved to find out if it was preventable. What safe and unsafe practices did you uncover in your investigation?

## Staying Safe in My World

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use transparencies 30 and 31 in *Health & Wellness Transparency Book* to highlight use of protective gear, and its role in preventing injury. Invite students to bring in any protective gear they use for activities. Discuss how the equipment is intended to be worn and its importance in keeping us safe.

Students may

- Examine visuals to identify safe and unsafe practices.
- Identify safety practices currently used at play by completing the checklist, “How Safe am I? Safety Practices at Play” found in the Appendix.

#### Connection

Students may

- Complete “Safety First” in *Health Masters*, p. 56 or write and draw in a journal entry about being safe at play.
- Play “Freeze Frame” on a local playground. When students hear the phrase “Freeze frame”, they hold their position and determine if they are being safe or unsafe at that moment.

#### Consolidation

Teachers may

- Develop a Prop Box Activity with safety-related items used in children’s play. Ask students to choose an item(s) and demonstrate the safety practices associated with the it. For each of the items chosen, students will explain its proper use and how it keeps them safe. For example, a student may select a helmet, sunscreen and mittens from the prop box and explain the safety features of the items when skating outdoors.

Students may

- Create a page for a class book, *Safety Play Practices*. Write and draw about a safety practice for an activity. The class book may be referenced throughout the year.
- Use “A Wise Decision” in *Health Masters*, p. 29 to verbalize or write about why protective head gear is necessary.

#### Extension

Teachers may

- Invite a police officer or a Newfoundland and Labrador Safety Council representative to discuss bicycle/pedestrian safety. A bicycle rodeo may be organized at the same time.

### Resources and Notes

#### Authorized

Appendix

- “How Safe am I? Safety Practices at Play” checklist

#### Supplementary

- *Health & Wellness Life Skills Book*, pp. 14-15
- *Health & Wellness Teacher’s Edition*, pp. 62-65, 122-125, 134-135, 190-191
- *Health & Wellness Health Masters*, pp. 28-29, 56, 61
- *Health & Wellness Stay Safe* reader, pp. 6-7, 14-15
- *Health & Wellness Your Growing Body* reader, pp. 14-15
- *Health & Wellness Transparency Book*, transparencies 30-32, 34

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- prop box ideas
- guest speaker ideas

Recommended Children’s Literature:

*Block the Sun and Not the Fun* by Ellen Seinman-Moss

*Safety First* series by Scholastic

## Staying Safe in My World

### Outcomes

*Students will be expected to*

24.0 Demonstrate safe practices, in a variety of environments and contexts, that promote safety of self and others. [Health GCO 2, SEL KSCO 4.3.6, 13.3.1, 13.3.3]

### Focus for Learning

This outcome contributes to the SEL competence of **Self-Management** and **Responsible Decision-Making** which focuses on a student's ability to apply ethical standards, safety concerns and social norms in responsible decision-making. Increasing students' understanding of safety guidelines and the importance of adhering to such guidelines will help to ensure their well-being and that of others. It is important to cultivate, at an early age, a culture of safety based on responsible decision making.

In Health Kindergarten, safety outcomes revolved around play; being able to recognize safe play environments and being able to demonstrate safe play practices. Safety in the home was addressed through outcomes on fire safety procedures and outcomes that showed an understanding of the potential for harm with some household products.

While outcome 23.0 in Health 1 focuses on differentiating safe and unsafe practices during play, outcome 24.0 is broader and begins to build on the transferability of safety practices across environments. While a Grade one student is generally with a supervising adult, it is important to begin building these safety skills.

Health 2 outcomes will revisit fire safety, the ability to enlist help and expand on practicing ways to work, live and play respectfully and safely.

Students should explore the safety practices that will minimize risks associated with hazards. Teachers may chose to focus on a specific hazard at a specific time throughout the year (e.g., exploring fire safety during a local Fire Safety week). While some hazards are observable and concrete, others are not as obvious. Students should recognize that personal safety extends beyond physical safety and includes emotional, sexual and intellectual safety. This would be an appropriate place to teach digital citizenship and self-advocacy when feeling uncomfortable or threatened online or in person. These are the early beginnings of students learning the skill of having voice. At the Grade 1 level, this means it is okay for students to say no. For example, if a friend wants to give them a hug, it is their choice to receive it or say no. Students should also be familiar with possible safety allies (a trusted person who can support, help or find help for a student).

The charts on the following pages summarize common environments in which students may find themselves and the safety practices that should be used.

## Staying Safe in My World

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Explore with students types of indoor and outdoor environments using the visuals on pp. 28-31 in *Big Ideas Book. Health & Wellness Teacher's Edition*, pp. 120-121, contains extension activities that broaden the concept of hazards indoors and outdoors.
- School: Read "Be Safe at School" on pp. 2-3 in *Stay Safe* reader. *Health & Wellness Teacher's Edition*, pp. 116-117 also has some ideas to guide the discussion.
- Community: Draw students' attention to the visual on p. 21 of *Stay Safe* reader and ask them to describe what they think is happening. Based on student responses, guide the discussion to include the safety practices outlined on pp. 20-21 of *Stay Safe* reader and pp. 140-141 of *Health & Wellness Teacher's Edition. Health Clipboard Activity 59, "Talk Show"*, may be used to reinforce the safety practices.
- Passenger: Read *Stay Safe* reader, pp. 16-19 and use *Health & Wellness Teacher's Edition*, pp. 136-139 for discussion suggestions.

Students may

- Use the three page checklist, "How Safe am I?", found in the Appendix, to indicate personal safety practices used at home, at school and in the community.

#### Connection

Teachers may

- Community: Help students understand the concept of a stranger. Read and discuss "Be Safe from Strangers" on pp. 22-23 in the *Stay Safe* reader. *Health & Wellness Teacher's Edition*, pp. 142-143 provides additional questions to guide the discussion.
- Virtual Space: Read and discuss pp. 4-5 "Use a Computer Safely" in *Stay Safe* reader. Questions to guide reading and discussion can be found on pp. 118-119 in *Health & Wellness Teacher's Edition*.

Students may

- Home: Make puppets of family members and act out a scene whereby family members are engaged in household activities such as cleaning up, caring for someone who is sick or decorating for an event using lights and extension cords. The puppet conversation should include dialogue that identifies safe and unsafe practices. The audience can participate by holding red and green cards to indicate whether the dialogue reflects a safe or unsafe action.

continued

### Resources and Notes

#### Authorized

Appendix

- "How Safe am I?" Home, School and Community Checklist

#### Supplementary

- *Health & Wellness Teacher's Edition*, pp. 116-121, 136-143
- *Health & Wellness Big Ideas Book*, pp. 28-31
- *Health & Wellness Stay Safe* reader, pp. 2-5, 16-23
- *Health & Wellness Health Clipboard Activity 59*

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- booster seat regulations
- Canadian Coast Guard resources
- virtual safety

Recommended Children's Literature:

*A Treasure at Sea for Dragon and Me* by Jean E. Pendziwol

*Once Upon a Dragon: Stranger Safety for Kids (and Dragons)* by Jean E. Pendziwol and Martine Gourbault

*Howard B. Wigglebottom* by Howard Binkow

*Never Talk to Strangers* by Irma Joyce

*Sheila Rae, The Brave* by Kevin Henkes

## Staying Safe in My World

### Outcomes

*Students will be expected to*  
**24.0 Demonstrate safe practices, in a variety of environments and contexts, that promote safety of self and others.**  
*[Health GCO 2, SEL KSCO 4.3.6, 13.3.1, 13.3.3]*

### Focus for Learning

Environment	Suggested Areas of Focus	Examples of Safe Practices
At Home	strangers  medicine  tripping/falling fire and electricity	answer the telephone/door with adult supervision, store medication in locked cabinets out of reach of small children, take medication under adult supervision,  properly store objects, such as toys,  do not use matches/lighters
In School	transportation   personal space   Interactions	use safe arrival and dismissal routines for bussed and non-bussed students, go directly to/from school or home, independently organize locker and desk space,  prevent trips and falls, move about in an orderly manner,  know how to respond to a bullying situation, follow school rules that promote safety
In My Community using modes of active transportation	pedestrian safety  bike, scooter, blading safety   public play spaces  strangers, being lost or hurt and needing help	if using a headset, ensure that the volume will not impede your safety, follow pedestrian rules adhere to road signs and traffic lights where applicable, make eye contact with drivers use safety equipment  choose smoke free spaces, do not touch found needles on the ground,  do not accept food from others approach trusted adults for help



## Staying Safe in My World

### Sample Teaching and Assessment Strategies

Students may

- Home/Community: From a list of situations involving contact with strangers, ask students to verbalize what they would do to ensure their personal safety. Possible situations involving strangers include the following:
  - You are at the mall and you get lost.
  - You are outside and a car stops. A stranger wants to talk to you.
  - You are at home and there is a knock at the door.
  - You are using the internet and you are being asked to provide personal information (name, address, phone number, photos, etc.).

An alternative to this may be found in *Health Clipboard Activity 60*, “Now Playing: Safety with Strangers”.

- Community: Complete “Safe Around Strangers” on p. 65 in *Health Masters*. This could be used as a pre or post assessment tool.
- School: Complete “Safety at School” in *Health Masters* on p. 52.
- Virtual: Complete *Health Clipboard Activity 48*: “5-4-3-2-1” and transparency 28, “Safe Surfing”, in *Transparency Book*. Additionally, “Staying Safe Online” and “Computer Safety” in *Health Masters* on pp. 53-54 can be completed to further the discussion on safe practices in a virtual environment.

