

Health Kindergarten

Curriculum Guide

2021



***Department of Education
Mission Statement***

***The Department of Education will improve
the provincial K-12 education system
to further opportunities for the people
of Newfoundland and Labrador.***

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Section One:

Newfoundland and Labrador Curriculum

Introduction

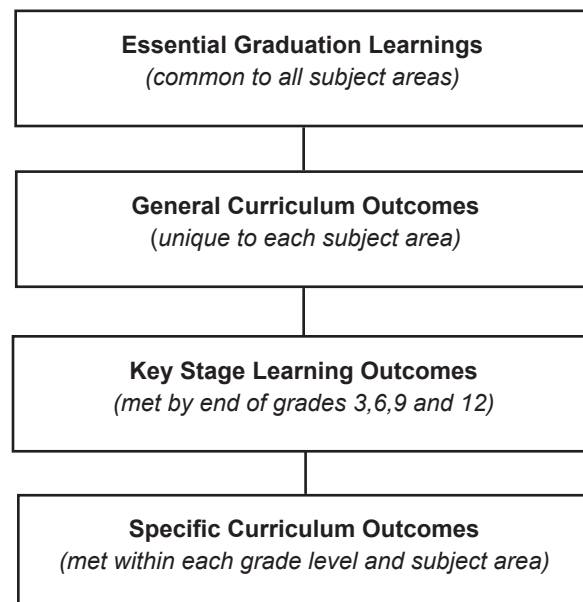
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

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

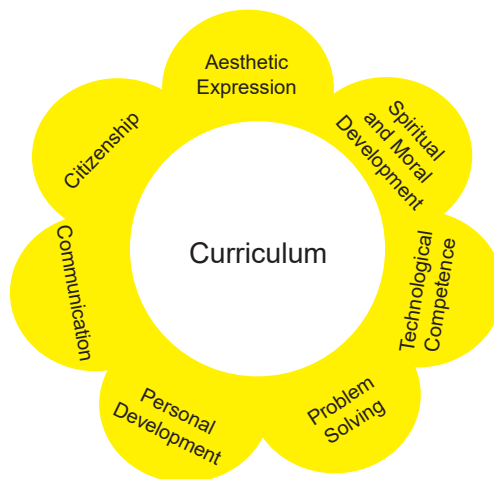
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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

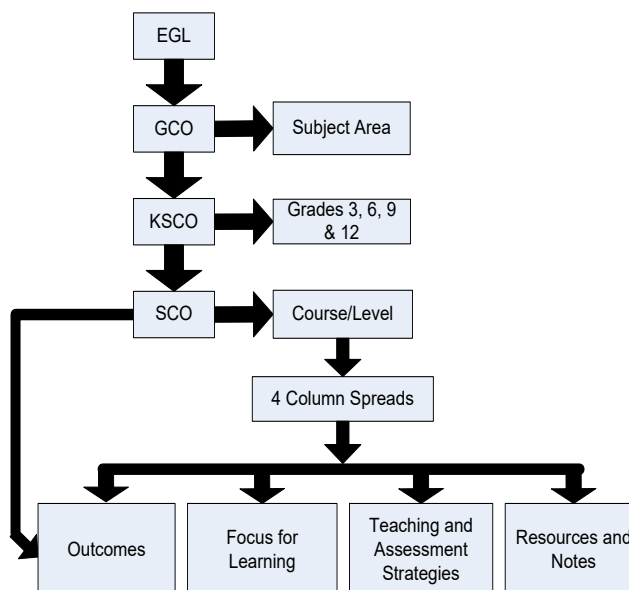
Key Stage Curriculum Outcomes (KSCOs)

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.



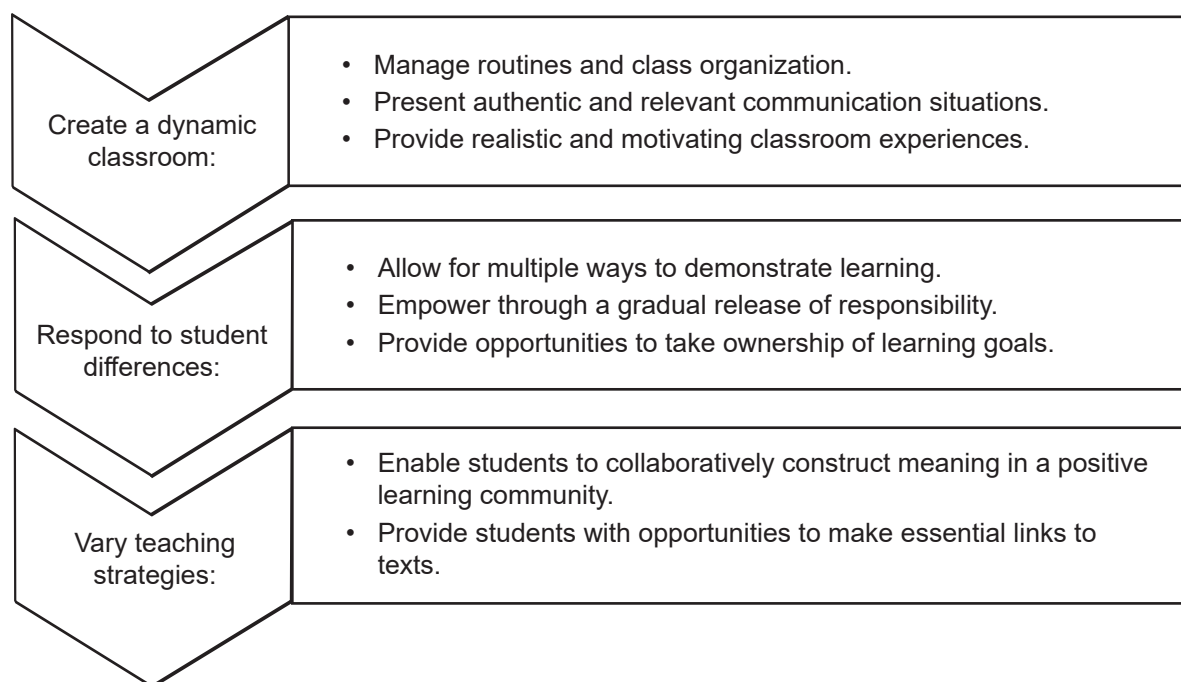
Differentiated Instruction

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

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/

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.