### Consolidation

Students may

- Home: Use “Find Safe Ways with Medicine” on p. 72 in *Health Masters* to identify safe practices when dealing with medicine.
- Community: In a shared writing activity, plan a pretend class trip. As part of this activity, share write a letter to parents explaining the activity and the safety considerations for the day.
- Home: Make a mural depicting how to stay safe from poison or fire hazards as described on p. 127 in the *Health & Wellness Teacher’s Edition, Activity Corner*.
- Community: After reading “Cross a Street Safely” on pp. 12-13 in *Stay Safe* reader, reinforce street crossing etiquette by using *Health Clipboard Activity 55*, “Street Safe”. Refer to *Health & Wellness Teacher’s Edition* for further suggestions on pedestrian safety.
- Use transparency 42, “Retell/What Do You Know Now?” to record new knowledge on the topic of safety. For each fact, indicate if it is a practice they already engage in and if not, if they plan to do so. For example, a student may say that wearing a helmet protects their brain and that they always wear a helmet when on a bike.

continued

### Resources and Notes

#### Supplementary

- *Health & Wellness Transparency Book*, transparency 28, 42
- *Health & Wellness Teacher’s Edition*, pp. 127, 132-133
- *Health & Wellness Health Clipboard Activity 48*, 55, 60
- *Health & Wellness Health Masters*, pp. 65, 52-54, 72
- *Health & Wellness Stay Safe* reader, pp. 12-13

## Staying Safe in My World

### Outcomes

*Students will be expected to*

**24.0 Demonstrate safe practices, in a variety of environments and contexts, that promote safety of self and others. [Health GCO 2, SEL KSCO 4.3.6, 13.3.1, 13.3.3]**

### Focus for Learning

In my Community as a passenger in or on a motorized vehicle	car or recreational vehicle	<p>use a booster seat and wear a seatbelt</p> <p>only accept rides in vehicles with parent or guardian permission</p> <p>ride in the back seat of an automobile or turn off the airbag when riding in a single cab truck</p> <p>respect the driver by riding quietly and not distracting the driver</p> <p>choose smoke free environments in enclosed spaces</p> <p>use safety practices when entering and exiting a bus</p> <p>sit facing forward and remain in your seat while the bus is moving</p> <p>keep aisles clear from belongings</p> <p>respect the bus driver by keeping noise levels down and not distracting the driver</p> <p>avoid placing any objects or body parts out an open window.</p>
	bus	
	swimming/ waterplay watercraft in open water activities such as fishing on land or from a boat traversing frozen bodies of water on foot or on motorized transportation	<p>swim in a supervised area preferably swim in a depth of water suitable to swimming skills</p> <p>use personal floatation devices (PFD) for water activities</p> <p>stay seated where possible</p> <p>have a safety plan, in the event of an accident</p> <p>ensure thickness of ice before venturing out</p>
In a virtual space	privacy protection  safety	<p>protect personal information</p> <p>use technology with parent supervision</p> <p>use etiquette in virtual spaces</p> <p>only communicate with trusted and known people</p>



## *Staying Safe in My World*

### **Sample Teaching and Assessment Strategies**

Students may

- Passenger: Roleplay in groups, pretending they are riding in a car, bus or boat. Demonstrate appropriate safety practices from the perspective of the driver or the passenger.

### **Extension**

Teachers may

- Invite a guest speaker to present on an aspect of safety relevant to the class/community. As a follow up to the presentation, have students draw a picture of a safe practice or give an oral report of what was learned.

Students may

- Home: Determine practices which contribute to safety in the home. Use *Health Clipboard Activity 62*, “Safety Pledge”, to record the practices that will help achieve this goal.
- School: In *Health Clipboard Activity 47*, “Better Safe Than Sorry!”, identify possible consequences of not following safety practices at school.

### **Resources and Notes**

#### **Supplementary**

*Health & Wellness Health Clipboard Activity 47, 62*

## Staying Safe in My World

### Outcomes

*Students will be expected to*

25.0 Identify and practice ways to work and play respectfully with others. [Health GCO 2, SEL KSCO 9.3.3, 9.3.5, 11.3.4, 13.3.2, 13.3.3]

### Focus for Learning

This outcome contributes to the SEL competency, **Relationship Skills** in the development of the skills necessary to use effective communication skills to interact with others. Developing **Responsible Decision-Making** skills is also embedded in this outcome through developing an understanding of consequences of decisions and meeting societal expectations for behaviour and interactions.

In Kindergarten outcomes 2.0 and 12.0, students practiced ways to work and play respectfully with others to form a classroom community. This included the concepts of personal space and work space, polite language, introductions, play invitations, asking to be included in play, verbal and non-verbal cues and respecting differences.

The characteristics of a friend discussed in outcome 8.0 are related to this outcome and provides the basis on which students will extend the concept of respectful work and play to their interactions with everyone.

Developing and using respectful behaviour in both work and play settings is the goal of this outcome. Age-appropriate positive social behaviours which form the basis for adult positive social behaviour include sharing, caring and cooperating.

- Sharing helps children learn the importance of giving to others in need. A child who is able to share his toys with others is likely to become a generous adult. Sharing teaches children that the world can provide for them when times get tough provided they are willing to return the favour if, and when, necessary.
- Caring includes acts of kindness and can provide a child with a sense of accomplishment and an internal sense of being a good person. Teaching children to help others is likely to increase the chances that they will seek out help if needed since they will have experienced first hand how important it is.
- Cooperation is the basis for healthy work and peer relationships. Cooperation helps children learn to delegate responsibility, and it teaches children about dependability since others are likely depending on them.

Being respectful of peers is a foundational concept and, as such, should be revisited throughout the year. To be respectful of others in work and play settings is to act in a way that shows you care about a person's feelings and well-being. In addition to sharing, caring and cooperating, respectful ways to work and play include

- interpreting situations for the level of engagement required such as being loud or quiet, or sitting with a friend versus conversing with them;
- listening to others' ideas, opinions, requests and responses;
- respecting personal space, keeping hands and feet to oneself;
- using kind words, listening to a person's words;
- following game/classroom rules; and
- acknowledging a difference of opinion and being able to move forward.

## Staying Safe in My World

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Read and discuss a selection of children's literature about manners and showing respect. Brainstorm and record on a chart for future reference a list of positive social behaviours. Discuss the importance of them when interacting with others.

#### Connection

Teachers may

- Use children's literature such as *The Tale Sir Dragon: Dealing with Bullies for Kids and Dragons* or *The Golden Rule* by Ilene Cooper to generate a list of strategies to promote safety of self and others when resolving conflicts.

Students may

- Recall a time when they were shown respect. Communicate to the class how it felt to be on the receiving end of the act/gesture.

#### Consolidation

Students may

- Collectively create a class set of respect-building expectations for work and play. Students may monitor their own performance in meeting the targets for being a respectful person.

### Resources and Notes

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- video episode

Recommended Children's Literature:

*The Golden Rule* by Ilene Cooper

*The Tale of Sir Dragon: Dealing with Bullies for Kids and Dragons* by Jean Pendziwol

## *Staying Safe in My World*

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### **Outcomes**

*Students will be expected to*

26.0 Use sources for comfort and care. [Health GCO 2, SEL KSCO 8.3.1]

### **Focus for Learning**

This outcome is linked to SEL competence, **Social Awareness**, recognizing the role of home, school, and community in supporting a sense of belonging.

In Kindergarten, students were introduced to feeling comforted in different situations through the use of things and people that bring comfort, encouragement and safety such as a stuffed toy, a pet or caregivers.

In Grade One, it should be emphasized that first choices of comfort and care are not always available. You may not always be able to be with your parent or guardian, for example, but you can have a special object/memory or strategy that helps you feel comforted. It is important to discuss strategies or alternative sources of comfort for when these situations arise. One factor affecting the availability of comfort and care is location. A student's source of comfort and care at home is different than at school.

Finding sources of comfort and care is closely related to self regulation. An aroused state of emotion usually precipitates a need for comfort and care to calm the emotional experience.

Emphasize that every student's source of comfort will be different.

## Staying Safe in My World

### Sample Teaching and Assessment Strategies

#### Activation

Students may

- Recall a time when they needed to be comforted. Share the experience with the class.
- Brainstorm examples of what makes them feel secure and comfortable (caregivers, a stuffed toy, a pet.) This brainstorm can be done as a whole-class discussion, a think-pair-share, or chart paper graffiti.

#### Connection

Teachers may

- Read a piece of children's literature such as *Fred Stays With Me!* by Nancy Coffelt, where sources of comfort and care are highlighted. Have students discuss the sources of comfort and care highlighted in the book and demonstrate how they use similar sources of comfort and care.

Students may

- Work in small groups to create a skit or puppet show where a character uses a source of comfort or care. Students can come up with the scenario on their own or teachers can provide one (e.g., first day at a new activity or new school, showing up to an activity/school where no one speaks the same language as you, going to the doctor or dentist).

#### Consolidation

Students may

- Given a scenario, suggest where a child may look for a source of comfort and care. Discuss what to do when their first choice of comfort may not be present or available.
- Bring in a photo of their source of comfort and care (a family picture, a picture of their stuffed toy, a safe place). Students may post these photos in class and present their source to their classmates. Students can observe how people will have different sources of comfort and care.

### Resources and Notes

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- self-regulation kits

Recommended Children's Literature:

*Fred Stays With Me!* by Nancy Coffelt

*Small Bunny's Blue Blanket* by Tatyana Feeney

*Knuffle Bunny Free* by Mo Willems

*The Kissing Hand* by Audrey Penn



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## Section Three:

### Specific Curriculum Outcomes

#### Unit 2: Foundations of Relationships

## Focus

This unit focuses on skills to promote positive experiences in relationships with family, friends, peers and community members. Respect for self and others is an integral component of relationship building. Students develop strategies to deal effectively with situations that may arise in relationships. Growth mindset is developed as students learn about the goal-setting process, trying new things and exploring ways to solve problems. The first theme, *Emotional Literacy: Emotions in Relationships*, focuses on the individual and what they bring to a relationship while *Being the Best Me* focuses on developing a growth mindset.

## Outcomes Framework

It is expected that students will

- Health GCO 1.0 Demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.
- SEL GCO 1.0 Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self concept.
- SEL GCO 2.0 Identify and monitor one's emotions, thoughts, and behaviours.
- SEL GCO 4.0 Regulate emotions, thoughts and behaviours.
- SEL GCO 5.0 Set and work toward personal and learning goals.
- SEL GCO 7.0 Demonstrate an understanding that all individuals belong and have inherent worth.
- SEL GCO 8.0 Understand that social and ethical norms in home, school and community are relevant to culture.
- SEL GCO 10.0 Demonstrate the ability to build, maintain and restore relationships.
- SEL GCO 11.0 Apply decision-making skills to choices about personal behaviour and social interactions.
- SEL GCO 13.0 Evaluate consequences of decisions on the well-being of self and others.

- SEL KSCO 1.3.5 Recognize that all individuals have value, self-worth and voice
- SEL KSCO 4.3.1 Understand there are different motives for behaviour
- SEL KSCO 4.3.4 Develop and understand the value of positive thinking
- SEL KSCO 5.3.2 Understand the process for setting, working towards and accomplishing relevant goals
- SEL KSCO 7.3.2 Recognize human qualities that cross all cultures and groups
- SEL KSCO 8.3.1 Identify influences on one's and others' sense of belonging
- SEL KSCO 8.3.3 Identify culturally relevant personal support networks
- SEL KSCO 10.3.2 Develop skills to establish and maintain friendships
- SEL KSCO 10.3.4 Recognize that conflict is a natural occurrence and there are many ways to resolve it
- SEL KSCO 10.3.5 Develop a process to solve problems with and without adult support
- SEL KSCO 11.3.1 Understand that actions have outcomes
- SEL KSCO 11.3.2 Use a decision-making model to make informed decisions
- SEL KSCO 13.3.1 Identify positive and negative risk behaviours
- SEL KSCO 13.3.2 Understand that decisions have consequences
- SEL KSCO 13.3.3 Understand that consequences affect self and others

- 6.0 Understand the importance of developing a positive attitude [Health GCO 2, SEL KSCO 4.3.4]
- 8.0 Know the characteristics of a friend [Health GCO 1, SEL KSCO 10.3.2]
- 9.0 Understand the need for an individual to feel valued, accepted and loved in a family, school and community [Health GCO 1, SEL KSCO 1.3.5, 7.3.2, 8.3.3]
- 27.0 Understand that what they say and do affects others and self [Health GCO 1, SEL KSCO 4.3.1, 8.3.1, 11.3.1, 13.3.2, 13.3.3]
- 28.0 Identify ways to solve a problem [Health GCO 1, SEL KSCO 10.3.5, 11.3.2]
- 29.0 Recognize that conflict is natural and that there are strategies to manage conflict [Health GCO 2, SEL KSCO 10.3.4, 10.3.5, 11.3.2]
- 31.0 Identify ways they attempt new things [Health GCO 1, SEL KSCO 13.3.1]
- 32.0 Understand goals and the goal-setting process [Health GCO 1, SEL KSCO 5.3.2]



Health GCO 2.0 Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

SEL GCO 4.0 Regulate emotions, thoughts and behaviours.

SEL GCO 6.0 Develop the ability to take the perspective of and empathize with others.

SEL GCO 9.0 Use relationship skills to interact with others in all environments.

SEL GCO 10.0 Demonstrate the ability to build, maintain and restore relationships.

SEL GCO 11.0 Apply decision-making skills to choices about personal behaviour and social interactions.

SEL KSCO 2.3.1 Develop and use an emotion vocabulary

SEL KSCO 2.3.2 Recognize and accurately label one's emotions

SEL KSCO 4.3.1 Understand there are different motives for behaviour

SEL KSCO 4.3.2 Develop and apply individual strategies to control impulses, manage stress and foster self discipline

SEL KSCO 4.3.3 Develop and use strategies to foster self management

SEL KSCO 4.3.5 Recognize that thoughts and feelings can be communicated in different ways

SEL KSCO 6.3.3 Identify verbal, non-verbal, situational and cultural cues that indicate how others may feel

SEL KSCO 9.3.2 Communicate emotions to others effectively

SEL KSCO 9.3.3 Respond to others' verbal, non-verbal, situational and cultural cues

SEL KSCO 10.3.6 Identify characteristics of social responsibility

SEL KSCO 11.3.4 Understand societal expectations of personal behaviour and social interaction

*10.0 Choose strategies to manage emotions, impulses and conflict* [Health GCO 2, SEL KSCO 4.3.1, 4.3.2, 4.3.3, 4.3.5]

*11.0 Develop and use an emotion vocabulary* [Health GCO 2, SEL KSCO 2.3.1, 2.3.2]

*12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others* [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]

*30.0 Demonstrate positive social behaviours* [Health GCO 2, SEL KSCO 10.3.6, 11.3.4]

## SCO Continuum

Theme	Health Kindergarten	Health 1	Health 2
<b>Emotional Literacy: Emotions in Relationships</b>	<p>8.0 <i>Develop and use and emotion vocabulary</i></p> <p>9.0 <i>Identify factors that affect emotions</i></p> <p>10.0 <i>Identify verbal and non-verbal cues that indicate how others may feel</i></p>	<p>27.0 Understand that what they say and do affects others and self</p> <p>28.0 Identify ways to solve a problem</p> <p>29.0 Recognize that conflict is natural and that there are strategies to manage conflict</p> <p>30.0 Demonstrate positive social behaviours</p> <p>11.0 <i>Develop and use an emotion vocabulary</i></p> <p>10.0 <i>Choose strategies to manage emotions, impulses and conflict</i></p> <p>12.0 <i>Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others</i></p>	<p>25.0 Reflect on how their words and actions affect others and self</p> <p>7.0 <i>Develop and use an emotion vocabulary</i></p> <p>8.0 <i>Recognize how emotions physically feel and present in their bodies</i></p> <p>6.0 <i>Choose strategies to manage emotions, impulses and conflict</i></p>
<b>Being the Best Me</b>	<p>11.0 <i>Identify ways to make friends</i></p> <p>26.0 Understand what they say and do affects others</p> <p>7.0 <i>Understand how to give and receive compliments</i></p> <p>27.0 Understand ways to solve a problem</p>	<p>31.0 Identify ways they attempt new things</p> <p>32.0 Understand goals and the goal-setting process</p> <p>8.0 <i>Know the characteristics of a friend</i></p> <p>9.0 <i>Understand the need for an individual to feel valued, accepted and loved in a family, school and community</i></p> <p>28.0 Identify ways to solve a problem</p> <p>6.0 <i>Understand the importance of developing a positive attitude</i></p> <p>11.0 <i>Develop and use an emotion vocabulary</i></p> <p>10.0 <i>Choose strategies to manage emotions, impulses and conflict</i></p> <p>12.0 <i>Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others</i></p>	<p>26.0 Examine their acceptance of and respect for diversity in self and others</p> <p>27.0 Understand one's motivation for behaviour</p> <p>7.0 <i>Develop and use an emotion vocabulary</i></p> <p>8.0 <i>Recognize how emotions physically feel and present in their bodies</i></p> <p>6.0 <i>Choose strategies to manage emotions, impulses and conflict</i></p> <p>28.0 Implement the goal-setting process</p> <p>4.0 <i>Differentiate between optimism and pessimism</i></p> <p>10.0 <i>Solve problems independently</i></p>

## Suggested Unit Plan

It is recommended to follow the sequence of outcomes as presented in the themes above. However, as a part of good teaching practices, teachers should be responsive to the needs of students as they arise and address outcomes organically to create a more authentic learning experience. The outcomes in italics represent a revisiting of the outcome but with new content.

## Emotional Literacy: Emotions in Relationships

### Outcomes

*Students will be expected to*

27.0 Understand that what they say and do affects others and self. [Health GCO 1, SEL KSCO 4.3.1, 8.3.1, 11.3.1, 13.3.2, 13.3.3]

### Focus for Learning

This outcome is linked to SEL competencies of **Self-Management**, **Social-Awareness** and **Responsible Decision-Making** and is focused on understanding how individual choices can impact the well-being of self and others. This outcome further supports the development of self control in the context of understanding both the positive and negative impacts of words and actions. It is suggested that teachers provide a balance of teaching and assessment strategies to explore both the positive and negative effects words and actions can have on others. The learning experiences suggested in the sample teaching and assessment strategies allow students to explore the impact of negative words and actions, while the PATHS® lessons 22-24 provide students with strategies to prevent the use of negative actions and words.

The building blocks of self control and emotional literacy have been previously introduced and continue to be developed as they play and interact with others. Students' self-esteem and well-being should remain a focus as teachers create a safe environment for students to interact. Through interactions with others, students will experience natural social consequences and continue to increase their understanding of their own and others' needs.

Students should realize that their words and actions can affect their relationships with others. This is an appropriate time to discuss the differences between mean, rude and bullying.

Mean: Intentionally saying or doing something that hurts someone's feelings once or twice.

Rude: Saying or doing something unintentional that hurts someone's feelings.

Bullying: Intentionally aggressive behaviour, usually repeated over time; often having an imbalance of power.

Being rude, mean or a bully may result in others not wanting to play with them, while being cooperative might result in one being welcomed into a peer group. If students do not develop the skills to be self-aware and to be able to self-manage, they may do or say things to alienate themselves. When this happens, their sense of belonging diminishes and this can, in turn, have a negative affect on student self-esteem. Students should be able to recognize situations that can have negative consequences and adjust them accordingly so that the outcome is more positive.