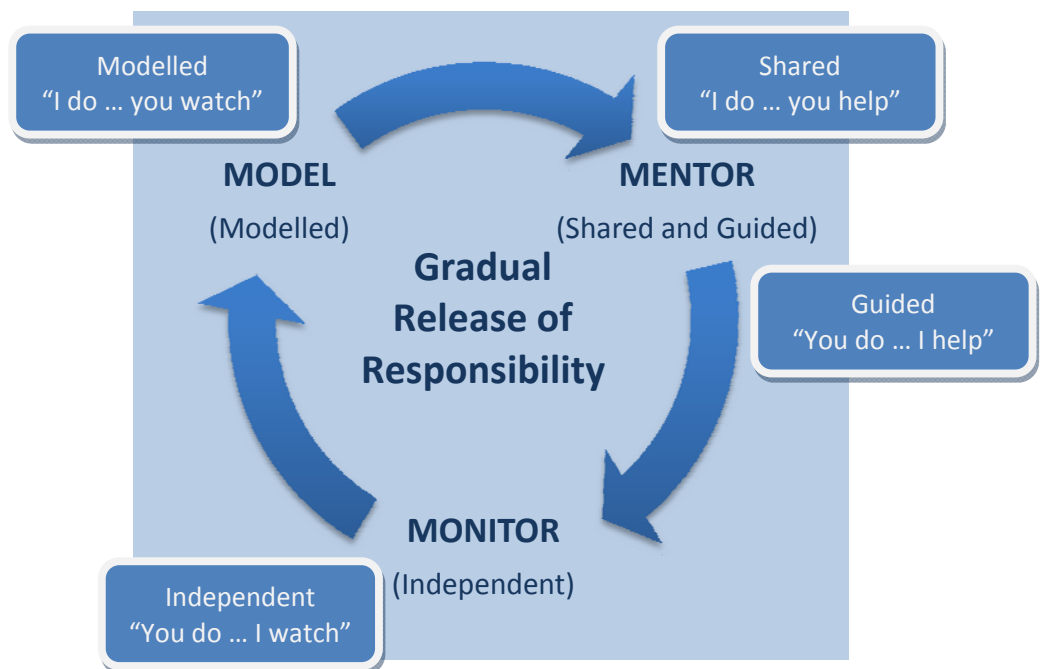
Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These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

For further information, visit <https://www.k12pl.nl.ca/studentss.html>

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

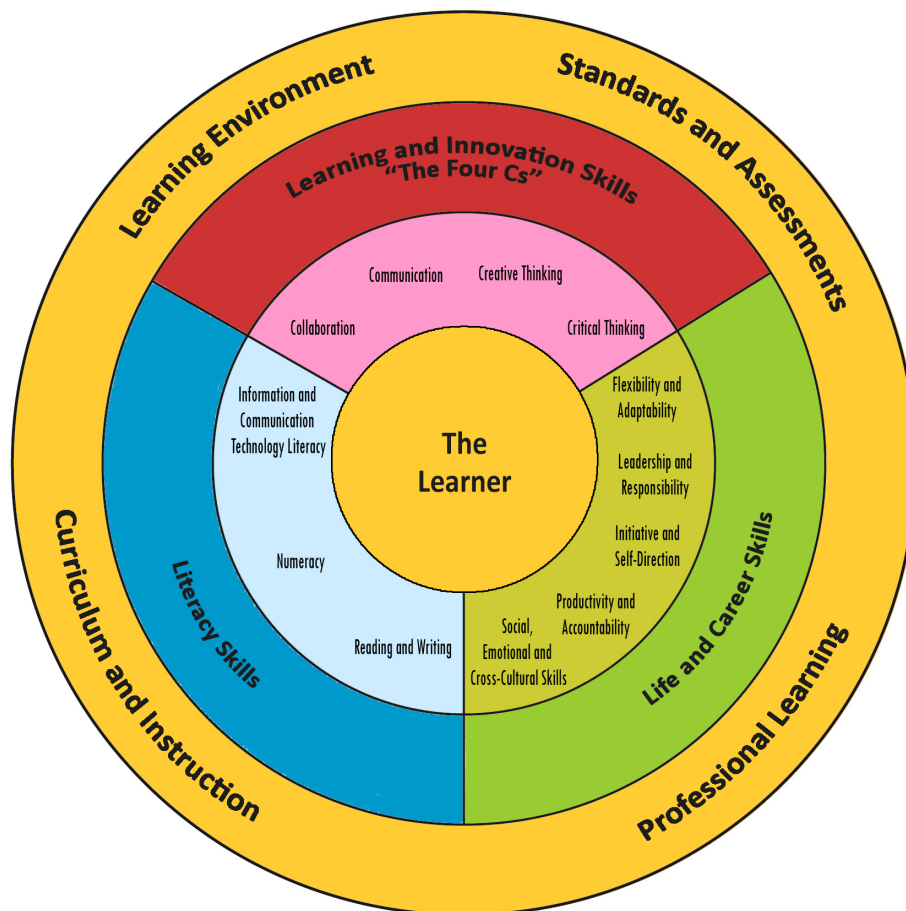
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

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 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



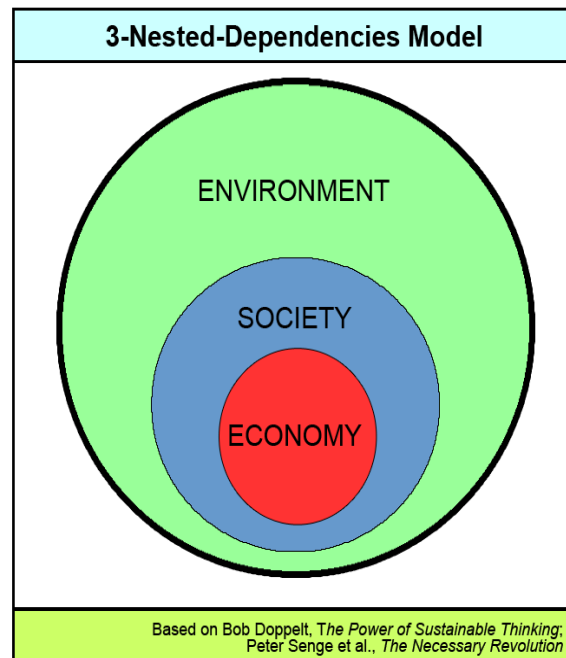
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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.