### Sample Performance Indicator

What do you do or say if you see a classmate acting or using words that were having a positive impact on others? Give a gotcha (or other PBIS token) to others you see doing positive tasks.

## Emotional Literacy: Emotions in Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 22: Self-Control I: Reviewing the Three Steps for Calming Down
- Lesson 23: Self-Control II: Red Light (Control Signals Poster)
- Lesson 24: Self-Control III: Yellow and Green Lights (Control Signals Poster)

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 22- 24.

#### Activation

Teachers may

- Read and discuss Elizabeth Verdick's *Words Are Not For Hurting*.
- Brainstorm a list of positive and negative statements that students may sometimes hear. For each negative statement, suggest a more positive, less hurtful way to say the same thing.

Students may

- With a partner, select a statement from the brainstormed list. Say the statement to their partner and ask them to explain how the statement makes them feel.

#### Connection

Teachers may

- Read the children's literature selection, *Chrysanthemum* by Kevin Henkes, and discuss how an individual's use of words can have an impact on others' sense of worth.

Students may

- Create a visual representation of their name on paper. As an analogy to the hurtfulness of harsh words, students will crumple their paper into a ball when they hear a hurtful statement. Conversely, when an apology is given they will try to smooth out their paper. Like the lasting impact of harsh words, students will not be able to smooth out the wrinkles despite the apology.

#### Consolidation

Students may

- Use *Health Clipboard Activity 7* to recognize their potential to be both the sender and the receiver of hurtful words and/or actions and the impact they can have on another person.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 22: Self-Control I: Reviewing the Three Steps for Calming Down, pp. 6-1 to 6-20
- Lesson 23: Self-Control II: Red Light (Control Signals Poster), pp. 6-21 to 6-30
- Lesson 24: Self-Control III: Yellow and Green Lights (Control Signals Poster), pp. 6-31 to 6-40

#### Supplementary

*Health & Wellness Health Clipboard Activity 7*

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- video of activity to use with *Chrysanthemum* by Kevin Henkes
- childrens literature read aloud

Recommended Children's Literature:

*Chrysanthemum* by Kevin Henkes

*Words Are Not For Hurting* by Elizabeth Verdick

*Hands Are Not For Hurting* by Elizabeth Verdick

## Emotional Literacy: Emotions in Relationships

### Outcomes

*Students will be expected to*

28.0 Identify ways to solve a problem. [Health GCO 1, SEL KSCO 10.3.5, 11.3.2]

### Focus for Learning

This outcome is linked to SEL competencies **Responsible Decision-Making** and **Relationship Skills**. These competencies focus on applying effective problem-solving skills when considering choices to make informed decisions and enhancing the ability to build and maintain healthy relationships.

This outcome focuses on identifying ways to solve a problem. There are a range of problems that can be discussed with students. Some problems do not involve other people and may be a matter of taking initiative to address the problem on their own. It is important that students realize that they can resolve some problems on their own. If a student is needing a pencil or other item, for example, the student can take the initiative to borrow a pencil from a communal supply or from a classmate. On the other hand, more complex problems may involve other people and may require assistance from an adult. Initially, teachers will guide the problem-solving process but it is the intent that, over time, students will be able to implement this process on their own.

Students should also realize that there is a process to solving a social problem. The process follows these steps:

1. Identify what the problem is.
2. Think about solutions.
3. Think about what will happen if I do this and how the other child will feel if I do this.
4. Try the solution.

(Source: retrieved November 2019 at [https://www.ecmhc.org/tutorials/social-emotional/mod4\\_3.html](https://www.ecmhc.org/tutorials/social-emotional/mod4_3.html))

Reinforcing the steps involved in problem solving should happen in real life events throughout the day. The control signals poster in PATHS® may also be used in situations where emotions are elevated. Some students may need to be prompted to move through the steps until they find the best solution. These are the skills that students will use through childhood, into adolescence and in adulthood.

Examples of problems students may have to practice solving are situations such as

- being unsure of the rules of a game;
- emergency situations - fire, lockdown, getting separated from your guardian;
- friend groups changing;
- needing a pencil to complete an activity;
- receiving a negative comment from a classmate; and
- witnessing rough play on the playground.

Discuss with students which of these problems they would solve on their own and with which they would need help.

## Emotional Literacy: Emotions in Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 25: Problem-Solving Meeting I

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 25.

#### Activation

Teachers may

- Read a book such as a *Chair for My Momma*, or *Mr. McGreeley's Garden*. Guide the discussion, emphasizing how Mr. McGreeley tried several ways to keep his gardens safe from rabbits. Focus on the importance of combining one's past experience and knowledge to try to come up with alternate solutions.
- Brainstorm with students what a problem is and explore some examples of problems one may have with friends, family, and classmates. A "Problem-Solving Challenge" board could be set up in the classroom with solutions that have been successful.

Students may

- Provide some examples of problems they have experienced. They may wish to present a problem they have not solved and may ask for ideas to help with the problem.

#### Connection

Teachers may

- Create card stock tags that identify common problems experienced in Grade One.
- Read p. 6-7 of *Health and Wellness* reader, *Health and You* to explore the concept of wise decisions. Use the guided questions to evaluate their best choice for making a decision.

Students may

- Choose a tag with an identified problem recorded on it and use the problem-solving steps in discussing, with a shoulder partner, how to solve the problem.

#### Consolidation

Students may

- Choose a medium to record a problem they have had. Identify why it was a problem, options explored, steps taken to solve the problem and the resolution of the problem.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 25: Problem-Solving Meeting I, pp. 6-41 to 6-46

*Moving Up* Literacy kit: Analyzing Unit: *Chair for My Momma*, *Mr McGreeley's Garden*

#### Supplementary

- *Health & Wellness Health and You* reader, pp. 6-7
- *Health & Wellness Teacher's Edition*, pp. 10-11
- *Health & Wellness Life Skills Book*, pp. 8-9

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- problem-solving steps - Turtle theme



## Emotional Literacy: Emotions in Relationships

### Outcomes

*Students will be expected to*

29.0 Recognize that conflict is natural and that there are strategies to manage conflict. [Health GCO 1, SEL KSCO 10.3.4, 10.3.5, 11.3.2]

### Focus for Learning

This outcome is linked to the SEL competencies **Relationship Skills** in the ability to build and maintain healthy relationships, and **Responsible Decision-Making**. An important part of relationships is learning that conflict will occur and that there are many ways to deal with conflicts in a variety of settings.

In Kindergarten, students were introduced to what conflict is. They developed an awareness of their responses to conflict and identified possible strategies to deal with the negative feelings. In Grade One, students have already learned to identify ways to solve a problem with a focus on evaluating choices to make informed decisions.

An important message for students is that experiencing conflict is natural. It is okay to not share the same viewpoints as others and to engage in disagreements. As discussed in the previous outcome, it is possible to respect someone and have disagreements with them. This can be healthy as it teaches essential social skills such as flexibility, compromise, turn taking, active listening, perspective sharing and taking, and empathy. Importantly, experiencing conflict and working through it helps to develop skills to maintain relationships. It will be important for teachers to discuss strategies to deal with conflict and the wording to use as students verbalize their feelings and interactions. Some proactive strategies include the following:

- Recognize that the brain's amygdala is activated and needs to be calmed by doing deep breathing, going for a walk or doing a quiet activity.
- Say to the other person how you feel and why: I feel \_\_\_\_\_ when/ because \_\_\_\_\_.
- Use "I statements". Speak assertively, honestly, and kindly.
- Listen carefully to others and accurately reflect on what you heard.
- Propose choices and agree on a solution to try.
- Create a talking circle.

Promoting conflict management strategies is paramount and will involve direct teaching and providing opportunities for practice by using situations as they arise to reinforce strategies. There is a caution to not label conflict as bullying. The word bullying is often overused and misused.

It is important that teachers foster independence in conflict resolution. Building confidence in one's own ability to deal with simple conflicts will lead to increased competency in managing more complex conflicts as students get older.

### Sample performance Indicator

You have been designated as the class leader and you have to help the class come to a consensus on the year-end activity. Some friend groups have differing opinions. You need to help the class use strategies to propose ways to solve the problem and manage conflict.



## Emotional Literacy: Emotions in Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 26: Problem Solving Meeting II

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 26.

#### Activation

Teachers may

- Read and discuss “Conflict” in *Your Family, Your Friends, And You* reader, pp. 14-15. *Health & Wellness Teacher’s Edition*, pp. 38-39 provides additional questions to guide the discussion.

Students may

- Create a paper fan as described in *Health & Wellness Teacher’s Edition* pp. 42. Using a fan can be a strategy for self-calming.

#### Connection

Teachers may

- View and discuss pp. 6-7 “Resolve Conflicts” in *Life Skills Book*. *Health & Wellness Teacher’s Edition* pp. 40-41 provides additional questions to guide the discussion.

Students may

- Use puppets to demonstrate ways to resolve conflict/avoid arguments and fights. Examples of scenarios include: someone makes fun of you, breaks your toy, calls you a name, takes your place in line, or tells a lie about you.
- Create the Giant Four-Door Foldable for the steps of conflict resolution as in *Health & Wellness Teacher’s Edition* pp. 40-41.