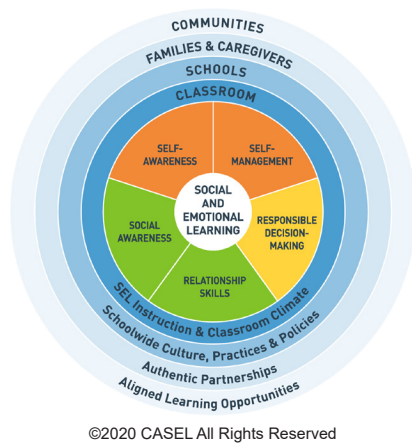
Evaluation

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.

Section Two: Curriculum Design

Rationale



Health literacy is defined by Rootman and Gordon-El-Bihbety (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 one's life. 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)

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>). 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 the curriculum 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 (SEL) is integral to achieving success and well-being at all stages of life.

If we examine Health Education from the lens of a comprehensive school health approach, supporting activities should be happening in teaching and learning, partnerships and services, social and physical environments and policy.

Health education curricula provides students with the knowledge, skills and attitudes necessary for promoting their 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, friends 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 the 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. 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 and shape a respectful, welcoming, and caring school environment for all members of the school community. In Newfoundland and Labrador, examples include the Safe and Caring Schools Policy which provides direction for creating welcoming, inclusive and safe learning environments.

Curriculum Outcomes Framework

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 young people from tobacco smoke.

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 grouped under 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.

Dimensions of Health

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 outcomes for health are organized into two units of study. As a specific area of focus, social and emotional learning outcomes are embedded into health curricula and the grade level SCOs 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 community.
- 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a community 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.

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.

Specific Curriculum Outcomes (SCOs)

Foundation Document for Social and Emotional Learning in NL

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (retrieved from Casel.org March 2019) 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.

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of grade 3, students will be expected to:
Self - Awareness	1. Demonstrate an awareness of one's interests, values and strengths in the development of 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 bodies 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 behaviour	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

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of grade 3, students will be expected to:
Self - Management	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 personal and learning goals
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 others' 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 skills to interact with others	9.3.1 Identify and use characteristics of attentive listening 9.3.2 Communicate emotions to others effectively 9.3.3 Respond appropriately 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 an ability to build and maintain healthy 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 solve it 10.3.5 Develop a process to solve problems with or without adult support 10.3.6 Identify characteristics of social responsibility

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of grade 3, students will be expected to:
Responsible Decision Making	11. Apply decision-making skills to decisions 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 problem-solving 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 and their impact 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 Kindergarten organizes the specific curriculum outcomes under two units; *Understanding Me and My World* and *Foundations of Relationships*.

The focus of the former is on 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 goal of this curriculum is 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 being 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 outcomes are repeated throughout Kindergarten. For example, in the development of an emotional vocabulary, it is necessary to follow a prescribed process for each emotion word so that the student understands 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 one experiences it. Making these connections and having the opportunity for the teacher to teach it and model it and present opportunities for students to practice takes time. In this case, an emotion vocabulary is developed 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	The focus of unit one is on the development of skills that help students contribute to a positive environment. An integral part of this 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 as well as a promotion of safety.				
Sequence of Outcomes	Building Our Community Outcomes 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	My Role in Developing Relationships Outcomes 8.0, 9.0, 10.0, 11.0, 12.0, 7.0, 13.0	Emotional Literacy - Understanding My Emotions Outcomes <i>8.0, 9.0, 14.0, 15.0, 16.0, 17.0, 8.0, 9.0, 10.0</i>	My Body Outcomes 18.0, 19.0, 20.0, 21.0	Staying Safe in My World Outcomes 22.0, 23.0, 24.0, 25.0
Percentages and Time Frame	26 weeks, 68% This unit is completed first and will likely continue until the end of March. The themes, as they are presented above, should be followed sequentially. 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. 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.				

Unit 2	Foundations of Relationships	
Summary	The focus of unit two is on the development of skills that help build positive relationships. The play-based approach used in Kindergarten necessitates students being able to successfully negotiate with others and develop skills that are transferable to their relationships. To be successful in any relationship, students have to understand themselves. As friendship is important to the Kindergarten child, developing skills and perspectives other than their own is necessary to help them initiate and maintain positive relationships.	
Sequence of Outcomes	Being the Best Me <i>11.0, 26.0, 7.0, 27.0</i>	Emotional Literacy - Emotions in Relationships <i>8.0, 9.0, 10.0</i>
Percentages and Time Frame	<p>12 weeks, 32%</p> <p>This unit is completed second and will continue until the end of the year. This unit has fewer outcomes. Outcomes 26.0 and 27.0 are introduced for the first time while many outcomes are revisited from unit one. The themes as they are presented above should be followed sequentially. 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.</p> <p>Note: Italicized outcomes indicate a revisiting of the original outcome with a different focus for learning. 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.</p>	

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

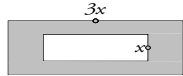
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge


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>Sample Performance Indicator</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"> 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 $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES	
GCO 1: Represent algebraic expressions in multiple ways	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>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.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> 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. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <ol style="list-style-type: none"> $(6x^2 + 12x - 3) \div 3$ $(4x^2 - 12x) \div 4x$ <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> 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. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense 9</i> 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: <ul style="list-style-type: none"> 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.