#### Consolidation

Students may

- Design mini-posters for display in the hallways with messages promoting conflict resolution, such as
  - ask for help;
  - ask questions, don’t blame;
  - stay calm or walk away until you are calm;
  - use “I” statements; and
  - use words to solve problems, say how you feel and why.
- Describe a potential conflictual situation and role play their resolution.
- Students may complete p. 17 “Work Out Conflicts” and/or p. 18 “Resolve a Conflict” in *Health Masters*.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 26: Problem Solving Meeting II, pp. 6-47 to 6-52

#### Supplementary

- *Health & Wellness Teacher’s Edition*, pp. 38-42
- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 14-15
- *Health & Wellness Life Skills Book*, pp. 6-7
- *Health & Wellness Health Masters*, pp. 17-18

Recommended Children’s Literature:

*The Quarrelling Book* by Charlotte Zolotow

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- conflict styles
- videos

## Emotional Literacy: Emotions in Relationships

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>30.0 Demonstrate positive social behaviours. [Health GCO 2, SEL KSCO 10.3.6, 11.3.4]</p>	<p>Demonstrating positive social behaviours forms the basis of the SEL competencies <b>Responsible Decision-Making</b> and <b>Relationship Skills</b>. They focus on effective communication skills to interact with others as well as demonstrating an ability to build and maintain healthy relationships.</p> <p>While this outcome is similar to outcome 25.0, it is more generalized. It applies to general proactive social behaviours versus those behaviours associated with play and work. Specifically, this outcome pertains to socially acceptable behaviours in various social situations. It would be reinforcing for teachers to acknowledge examples of the transfer of the learned positive social skills from the instructional environment to everyday interactions.</p> <p>Socially acceptable behaviours may be culturally dependent. What may seem socially appropriate in one culture may not be so in another culture. Social etiquette may also differ as a result of experiences in one's family or community.</p> <p>Some social behaviours perceived to be positive in the context of Canadian culture include</p> <ul style="list-style-type: none"> <li>• being a good sport, taking turns, asking permission, including others;</li> <li>• being polite; using table manners, holding the door for the person behind you, knocking before entering a room, saying 'excuse me' if interrupting a conversation is warranted, knowing when to use inside and outside voice;</li> <li>• showing respect for personal space, and others' performances, being an active listener in school assemblies; and</li> <li>• using manners for greeting and interacting with people on the telephone, in virtual spaces and in person.</li> </ul> <p><b>Sample Performance Indicator</b></p> <p>View the video "Accidents vs. On Purpose" and co-construct your own digital version of the video about conflict in your classroom. Your version should show common conflicts that can occur in your age group and in your learning environment. Suggest ways in which you can help students resolve their conflicts.</p>

## Emotional Literacy: Emotions in Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 27: Accident, On Purpose
- Lesson 28: Introduction to Manners: Why Are They Important?
- Lesson 29: Mandy and Her Manners
- Lesson 30: Manners: Role-plays

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 27- 30.

#### Activation

Teachers may

- Read and discuss a selection of children's literature about manners and showing respect. Brainstorm, and record on a chart for future reference, a list of positive social behaviours and discuss the importance of them when interacting with others.

Students may

- Read and discuss *Health and You* reader, pp. 4-5 "Good Character and pp. 8-9 "Respect" in *Your Family, Your Friends, and You* reader. Use the *Health & Wellness Teacher's Edition* to expand the discussion on both topics using pp. 6-9 and pp. 32-33 Complete p. 14 "Respectful or Not" in *Health Masters*.

#### Connection

Teachers may

- Using a telephone, model examples of appropriate and inappropriate ways of answering or speaking on a telephone. Students will determine which models are appropriate.
- Display pp. 22-23 "Communicate" in *Life Skills Book* and discuss questions on p. 219 in *Health & Wellness Teacher's Edition*.

Students may

- In a Mix, Pair, Share Activity, walk to music around the classroom. When the music stops students will pair up and roleplay good manners. This may include a greeting, a compliment, and a good-bye. When the music starts, the activity repeats until each student has interacted with several different partners.

#### Consolidation

Students may

- Complete *Health Clipboard Activity 13*, "Act It Out - Respectfully!". Observe student participation in the activity and their interactions.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 27: Accident, On Purpose, pp. 7-1 to 7-10
- Lesson 28: Introduction to Manners: Why Are They Important?, pp. 7-11 to 7-18
- Lesson 29: Mandy and Her Manners, pp. 7-19 to 7-32
- Lesson 30: Manners: Role-plays, pp. 7-33 to 7-40

#### Supplementary

- *Health & Wellness Teacher's Edition*, pp. 6-9, 32-33, 219
- *Health & Wellness Your Family, Your Friends, and You* reader, pp. 8-9
- *Health & Wellness Health and You* reader, pp. 4-5
- *Health & Wellness Big Ideas Book*, pp. 6-7
- *Health & Wellness Life Skills Book*, pp. 22-23
- *Health & Wellness Health Clipboard Activity 13*
- *Health & Wellness Health Masters*, p. 14

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- conflict resolution videos

Children's Literature:

*Do Unto Otters* by Laurie Keller

*Manners* by Alike

*Please Say Please, Grumpy*

*Bunny* by Justine K. Fontes

*Clifford's Manners* by Norman Bridwell

*Please Say Please! A Penguin's Guide to Manners* by Margery Cuyler

## Emotional Literacy: Emotions in Relationships

### Outcomes

*Students will be expected to*

**11.0** *Develop and use an emotion vocabulary.*

[Health GCO 2, SEL KSCO 2.3.1, 2.3.2]

**10.0** *Choose strategies to manage emotions, impulses and conflict.*

[Health GCO 2, SEL KSCO 4.3.1, 4.3.2, 4.3.3, 4.3.5]

**12.0** *Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others. [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]*

### Focus for Learning

At this point in the unit, outcomes 10.0-12.0 from Unit One are revisited with a focus on the emotions surprised, expect, confused, sure, embarrassed, curious or interested, bored, frustrated, disappointed, hopeful, and handling frustration and disappointment. It is important to use the same process for learning emotion vocabulary and articulating one's emotions as outlined in the Focus for Learning for outcome 11.0. The difference now is students are learning new emotion vocabulary using the previously learned process.

Revisiting outcome 10.0 will encourage students to examine the strategies they already have for dealing with emotions and whether they need to add additional ones for dealing with the emotions named above.

Outcome 12.0 is also revisited in light of the new emotion vocabulary as students will be learning how these new emotions look and feel in themselves and in others. Once the emotion is recognized, students will need to be able to move to a response. They need to know what to do with the emotion now that they recognize it, can name it and can articulate to themselves and others what they are feeling and what is making them feel that way. Some students will have to be taught explicitly how to perceive others' emotions, while some will understand and do this innately. In order for students to draw on information to perceive and respond to cues from themselves and others, these skills have to be taught, modelled and opportunities provided for practice. Students need to be given multiple opportunities to practice reading verbal and nonverbal cues, and using these cues to guide how they respond. This outcome sets the stage for moving into the development of the perspective taking necessary for empathy, self control and communication skills necessary for effective social problem solving.

During an emotional response, a teacher can pinpoint the observed verbal/nonverbal cues, model how to use the cues to name the feeling, and describe its situational cause. For example, a teacher may say "It looks like you are feeling proud of your feedback on your completed art piece. You worked hard on that." This example demonstrates the perception of emotion and the response to the situation. The level of response for a Grade One child may be to acknowledge the emotion and the behaviour that is causing it.

### Sample Performance Indicator

Choose an emotion commonly expressed by friends your age. Develop a short skit to demonstrate how to identify it and express it to others. The skit should also identify a strategy for dealing with the emotion as well as what others could look for when observing this emotion in others and in anticipating how to respond.

## Emotional Literacy: Emotions in Relationships

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 31: Surprised, Expect
- Lesson 32: Confused, Sure
- Lesson 33: Embarrassed
- Lesson 34: Curious or Interested, Bored
- Lesson 35: Frustrated
- Lesson 36: Disappointed, Hopeful
- Lesson 37: Handling Frustration and Disappointment
- Lesson 38: Feelings Review: Guessing Feelings

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 31-38.

#### Activation

Teachers may

- Read a selection of children's literature focusing on one or more of the emotions named in column two.

Students may

- Recall an experience that made them feel the emotion being discussed. Share with a shoulder buddy, small group or the class.
- Use transparency 46, "Word Web" in *Transparency Book* to brainstorm different types of feelings.

#### Connection

Teachers may

- Discuss the connection between feelings and personal experiences. Record students' experiences on chart paper and connect them to a feeling. A general template may read: "\_\_\_\_\_ feels \_\_\_\_\_ when \_\_\_\_\_."

#### Consolidation

Teachers may

- Discuss possible ways people react to the emotions discussed in this outcome. When you are disappointed, for example, you may cry, withdraw, pout or stomp.

Students may

- Play charades: Whisper an emotion to a student and he/she is required to use body language, facial expressions, and gestures to help the group identify the emotion being expressed.
- Complete *Health Master* "Feelings" on p. 7 replacing the existing words with new ones.

### Resources and Notes

#### Authorized

##### *PATHS*® [TR]:

- Lesson 31: Surprised, Expect, pp. 8-1 to 8-18
- Lesson 32: Confused, Sure, pp. 8-19 to 8-36
- Lesson 33: Embarrassed, pp. 8-37 to 8-48
- Lesson 34: Curious or Interested, Bored, pp. 8-49 to 8-70
- Lesson 35: Frustrated, pp. 8-71 to 8-92
- Lesson 36: Disappointed, Hopeful, pp. 8-93 to 8-116
- Lesson 37: Handling Frustration and Disappointment, pp. 8-117 to 8-130
- Lesson 38: Feelings Review: Guessing Feelings, pp. 8-131 to 8-136

#### Supplementary

- *Health & Wellness Transparency Book*, transparency 46
- *Health & Wellness Health Masters*, p. 7

## Being the Best Me

### Outcomes

*Students will be expected to*

31.0 Identify ways they attempt new things. [Health GCO 1, SEL KSCO 13.3.1]

### Focus for Learning

This outcome is a building block of the SEL competence:

**Responsible Decision-Making**; evaluating consequences of decisions and their impact on the well-being of self and others.

The focus of this specific outcome is to emphasize the importance of trying new things, being a risk taker and/or trying something they think they can't do. It is important to note that mistakes or failure are okay.