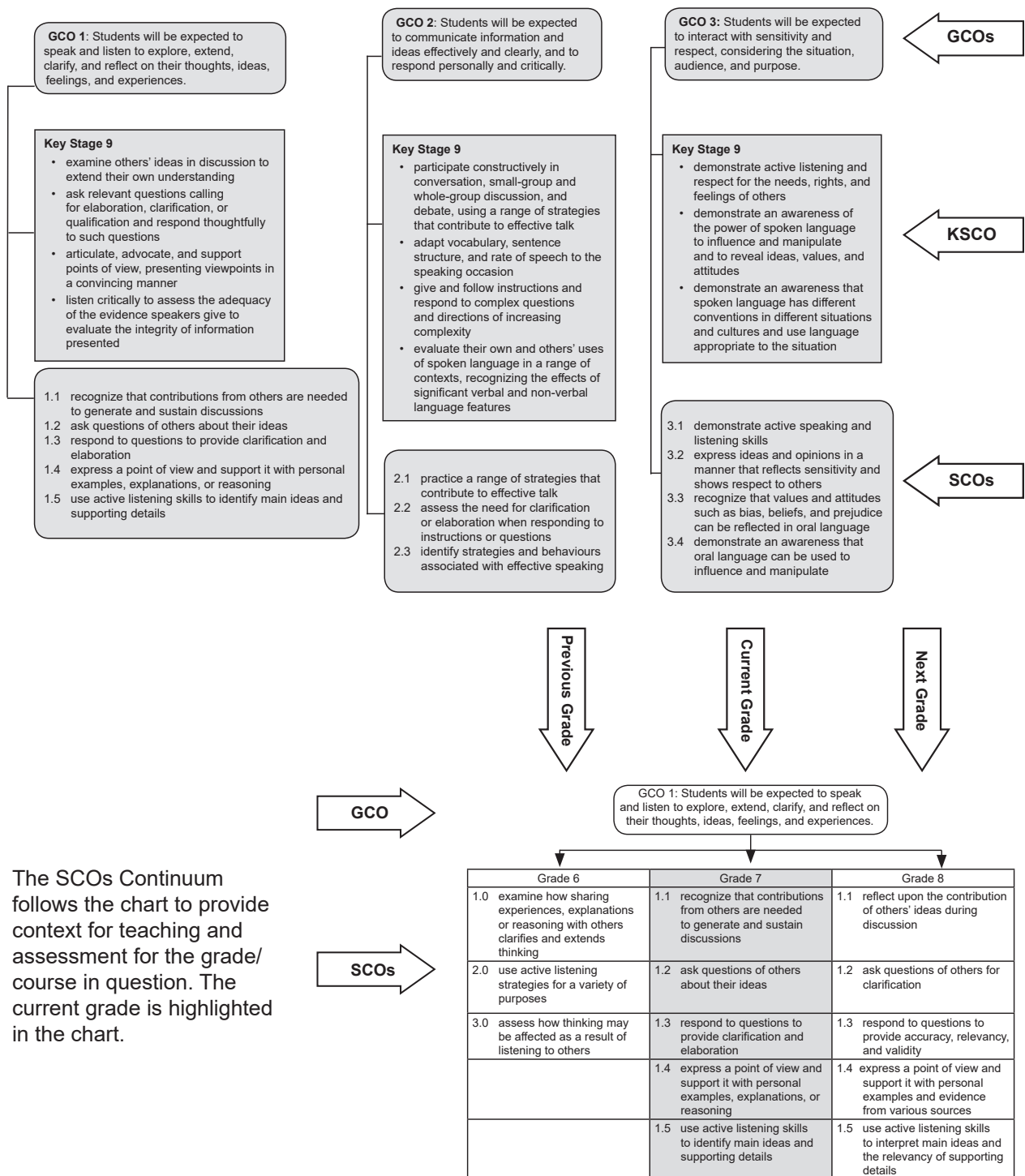
Suggestions for instruction and assessment are organized sequentially:

- **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.



Section Three: Specific Curriculum Outcomes

Unit One: 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 Emotional Literacy-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 and beyond play environments while being respectful of others in those same environments.

Outcomes Framework

- Health GCO 1: Demonstrate an understanding of the aspects of their health and issues and challenges which impact health and well-being
- SEL GCO 1: Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept
- SEL GCO 2: Identify and monitor one's emotions, thoughts and behaviours
- SEL GCO 3: Recognize the connections among emotions, thoughts and behaviours
- SEL GCO 4: Regulate emotions, thoughts and behaviours
- SEL GCO 8: Understand that social and ethical norms in home, school and community are relevant to culture
- SEL GCO 9: Use relationship skills to interact with others in all environments
- SEL GCO 10: Demonstrate an ability to build and maintain and restore relationships
- SEL GCO 12: Apply ethical standards, safety concerns, and social norms to decision making

- SEL KSCO 1.3.1 identify likes and dislikes
- SEL KSCO 1.3.2 identify personal strengths and challenges
- 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 1.3.6 identify aspects of themselves they can and cannot change and focus on what they can change
- 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 2.3.4 recognize factors that affect one's emotions and thoughts
- SEL KSCO 2.3.6 understand that individuals experience a range of emotions and thoughts
- SEL KSCO 3.3.1 understand the role the brain plays in emotions
- SEL KSCO 3.3.3 recognize how situations trigger emotions and thoughts
- SEL KSCO 4.3.3 develop and use strategies to foster self-management
- SEL KSCO 4.3.6 engage in using health promoting behaviours
- SEL KSCO 8.3.1 identify influences on one's and other sense of belonging
- SEL KSCO 8.3.2 identify one's role within groups
- SEL KSCO 8.3.3 identify culturally relevant personal support networks
- SEL KSCO 8.3.4 develop an awareness of the connection between rules and ethical norms
- SEL KSCO 9.3.1 identify and use characteristics of attentive listening
- SEL KSCO 9.3.2 communicate emotions to others effectively
- SEL KSCO 9.3.5 identify and practice ways to work and play respectfully with others
- SEL KSCO 10.3.1 understand the benefits of setting and communicating boundaries for themselves and others
- SEL KSCO 10.3.2 develop skills to establish and maintain friendships
- SEL KSCO 10.3.3 recognize how friendships are influenced
- SEL KSCO 12.3.3 understand the importance of safety guidelines when making decisions

- 1.0 identify likes and dislikes (SEL KSCO 1.3.1)
- 2.0 identify one's role and the role of others in creating a positive learning environment (SEL KSCO 4.3.3, 8.3.1, 8.3.2, 8.3.4, 9.3.1)
- 3.0 identify sources of comfort and care (SEL KSCO 4.3.3, 8.3.1)
- 4.0 define personal space (SEL KSCO 10.3.1)
- 6.0 describe one's personal traits and competencies that make them unique (SEL KSCO 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6)
- 8.0 develop and use an emotion vocabulary (SEL KSCO 2.3.1, 2.3.2, 9.3.2)
- 9.0 identify factors that affect emotions (SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3)
- 11.0 identify ways to make friends (SEL KSCO 10.3.2, 10.3.3)
- 13.0 understand that we are all members of a family (SEL KSCO 8.3.1, 8.3.2, 8.3.3)
- 18.0 understand that healthy foods, as defined by Canada's Food Guide, give the body energy and help it grow (SEL KSCO 4.3.6)
- 19.0 identify ways to be physically active every day (SEL KSCO 4.3.6)
- 20.0 understand the role of a dentist and parents/caregivers in oral health (SEL 4.3.6)
- 22.0 understand that some products commonly found in homes may be harmful if ingested, touched or smelled (SEL KSCO 12.3.3)
- 23.0 recognize safe outdoor play environments (SEL KSCO 9.3.5, 12.3.3)

Students will be expected to:

Health GCO 2: Students will demonstrate the capacity/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: Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept.

SEL GCO 2: Identify and monitor one's emotions, thoughts and behaviours

SEL GCO 3: Recognize the connections among emotions, thoughts and behaviours

SEL GCO 4: Regulate emotions, thoughts and behaviours

SEL GCO 5: Set and work toward personal and learning goals

SEL GCO 6: Develop the ability to take the perspective of and empathize with others

SEL GCO 7: Demonstrate an understanding that all individuals belong and have inherent worth

SEL GCO 9: Use relationship skills to interact with others in all environments

SEL GCO 10: Demonstrate an ability to build and maintain and restore relationships

SEL GCO 11: Apply decision-making skills to decisions about personal behaviour and social interactions

SEL GCO 12: Apply ethical standards, safety concerns, and social norms to decision making

SEL GCO 13: Evaluate consequences of decisions and their impact on the well-being of self and others

SEL KSCO 1.3.4 develop and articulate a sense of self

SEL KSCO 2.3.5 recognize how emotions present physically feel and present in one's bodies

SEL KSCO 3.3.4 recognize that strategies are used to manage one's emotions and thoughts

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 4.3.6 engage in using health promoting behaviours

SEL KSCO 5.3.1 understand the concepts of motivation, self-discipline and perseverance as they relate to goals

SEL KSCO 5.3.2 understand the process for setting, working towards and accomplishing relevant goals

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 6.3.3 identify verbal, non-verbal, situational and cultural cues that indicate how others may feel

SEL KSCO 7.3.1 identify and respect the uniqueness of individuals

SEL KSCO 9.3.1 identify and use characteristics of attentive listening

SEL KSCO 9.3.3 respond to others' verbal, non-verbal, situation 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 10.3.5 develop a process to solve problems with or without adult support

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

SEL KSCO 13.3.4 recognize potential influences on decision making

5.0 demonstrate respect for self and others (SEL KSCO 1.3.4, 6.3.1, 7.3.1, 9.3.1)
 7.0 understand how to give and receive compliments (SEL KSCO 9.3.4)
 10.0 identify verbal and non-verbal cues that indicate how others may feel (SEL KSCO 2.3.5, 6.3.2, 6.3.3, 9.3.3)
 12.0 identify and practice ways to work and play respectfully with others (SEL KSCO 9.3.5, 11.3.4)
 14.0 use verbal and non-verbal cues to communicate one's emotions (SEL KSCO 2.3.5)
 16.0 use strategies to manage emotions, behaviour impulses and conflict (SEL KSCO 3.3.4, 4.3.1, 4.3.2)
 17.0 identify ways to try new things (SEL KSCO 5.3.1, 5.3.2, 13.3.1, 13.3.2, 13.3.3, 13.3.4)
 21.0 understand ways to keep your body healthy (SEL KSCO 4.3.6)
 24.0 identify what to do in an emergency situation (SEL KSCO 10.3.5)
 25.0 identify and practice appropriate safety procedures in the event of a fire (SEL 12.3.3)

Health GCO 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.

SEL GCO 3: Recognize the connections among emotions, thoughts and behaviours

SEL GCO 6: Develop the ability to take the perspective of and empathize with others

SEL GCO 10: Demonstrate an ability to build and maintain and restore relationships

SEL KSCO 3.3.1 understand the role the brain plays in emotions

SEL KSCO 3.3.2 connect emotion vocabulary to feelings, behaviour and health

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 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 or without adult support

15.0 develop an awareness of one's response to conflict (SEL 3.3.1, 3.3.2, 3.3.4, 6.3.1, 10.3.4, 10.3.5)

SCO Continuum

Unit 1: Understanding Me and My World			
By Theme	Kindergarten	Grade 1	Grade 2
Building Our Community	1.0 identify likes and dislikes 2.0 identify one's roles and the role of others in creating a positive learning environment 3.0 identify sources of comfort and care 4.0 define personal space 5.0 demonstrate respect for self and others 6.0 describe one's personal traits and competencies that make them unique 7.0 understand how to give and receive compliments	1.0 understand their roles and responsibilities in creating healthy and respectful groups and settings 2.0 identify likes and dislikes 3.0 describe their personal traits and competencies that make themselves and others unique 4.0 demonstrate one's uniqueness 5.0 demonstrate 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	1.0 reflect on their roles and responsibilities in creating healthy and respectful groups and settings 2.0 practice ways to live, work and play respectfully and safely. 3.0 understand the relationship between self-esteem and one's well being 4.0 differentiate between optimism and pessimism 5.0 understand how to give and receive constructive feedback
My Role in Developing Relationships	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 understand how to give and receive constructive feedback 1.0 <i>reflect on their roles and responsibilities in creating healthy and respectful groups and settings (What is my role in supporting relationships? How does my self awareness influence my relationships? How does my self management skills influence my relationships?)</i>

Unit 1: Understanding Me and My World			
By Theme	Kindergarten	Grade 1	Grade 2
Emotional Literacy - Understanding My Emotions	<p>8.0 <i>develop and use an emotion vocabulary</i></p> <p>9.0 <i>identify factors that affect emotions</i></p> <p>14.0 use verbal and non-verbal cues to communicate one's emotions</p> <p>15.0 develop an awareness of one's responses to conflict</p> <p>16.0 use strategies to manage emotions, behaviour impulses and conflict</p> <p>17.0 identify ways to try new things</p> <p>8.0 <i>develop and use an 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>10.0 use strategies to manage emotions and impulses</p> <p>11.0 develop and use an emotion vocabulary</p> <p>12.0 perceive and respond appropriately to verbal and nonverbal cues that reflect the range of emotions and thoughts experienced by self and others</p>	<p>6.0 choose strategies to manage emotions, impulses and conflict</p> <p>7.0 develop and use emotion vocabulary</p> <p>8.0 recognize how emotions physically feel and present in their bodies</p> <p>9.0 perceive and respond to verbal, non-verbal, situational and cultural cues of others</p> <p>6.0 <i>choose strategies to manage emotions, impulses and conflict.</i></p> <p>1.0 <i>reflect on their roles and responsibilities in creating healthy and respectful groups and settings (Is this specific to emotions?)</i></p> <p>10.0 solve problems independently</p>

Continued

SCO Continuum

Unit 1: Understanding Me and My World			
By Theme	Kindergarten	Grade 1	Grade 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 wellbeing 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 (genetics, gender, age)</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>

Unit 1: Understanding Me and My World			
By Theme	Kindergarten	Grade 1	Grade 2
Staying Safe in My World	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	8.0 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. The outcomes in italics represent a revisiting of the outcomes but with new content.

Daily Routine Opportunity



This curriculum guide contains suggestions for daily routines. They will be indicated with the graphic seen here.