From such difficulties, we are motivated to practice and learn. Students should realize that mistakes are normal and to be expected when learning a new skill. Not doing something perfectly the first time is not a reflection of a personal shortcoming, but rather evidence that more practice or effort may be needed. Students should be encouraged to keep trying and not give up even if at first they don't succeed.

In outcome 28.0, the importance of a positive attitude was discussed as it relates to problem solving, coping ability and resiliency. It is important for teachers to provide opportunities for students to try new things. When individuals attempt new things, it results in increased confidence and a willingness to attempt even more new things. It is important to establish a safe and inclusive environment where students are not afraid to be risk-takers. Being scared to try something new is often what holds people back.

Teachers can discuss and model different approaches to trying new things:

- Attempt to write a new word (1: sound it out phonetically, 2: find it in a book, 3: ask a friend).
- Meet a new friend (1: have someone introduce you, 2: say hello and invite to join in a game).
- Play a board game for the first time (1: read the rules, 2: ask someone to explain 3: watch others play the game).
- Attempt to learn a new word in another language (ask a student in the class who speaks an additional language to share a word or expression with the class).

## Being the Best Me

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model making a mistake. For example, teachers may incorrectly spell a common word, receive feedback from students and fix the error. During this experience, the teacher will discuss how it is common to make errors sometimes, be open to suggestions to help fix the error and model positive self-talk (e.g., “it’s ok, we all make mistakes sometimes”).
- Read a children’s book with the theme of perseverance. For example, *Everyone Can Learn to Ride a Bicycle* by Chris Raschka or *Froggy Rides His Bike* by Jonathan London.

#### Connection

Teachers may

- Read and discuss *Health and You* reader pp. 14-15 and use the *Health & Wellness Teacher’s Edition*, pp. 18-19 for questions to guide the discussion.

Students may

- Discuss a time that they tried something new. The idea shared could be of success they experienced the first time they tried or a time when they had to keep trying.
- Complete “Learning from Mistakes” in *Health Masters* p. 9.

#### Consolidation

Teachers may

- Provide students with the opportunity to try new things. This could include creating a meal together, organizing a game afternoon, inviting a student or guest who speaks another language to teach the students a new word or sentence.

#### Extension

Students may

- Complete activity corner “Writing” in the *Health & Wellness Teacher’s Edition*, pp. 18-19.

### Resources and Notes

#### Supplementary

- *Health & Wellness Health and You* reader, pp. 14-15
- *Health & Wellness Teacher’s Edition*, pp. 18-19
- *Health & Wellness Health Masters*, p. 9

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- read aloud

Recommended Children’s Literature:

*Everyone Can Learn to Ride a Bicycle* by Chris Raschka

*Froggy Rides a Bike* by Jonathan London

*Franklin Rides a Bike* by Paulette Bourgeois and Brenda Clark

*It’s Okay to Make Mistakes* by Todd Parr



## Being the Best Me

### Outcomes

*Students will be expected to*

32.0 Understand goals and the goal-setting process.  
[Health GCO 1, SEL KSCO 5.3.2]

### Focus for Learning

This outcome is a building block of the SEL competence **Self-Management**; set and work toward academic and personal goals.

Students creating their own goals improves both motivation and achievement. A SMART goal is a goal that is Specific, Measurable, Attainable, Realistic, and Time-Based. It is not necessary to use this language with students at this grade level, but it is important to remember to keep the goal simple, devise a plan for helping to reach the goal and finally evaluating whether or not the goal was met and what adjustments are necessary to adjust the plan to help meet the goal.

The goal-setting process includes

- naming what it is you want to accomplish,
- putting a plan in place,
- naming a target date when you will complete the plan,
- keeping track of progress,
- telling how you did, and
- adjusting the plan or the timeline to keep working towards the goal.

It will be important to focus the learning on specific goal setting versus general goal setting. It is also important for students to understand that

- some goals make take longer to achieve, and
- you do not drop the goal if you do meet it on time but continue to assess and adapt your plan.

It is important to introduce the term growth mindset. This includes taking risks and not being afraid to make mistakes. With a growth mindset, mistakes are viewed in a positive way; as an opportunity to learn and then use the information to improve. Attempting to reach a goal may mean starting over and learning from mistakes made along the way.

In Grade One, students may set the same goal but achieve it at different times. It is important to always remind students that this is okay and that they are all unique.

### Sample Performance Indicator

Identify a goal they you would like to achieve. Name the steps that will help contribute to getting you closer to achieving the goal.



## Being the Best Me

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Show an item that represents a goal they have met such as a bib from a race, a badge from a sport, or a craft they have completed. Explain how they set a goal and completed it.
- Determine what students already know about the word 'goal'. What does it mean for them?

#### Connection

Teachers may

- Invite a guest speaker to talk about a goal they have met that would be relevant to the students. This could be someone who was able to run a race, finish a project, or learn a new skill that they had wanted to learn. The speaker should be prepared to talk about why they wanted to meet the goal, the steps they took to make it happen, any failed attempts and what they learned from them and why it was important for them to learn this new skill.

#### Consolidation

Teachers may

- Show images of achievement such as a child swimming, riding a bike, or scoring a goal. Ask students to try to name the goal that the character in the picture may have set for themselves.

Students may

- Listen to and learn the following songs online: Growth Mindset Song and What I Am.
- Create a goal that speaks to something they want to get better at doing in the classroom such as not interrupting the teacher, asking for help, using kind words or getting work done on time. They should record their goal using the template "My goal is \_\_\_\_\_. To meet this goal, I need to \_\_\_\_\_. I will do this by \_\_\_\_\_. These may be posted in the classroom so that students are reminded of their goals and what they have agreed to work on.

### Resources and Notes

#### Supplementary

- *Health & Wellness Life Skills Book*, pp. 4-5
- *Health & Wellness Teacher's Edition*, pp. 20-21

#### Suggested

Resources links: <https://www.k12pl.nl.ca/curr/k-6/health/grade1/links/unit1.html>

- songs:
  - Growth Mindset song
  - What I Am

## Being the Best Me

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p><b>8.0</b> <i>Know the characteristics of a friend. [Health GCO 1, SEL KSCO 10.3.2]</i></p> <p><b>9.0</b> <i>Understand the need for an individual to feel valued, accepted and loved in a family, school and community. [Health GCO 1, SEL KSCO 1.3.5, 7.3.2, 8.3.3]</i></p> <p><b>28.0</b> <i>Identify ways to solve a problem. [Health GCO 1, SEL KSCO 10.3.5]</i></p> <p><b>6.0</b> <i>Understand the importance of developing a positive attitude. [Health GCO 2, SEL KSCO 4.3.4]</i></p>	<p>Outcomes 6.0, 8.0, 9.0 and 28.0 are revisited with a focus on the friendships and the age appropriate complexities that can arise in them or trying to make and maintain them. It is important to connect learning that happened when these outcomes were originally presented with a focus on listening, sharing and fair play. Students are now learning about a friendship, how to initiate making new friends, repairing friendships and some of the emotions associated with not having friends or being unable to initiate the process.</p> <p>Revisiting outcome 9.0 will further demonstrate the need for belonging that is satisfied through friendships. Being able to make friends at school creates the condition of belonging for students when their friendships make them feel valued, accepted and loved as a person.</p> <p>Within friendships, problems arise and having the skill of being able to navigate them is critical to growth mindset and fostering meaningful relationships. Revisiting outcomes 6.0 and 28.0 within the parameters of friendships will help to build the skill of finding ways to solve problems and feel good about it.</p> <p><b>Sample Performance Indicator</b></p> <p>Reflect on a recent time when you observed an issue arise between friends. From an observer perspective, identify what you believe to be the issue. Compare how the friends approached the issue compared to how you would try to resolve it. Identify, in your opinion, how both friends felt at the resolution and were if they were able to move forward in a positive way.</p>

## Being the Best Me

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 39: What is a Friend?
- Lesson 40: Hip-Hop's New Friend
- Lesson 41: Lonely
- Lesson 42: Making Friends
- Lesson 43: Shy
- Lesson 44: Repairing Friendships

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 39-44.

#### Activation

Students may

- Recall a time when they were in a place where they did not know anyone. Describe how it felt and what they did.

#### Connection

Teachers may

- Pretend a new student is going to be joining the class. Plan with the students what they think should happen to make the new person feel welcome.

#### Consolidation

Students may

- Participate in developing a classroom commitment to include others in their friend groups, developing awareness of others' difficulty in making friends and working together to solve problems with friends.

### Resources and Notes

#### Authorized

#### *PATHS*® [TR]:

- Lesson 39: What is a Friend? pp. 9-1 to 9-6
- Lesson 40: *Hip-Hop's New Friend*, pp. 9-7 to 9-18
- Lesson 41: Lonely, pp. 9-19 to 9-38
- Lesson 42: Making Friends, pp. 9-39 to 9-44
- Lesson 43: Shy, pp. 9-45 to 9-56
- Lesson 44: Repairing Friendships, pp. 9-57 to 9-76

## Being the Best Me

### Outcomes

*Students will be expected to*

**11.0 Develop and use an emotion vocabulary.**  
[Health GCO 2, SEL KSCO 2.3.1, 2.3.2]

**10.0 Choose strategies to manage emotions, impulses and conflict.**  
[Health GCO 2, SEL KSCO 4.3.1, 4.3.2, 4.3.3, 4.3.5]

**12.0 Perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others.** [Health GCO 2, SEL KSCO 6.3.3, 9.3.2, 9.3.3]

### Focus for Learning

At this point in the unit, outcomes 10.0-12.0 from Unit One are revisited with a focus on the emotions like/love, dislike/hate, disgusted, jealous, content or satisfied, proud, ashamed, guilty, malicious, kind, privacy and sharing your feelings. It is important to use the same process for learning emotion vocabulary and articulating one's emotions as outlined in the Focus for Learning for outcome 11.0. The difference now is students are learning new emotion vocabulary using the previously learned process.