Building our Community

Outcomes

Students will be expected to

- 1.0 identify likes and dislikes
[Health GCO 1,
SEL GCO 1,
SEL KSCO 1.3.1]

Cross-Curricular Link

- **English Language Arts**
Outcome 1.1
share personal experiences orally

Focus for Learning

This is a building block of the Social Emotional Learning (SEL) Competence: Self-Awareness, where students are expected to identify likes and dislikes. It is not expected that this outcome will be achieved in one lesson as students' likes and dislikes will grow and change throughout the year.

Students should understand that it is okay to have likes or dislikes that are different from their classmates, families, and friends. It is necessary for teachers to be mindful of different cultures, families and gender stereotypes. Connections may be made to puppet characters in Religious Education. Some students have a different exposure to foods based on their culture. This may or may not affect their likes and/or dislikes of food, entertainment, celebrations, etc.

To assist students in achieving this outcome, teachers should provide a variety of opportunities to learn through play: dramatic play areas, stories, exploration centres, outdoor play, and buddy reading. Teachers can encourage discussion around students' personal likes and dislikes, such as colours, food, animals, sports, seasons, toys and books. They can also make connections to other curricular areas throughout the year.

When discussing likes and dislikes, use language such as:

“_____ likes _____ and that's okay.”

“_____ dislikes _____ and that's okay.”

Building our Community

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read a selection of children's literature that describes likes and/or dislikes by different characters. Encourage students to engage in discussions about how they are the same or different than their own likes and dislikes. Encourage students to make a connection with the text and highlight the characters' likes and dislikes. The read aloud, *My Mom Loves Me More Than Sushi*, may prompt a discussion and sharing about different food likes and dislikes.

Students may

- Self-select texts that interest them. They can share their choices with a partner describing why they like them.

Connection

Teachers may

- Ask students to contribute to a class list of likes and dislikes. The list may be regenerated frequently based on cross-curricular topics being studied. For example, after completing a unit on plants in science, the teacher may note James likes planting seeds but he dislikes getting his hands dirty.

Students may

- Present various objects or pictures from home that represent their likes or dislikes.
- Find print/digital images of the activities that they like and dislike. Afterwards, find images that represent what activities they most dislike participating in during the day.

Consolidation

Teachers may

- Observe and note student discussions and participation in activities when identifying their likes and dislikes.

Students may

- Create a sketched outline of themselves and draw images of their dislikes and likes on the outline. An X may be placed on the images of the dislikes or the front and back of the sketch may be used to distinguish between likes and dislikes.
- Create books titled, "I like...but I dislike..."

Resources and Notes

Authorized

Appendices

- Appendix 1A: T- Chart for Likes and Dislikes
- Appendix 1B: Likes and Dislikes Picture

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Likes and dislikes activities and songs

Other curriculum resources

- *Knuffle Bunny Free* by Mo Willems (English Language Arts Kindergarten)
- *My Mom Loves Me More Than Sushi* by Filomena Gomes (English Language Arts Kindergarten)
- Puppets (Religious Education)

Children's Literature

Amy Loves Snow by J. Hoban

No Two Alike by Keith Baker

Building our Community

Outcomes

Students will be expected to

- 2.0 identify one's role and the role of others in creating a positive learning environment [Health GCO 1, SEL GCO 4, 8, 9, SEL GCO 4, SEL KSCO 4.3.3, 8.3.1, 8.3.2, 8.3.4, 9.3.1]

Cross-Curricular Link

- **Social Studies**
Outcome K 1.3
identify positive and negative feelings

Focus for Learning

This outcome links to the SEL Competence: Self-Management, to develop and understand the value of positive thinking. Also, this outcome links with SEL Competence: Relationship Skills, to understand the characteristics of attentive listening and SEL Competence: Social Awareness to develop an awareness of the connection between rules and ethical norms.

Children need a safe and emotionally secure environment in which to learn. Classroom rules, such as listening to the person who is talking or waiting quietly for your turn, promote this type of environment by fostering positive behaviours and providing regular classroom routines. The development of positive feelings about oneself and about one's abilities is important for healthy growth as well as for social competence and academic achievement.



In order to promote the development of self-esteem and a positive classroom climate, teachers may use the structure of the *PATHS*® Kid for Today whereby one student per day will receive compliments from their friends, teachers, and family. This structure can be enhanced by incorporating other classroom practices. The use of the *PATHS*® animals can help reinforce the positive classroom climate. The student can also be “helper for the day”.

This outcome ties into the school's behavioural matrix for the classroom and other settings in the school. It may be known as PBS, class code of conduct or school code of conduct.

Building our Community

Sample Teaching and Assessment Strategies

PATHS® lessons 1, 2, and 3 offer lay the foundation for a safe and secure classroom environment.

PATHS®:

- Lesson 1: Circle Rules
- Lesson 2: *PATHS*® Animals
- Lesson 3: *PATHS*® Kid for Today

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 1, 2 and 3.

Activation

Teachers may

- Read a selection of children's literature around establishing a positive classroom learning environment.
- Model for students examples of classroom expectations. Co-create ways to establish a positive learning environment, such as:
 - following class rules
 - helping a friend
 - helping clean up
 - saying good morning to your classmates
 - saying please and thank you
 - sharing with a friend

Students may

- Engage in imaginative play situations where they can demonstrate how they can contribute to a positive classroom environment by following the established class expectations.

Connection

Teachers may

- Take pictures of the student of the day helping in the classroom. Create a poster or book showcasing ways that the students maintain a positive learning environment.

Consolidation

Teachers may

- Ensure classroom expectations are posted in the classroom and regularly reviewed with students.

Resources and Notes

Authorized

PATHS® (Teacher Resource [TR])

- Lesson 1: Circle Rules, pp. 1-30
- Lesson 2: *PATHS*® Animals, pp. 31-54
- Lesson 3: *PATHS*® Kid for Today, pp. 55-64

PATHS® Puppets

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Creating a Positive Learning Environment

Children's Literature

Have You Filled A Bucket Today: A Guide to Daily Happiness for Kids by Carol McCloud

The Last Stop on Market Street by Matt de la Pena

Good People Everywhere by Lynea Gillen

Do Unto Otters: A Book About Manners by Laurie Kellen

Be Kind by Pat Zietlow Miller and Jen Hill

Building our Community

Outcomes

Students will be expected to

- 3.0 identify sources of comfort and care
[Health GCO 1,
SEL GCO 4 & 8,
SEL KSCO 4.3.3, 8.3.1]

Focus for Learning

This outcome is linked to SEL Competence: Self-Management where students develop and use strategies to foster self-management.

The focus of this outcome is to identify what makes students feel comforted in different situations.

There are various sources of comfort, such as plush toys, pets, caregivers, friends, family, and/or blankets. Every student's source of comfort will be different and students should be able to identify influences on one's sense of belonging, which links to the SEL Competence of Self-Awareness.

Comfort has many positive effects on learning, productivity and creativity. For a student to feel a sense of belonging, there must be sources of comfort available to students when they need them. It is important that students can identify what these sources of comfort are in the school environment as they may differ from what they understand as sources in environments outside of school.

It should be emphasized that you cannot always have your first choice of object or person for comfort. For example, you may not always be able to be with your family, but you can have a special object or memory that helps you feel comforted. Location could affect a student's comfort and care. At home, their source could be different than at school. Discuss strategies or alternative sources of comfort.

Building our Community

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read aloud, *Fred Stays with Me* or *Knuffle Bunny Free*. Discuss the sources of comfort in the book. Using the chart below, brainstorm a list of sources of comfort and security. Discuss feelings experienced during these situations. Teachers may encourage students to bring in photographs to add to the chart.

Things that help me feel safe and secure	People that help me feel safe and secure	Words or thoughts that help me feel safe and secure
e.g., stuffies, toys, blanket	e.g., my parents, teacher	e.g., my dad telling me that he will pick me up after school

- Ask students to name the items in the classroom that comfort them and make them feel secure.

Connection

Teachers may

- Create a display area in the classroom to view sources of comfort. Photos or drawings may include family members, pets, friends, toys, and other objects.
- Discuss different situations where you may use each object or person of comfort. Discuss what you would do if your first choice of comfort isn't available or cannot be used in the situation.
- Present different situations or scenarios using the *PATHS*®: photographs or drawings whereby students initially may feel not secure or uncomfortable. Ask students how they could find comfort and care. For example: going to a new activity for the first time, participating in the school play, or trying to read a new letter or word.

Students may

- Engage in imaginative play, using puppets, different situations or scenarios to show how they can find comfort and care.

Resources and Notes

Supplementary

Children's Literature

Fred Stays With Me! by Nancy Coffelt

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Comfort Tools
- Calming Area
- Creating a Space for Reflection

Other curriculum resources

- Knuffle Bunny Free* by Mo Willems (English Language Arts Kindergarten)

Children's Literature

The Kissing Hand by Audrey Penn

Building our Community

Outcomes

Students will be expected to

- 4.0 define personal space
[Health GCO 1,
SEL GCO 10,
SEL KSCO 10.3.1]

Cross-Curricular Link

- **Physical Education**
demonstrate respect for the
personal space of others

Focus for Learning

The focus of this outcome is to encompass personal physical space, personal belongings and one's need to have personal space. This outcome is linked to SEL Competence: Relationship Skills, understand the benefits of setting and communicating boundaries for themselves and others.

The definition of personal space is broad and encompasses many aspects, including

- an appropriate physical distance between two people;
- a space over which an individual has control; if you are not regulated in your space, you will not work to your full potential; and
- being responsible for your personal belongings.

Teachers can respect personal space by being aware of how the classroom environment should be designed to be respectful of one's need for personal space options. The classroom environment may contain

- a variety of work spaces in the classroom;
- buddy bench (space for students to visit if they are looking for company) ;
- calming area;
- flexible seating;
- quiet, comfortable spaces (such as a reading cube); and/or
- square floor tiles or hula hoops to establish a parameter of personal space.

This is the beginning of the concept of establishing boundaries and understanding what consent means.

Building our Community

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 1: Circle Rules
- Lesson 2: *PATHS*® Animals

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 1, 2 and 3.

Activation

Teachers may

- Read a selection of children's literature that highlights the meaning of personal space.

Connection

Teachers may

- Model what personal space looks like in the classroom. This may include
 - keeping appropriate distances between people;
 - respecting the boundaries of others;
 - choosing the best place to work for each individual;
 - demonstrating respect for their personal belongings within the school setting (such as hanging up their coat, tidying up after snack time, putting materials/items away after use, keeping belongings in an assigned area).

Students may

- Practice how they can use personal space to optimize learning. Some examples include the following:
 - I will clean up my snack after recess time.
 - I will hang my coat up every day and put my school bag away.
 - I will use my words instead of my hands and feet when I get angry.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 1: Circle Rules, pp. 1-30
- Lesson 2: *PATHS*® Animals, pp. 31-54
- Lesson 3: *PATHS*® Kid for Today, pp. 55-64

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- How to Define Personal Space

Children's Literature

No, David by David Shannon

Hands Off, Harry! by Rosemary Wallis

Personal Space Camp by Julia Cook

Will I Have a Friend? by Miriam Cohen

I am Respectful by Mary Elizabeth Salzmann

Jungle Bullies by Steven Krol

Building our Community

Outcomes

Students will be expected to

- 5.0 demonstrate respect for self and others
[Health GCO 2, SEL GCO 1, 6, 7, 9, SEL KSCO 1.3.4, 6.3.1, 7.3.1, 9.3.1]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.4
develop an awareness of rules and why they are made; identify and practice skills that would help them resolve conflict
- **Social Studies**
Outcome K.2.3
demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate respect for the personal space of others; demonstrate concern for the safety of self, others and surrounding environment

Focus for Learning

This outcome links to the SEL Competence of Social Awareness. The intent is for students to

- recognize that others may have different viewpoints and experiences, and
- identify and respect the uniqueness of individuals

This outcome links to the competence of Self-Awareness where students develop and articulate a sense of self. The mental and well-being of our students is essential to a flourishing and sustainable classroom environment. The Safe and Caring Schools Policy states that *"schools promote the acceptance and the inclusion of all individuals, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability."*

When promoting respect for self and others, the goal is to promote an inclusive classroom which revolves around respect for all people regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.

This is supported by including literature and resources which represent the many faces of diversity (ability, cultural and ethnic origin, family composition, indigenous, religion, 2SLGBTQ+ , etc.).

Research has repeatedly demonstrated that including diversity in the classroom benefits all students (Smith and Schoenfeld, 2000).

This outcome also links to the SEL Competence of Relationship Skills, where students are expected to identify and use characteristics of attentive listening.



Respect means being kind to others at all times. As a part of the daily routines in the classroom, teachers can encourage students to demonstrate respect for themselves, for others and for the classroom environment. Examples of showing respect may include

- being a good listener;
- being kind;
- being honest;
- keeping hands, feet, and objects to self;
- respecting work and storage space of self and others;
- showing respect in conversation (not interrupting); and
- using polite language.