Revisiting outcome 10.0 will encourage students to examine the strategies they already have for dealing with emotions and whether they need to add additional ones for dealing with the emotions named above.

Outcome 12.0 is also revisited in light of the new emotion vocabulary as students will be learning how these new emotions look and feel in themselves and in others. Once the emotion is recognized, students will need to be able to move to a response. They need to know what to do with the emotion now that they recognize it, can name it and can articulate to themselves and others what they are feeling and what is making them feel that way. Some students will have to be taught explicitly how to perceive others' emotions, while some will understand and do this innately. In order for students to draw on information to perceive and respond to cues from themselves and others, these skills have to be taught, modelled and opportunities provided for practice. Students need to be given multiple opportunities to practice reading verbal and nonverbal cues, and using these cues to guide how they respond. This outcome sets the stage for moving into the development of the perspective taking necessary for empathy, self control and communication skills necessary for effective social problem solving.

During an emotional response, a teacher can pinpoint the observed verbal/nonverbal cues, model how to use the cues to name the feeling, and describe its situational cause. For example, a teacher may say "It looks like you are feeling proud of your feedback on your completed art piece. You worked hard on that." This example demonstrates the perception of emotion and the response to the situation. The level of response for grade 1 child may be to acknowledge the emotion and the behaviour that is causing it.

## Being the Best Me

### Sample Teaching and Assessment Strategies

#### *PATHS*®:

- Lesson 45: Like/Love, Dislike/Hate, Disgusted
- Lesson 46: Jealous, Content or Satisfied
- Lesson 47: Proud, Ashamed
- Lesson 48: Guilty
- Lesson 49: Malicious, Kind
- Lesson 50: Privacy and Sharing Your Feelings

While there are many suggested teaching and assessment strategies in this column, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 45-50.

#### Activation

Teachers may

- Read a selection of children's literature focusing on one or more of the emotions covered in this outcome.

Students may

- Recall an experience that made them feel the emotion being discussed. Share with a shoulder buddy, small group or the class.

#### Connection

Teachers may

- Discuss the connection between feelings and personal experiences. Record students' experiences on chart paper and connect them to a feeling. A general template may read: "\_\_\_\_\_ feels \_\_\_\_\_ when \_\_\_\_\_."

#### Consolidation

Teachers may

- Discuss possible ways people react to the feelings discussed in this outcome. When you are disappointed, for example, you may cry, withdraw, pout or stomp.

Students may

- Complete Health Master "Feelings" on p. 7 replacing the existing words with new ones from *PATHS*® Lessons 45-50.

### Resources and Notes

#### Authorized

#### *PATHS*® [TR]:

- Lesson 45: Like/Love, Dislike/Hate, Disgusted, pp. 10-1 to 10-34
- Lesson 46: Jealous, Content or Satisfied, pp. 10-35 to 10-58
- Lesson 47: Proud, Ashamed, pp. 10-59 to 10-80
- Lesson 48: Guilty, pp. 10-81 to 10-104
- Lesson 49: Malicious, Kind, pp. 10-105 to 10-134
- Lesson 50: Privacy and Sharing Your Feelings, pp. 10-135 to 10-140



# Appendix

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## **With A Friend**

**by Vivian Gouled**

I can talk with a friend

and walk with a friend

and share my umbrella in the rain

I can play with a friend

and stay with a friend

and learn with a friend

and explain

I can eat with a friend

and compete with a friend

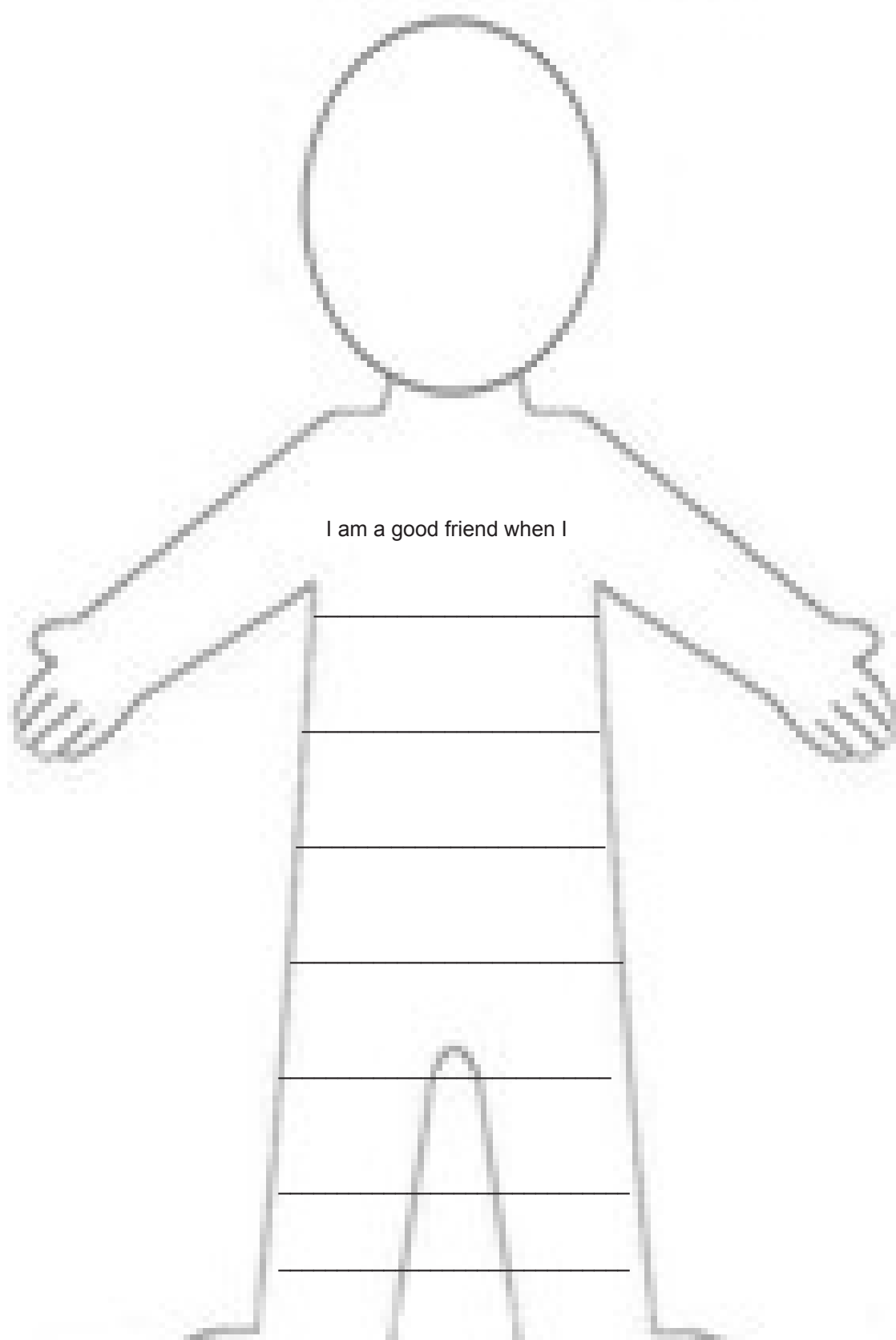
and even sometimes disagree

I can ride with a friend

and take pride with a friend

A friend can mean so much to me!

## Circle of Friends Body Template



## Healthy Practices to Care for my Teeth Name: \_\_\_\_\_

Taking care of your teeth and gums is very important to your health. Use this checklist to show which things you already do, and which ones you need to improve.

<b>Healthy Practice</b>	<b>✓ Doing it!</b>	<b>X Need to work on it</b>
I brush my teeth twice a day.		
I take care of my toothbrush and replace it every six months.		
I drink water.		
I avoid sticky foods.		
I make healthy food choices		
I visit my dentist twice a year.		
My dentist gives me free sealants for my six-year molars.		

Name: \_\_\_\_\_

### How Much Sleep Do I Get?

<p>What time do I usually go to bed?</p>	<p>What time do I usually get up in the morning?</p>
<p>Draw a picture of how you feel when you get enough sleep.</p>	<p>Draw a picture of how you feel when you do not get enough sleep.</p>

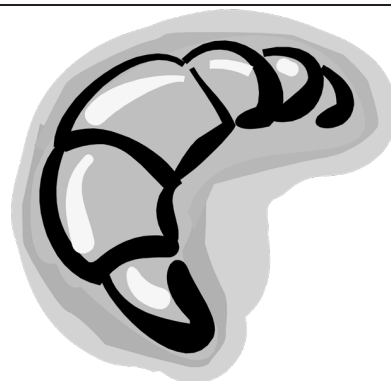
## Food Images: Grain Foods



Pita Bread



Spaghetti



Croissant



Bagels



Pasta



Cereal



Rice



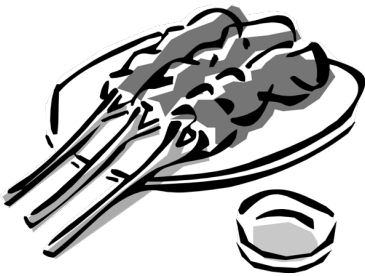
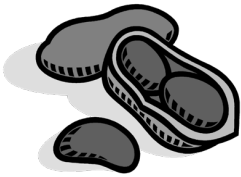


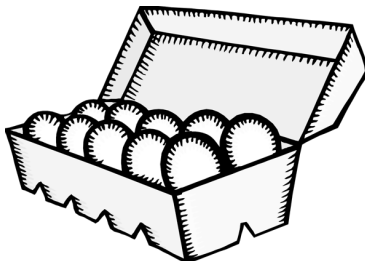
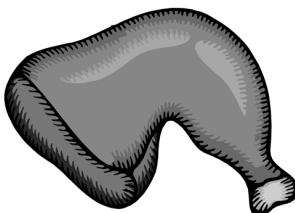



Bread








Couscous

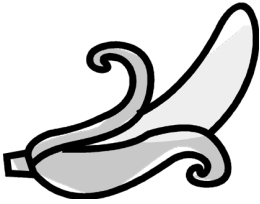
## Food Images: Protein Foods

		
Salmon	Tuna	Steak
		
Legumes	Shish kabobs	
		
Peanuts	Turkey	Tofu
		
Eggs	Chicken Leg	Cod

## Food Images: Protein foods

 <p>Soy Beverage</p>	 <p>Yogurt</p>	 <p>Cheese</p>
 <p>White Milk</p>	 <p>Cheese Strings</p>	 <p>Cottage Cheese</p>
 <p>Chocolate Milk</p>	 <p>Pudding/Custard made with milk</p> <p>Yogurt Drink</p>	 <p>Kéfir</p>

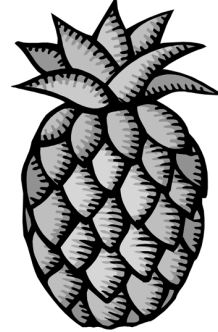
## Food Images: Vegetables and Fruit



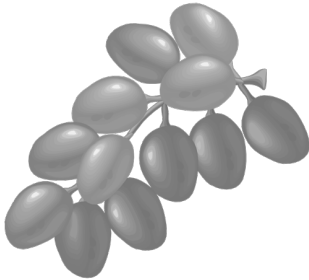
Banana



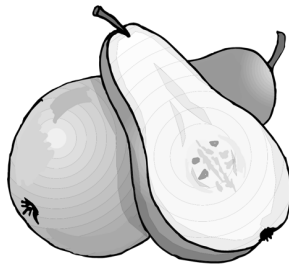
Grapefruit



Pineapple



Grapes



Pears



Blueberries



Cantaloupe



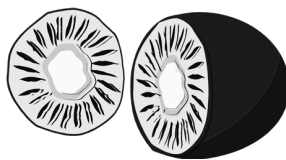
Apple



Watermelon



Orange








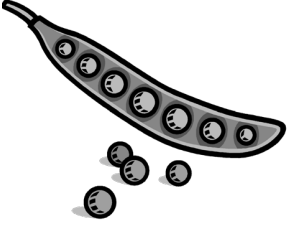
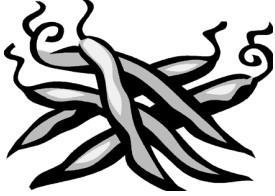



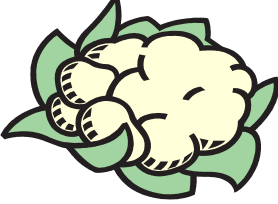

Kiwi



Raspberries



## Food Images: Vegetables and Fruit

		
Corn	Onion	Strawberry
		
Peppers	Carrots	Peas
		
Beans	Potatoes	Lettuce
		
Celery	Cauliflower	Broccoli

# Food Images: Foods to Limit

 <p>Soda Pop</p>	 <p>Sweet Dessert</p>	 <p>Candy</p>
 <p>Chocolate bar</p>	 <p>Granola bar</p>	 <p>Doughnuts</p>
 <p>Ice cream</p>	 <p>Potato chips</p>	 <p>Sweet fruit flavoured drink</p>
 <p>Cake</p>	 <p>Muffin</p>	 <p>Hot Chocolate</p>

---

## \_\_\_\_\_ 's Food Art

Directions: Use pictures from flyers, plastic food models, or real fruit and vegetables to create a face. Complete the sentence and paste a photo of your food art face below.

To help my body grow and be healthy, I need to eat \_\_\_\_\_ .

**TRY IT – YOU MAY LIKE IT!**  
**Home/School Connection**

Record and submit one slip each time your child tries a new food.

**I Tried It!**

**Name:** \_\_\_\_\_

**Food Tried:** \_\_\_\_\_

**Reaction (preferably direct comments):** \_\_\_\_\_

\_\_\_\_\_

**I Tried It!**

**Name:** \_\_\_\_\_

**Food Tried:** \_\_\_\_\_

**Reaction (preferably direct comments):** \_\_\_\_\_

\_\_\_\_\_

**I Tried It!**

**Name:** \_\_\_\_\_

**Food Tried:** \_\_\_\_\_











**Reaction (preferably direct comments):** \_\_\_\_\_

\_\_\_\_\_

Try it – You May Like it!

Name: \_\_\_\_\_

Trying new foods will increase the variety of food that I will like to eat. Sometimes, I will have to be willing to try new foods many times before I learn to like them. For the next two weeks, I am making an effort to try new foods at home. I will record the food items that I try and I will return my chart to school to share with my class.

Date	Food	I liked it!	I need to keep trying this food!
			
			
			
			
			

## Have you tried these fruits?

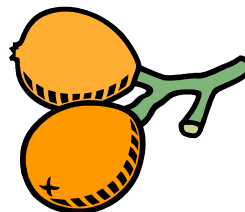
Apple



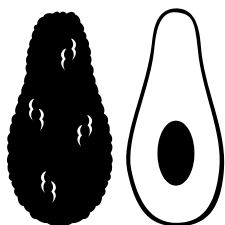
Blueberries



Apricots



Avocado



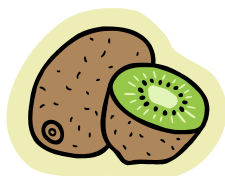
Banana



Grapefruit



Kiwi



Squash



Limes



Other suggestions to try:

Cherries,  
fruit cocktail, mango,  
watermelon, rhubarb,  
pomegranate,  
nectarine,  
peach, raspberries,  
dates, plums, pears,  
strawberries,  
pineapple, star fruit,  
cantaloupe, papaya, or  
any other new food.

---

## New Food Attitude

Name \_\_\_\_\_

Respond to these statements with words or pictures.

1. I like to try new foods.

2. I need to try new foods.

3. I need to eat a variety of foods to be healthy.

4. I will try a new food again later if I don't like it the first time.

5. I should eat different foods, not the same food every day.

## Tips to Help Children Try New Foods....

- Be a role model by eating healthy and being active.
- Plan and discuss with your child the healthy lunches and snacks he or she takes to school.
- Involve your child in food shopping, cooking and preparation.
- Offer a variety of healthy foods at home and continue to offer the new food.
- Learn about new healthy food and beverages available at school.
- Talk to your child about making healthy choices.
- Keep healthy snacks on hand for grab and go.
- Make mealtime an enjoyable experience.
- When asked to send along food items to school, choose items that fit with your school's nutrition policy.

Use Canada's Food Guide to build school lunches...

- A snack should contain 2 food groupings
- A lunch should contain 3 food groupings
- Start with a grain product - bread, pasta, pita, English muffin, crackers, rolls, tortillas, rice
- Add a protein or an alternative - turkey, chicken, beef, ham, eggs, beans, peas, tofu
- Include a vegetable - tomato, lettuce, carrot, turnip, broccoli
- Finish off with water or milk and a piece of fruit - apple, banana, kiwi, orange, grapes

Healthy lunches are easy to put together

- A thermos of chili, whole wheat dinner roll, slice of cheddar cheese, washed grapes and water
- Turkey on whole grain bread with lettuce and tomato, yogurt, blueberries and water
- Mini pizza (English muffin, sauce, vegetables, meat or alternative), canned peaches and milk
- Leftover meat and vegetables on a whole wheat tortilla with cheddar cheese, fruit cup and water
- Chicken and vegetable soup, bread sticks, vanilla pudding and water.

Important Tip: Encourage children to satisfy thirst with plain water. For more information on Canada's Food Guide visit health Canada's Website at <https://www.canada.ca/en/services/health/food-nutrition.html>



---

## How Safe Am I? Safety Practices at Play

Name \_\_\_\_\_

Answer yes or no.

1. Do I wear sunscreen?
2. Do I wear a sun hat and sunglasses?
3. Do I drink plain water when I am playing?
4. Do I play safely on playground equipment?
5. Do I wear protective gear when biking, skateboarding, boating, etc.?
6. Do I follow the safety rules of the playground?
7. Do I let an adult know where I am?
8. Do I know what to do if a stranger approaches me?
9. Do I play fairly?
10. Do I include others in play?
11. Do I run around when it is not safe to do so?
12. Do I listen to the teacher/coach/supervisor?

## How Safe Am I? Safety Practices at Home

Name \_\_\_\_\_

Directions: After each statement is read aloud, students will draw a happy face for 'yes', or sad face for 'no', in the corresponding box.

1. Is medication stored in a safe place?
2. Do I receive medication from an adult when it is required?
3. Are hazardous cleaning products stored properly?
4. If there is an Epi-pen, do we have it stored properly in a case?
5. Do I pick my toys up off the floor to avoid trips and falls?
6. Am I safe around electricity?
7. Do I clean up spills?
8. Do I tie up my shoelaces?
9. Do I know a fire evacuation route from my bedroom?
10. Do I run only when it is safe to do so?

## How Safe Am I? Safety Practices at School

Name \_\_\_\_\_

Directions: After each statement is read aloud, students will draw a happy face for 'yes', or sad face for 'no', in the corresponding box.

1. Do I organize my work space at school?
2. Do I organize my locker/coat space?
3. When travelling to and from school, do I watch out for strangers?
4. Do I ask for an adult's help when I need it at school?
5. Do I know my phone number?
6. Do I enter and leave the school safely?
7. Do I wear my outdoor clothing when I play outside?
8. Do I get dressed and undressed quickly?
9. Do I place my footwear in a safe place?
10. Do I walk, not run, in the corridors and on the way to the bus or car?



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