Building our Community

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 1: Circle Rules
- Lesson 2: *PATHS*® Animals

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

Activation

Teachers may

- Read a selection of children's literature, such as *I'm Sorry*. Discuss with students ways to respect others, such as
 - asking permission to borrow items belonging to other people and returning them to the appropriate place;
 - being polite with words and actions (i.e., borrowing a crayon, using a toy belonging to another student, using the washroom, asking for assistance);
 - showing respect in conversation;
 - taking turns or
 - using manners such as please, thank you, excuse me, I'm sorry, I forgive you.
- Read a selection of children's literature that promotes acceptance of everyone (ability, cultural and ethnic origin, family composition, indigenous, religion, 2SLGBTQ+ , etc.). Discuss with students ways to respect differences.

Connection

Students may

- Engage in imaginative play related to the various scenarios mentioned above.

Consolidation

Students may

- Think of their favourite colour. On the count of three everyone will tell about the colour and why they like it. This will create a very noisy environment making it difficult to share and hear ideas. Use a familiar quiet signal to get students' attention. Once students stop talking, ask the following questions:
 - Could you hear others' ideas?
 - Did the others hear your ideas?
 - How did you feel?
- Use effective listening and sharing skills to have students converse with others about their favourite colour.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 1: Circle Rules, pp. 1-30
- Lesson 2: *PATHS*® Animals, pp. 31-54

Supplementary

Children's Literature

I'm Sorry by Sam McBratney

A Rainbow of Friends by PK Hallinan

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- How to Demonstrate Respect for Others
- Eight Ways to Show Respect
- SEL/2SLGBTQ+ Literature Links

Other curriculum resources

- *Write Traits Kindergarten* (English Language Arts)
 - Lesson 28: "Thank-You"

Children's Literature

No, David by David Shannon

Will I Have a Friend? by Miriam Cohen

A New Boy in Kindergarten by J.B. Moncure

Do You Want To Be My Friend? by Eric Carle

Making Friends by F. Rogers

Franklin's New Friend by P. Bourgeois

Building our Community

Outcomes

Students will be expected to

- 6.0 describe one's personal traits and competencies that make them unique [Health GCO 1, SEL GCO 1, SEL KSCO 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.1
identify characteristics about themselves that make them unique and special persons; develop an awareness that all individuals have characteristics that make them unique and special
- **Social Studies**
Outcome K.2.3
demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations
- **Religious Education**
Outcome 4.1
demonstrate awareness that celebrations are one way to recognize how people are similar and unique

Focus for Learning

This outcome is linked to the SEL Competence: Self-Awareness. The intent is for students to

- identify personal strengths and challenges, and
- develop and articulate a sense of self.

It is important that students recognize they are unique. They have different traits and competencies that make them all special.

A personality trait is often ingrained. When we think of traits we think: outgoing, shy, kind, or compassionate. These are the types of characteristics that most people have had for most of their lives. They may change over time, but personality traits are often deep-seated and difficult to learn or unlearn. Generally, competencies are measures of how well you do certain things, taking into consideration your knowledge, skills and attributes. Competencies are generally behaviours that are easily identified and measured. Traits are ingrained behaviors that are mostly permanent and difficult to change while attributes can be learned through external experiences. Competencies are simply combinations of skills and behaviours and are easily identified and measured.

Children may refer to physical characteristics that make them unique. For example, children may include references to diversity in physical bodies, skin colour, hair texture, facial features, etc., as well as diversity in personalities. They may also include someone who likes running, singing, dancing, creating art, and/or reading. It is important to note and celebrate all diversities within the classroom.

Sample Performance Indicator

Draw, paint or create a representation of how you see yourself. Include something that you believe you are really good at doing. Use loose parts, buttons, jewels, shells, yarn, scrap paper, feathers, and/or beads in your representation. You can use a mirror to help create your self-portrait.

Building our Community

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 1: Circle Rules
- Lesson 2: *PATHS*® Animals

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

Activation

Teachers may

- Read a selection of children's literature, such as *Whoever You Are* and/or *A Rainbow of Friends*. Discuss possible traits and competencies that make the characters unique.

Connection

Teachers may

- Model the language used to describe traits and competencies when speaking about characters in texts or students in the class so that students can develop an understanding and familiarity of the terms used to describe individuals.
- Discuss how an individual's culture affects individual traits and skills. Texts such as *Yoko Writes Her Name* may be shared to emphasize individual differences within cultures.

Students may

- Create an "I Am Special" poster that highlights something that makes them unique. This may be a physical characteristic, a sport, or activity that they are skilled in and something that makes them unique. Students may share their posters in small groups. Discuss what makes them special. For example:

I am special because I can _____

I am special because I have _____

I am special because I am _____

Consolidation

Teachers may

- Display "I am Special" posters in the classroom. Monitor student contributions to large group discussion and completion of individual pictures.

Students may

- Identify at least one physical trait, skill or talent that they can share with their classmates using the posters mentioned above.

Resources and Notes

Authorized

Appendices

- Appendix 2A: I Am Special
- Appendix 2B: I Am Special Book

PATHS® (TR)

- Lesson 1: Circle Rules, pp. 1-30
- Lesson 2: *PATHS*® Animals, pp. 31-54

Supplementary

Children's Literature

Whoever You Are by Mem Fox

My Dog is as Smelly as Dirty Socks by Hanoch Piven

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Personal Traits-I am special song

Other curriculum resources

- Nelson Literacy Kindergarten Cross-Curricular NL Edition Kits: (English Language Arts)
 - Look at Me
- *Beautiful Stuff* by Cathy Weisman Topal and Lella Gandini (TR) (English Language Arts Kindergarten)
- *Willows Whisper's* by Lana Button (English Language Arts Kindergarten)
- *Yoko Writes Her Name* by Rosemary Wells (English Language Arts Kindergarten)

Building our Community

Outcomes

Students will be expected to

- 7.0 understand how to give and receive compliments [Health GCO 2, SEL GCO 9, SEL KSCO 9.3.4]

Focus for Learning

This outcome links to the SEL Competence: Relationship Skills, where students are expected to understand how to give and receive authentic compliments and constructive feedback.

This is an introduction to the concept of giving and receiving compliments which is modelled by the teacher or any other adults in the room. This outcome will be continued in the themes of “Introduction to Relationships” and “Being the Best Me.” The authorized resource, *PATHS*®, teaches compliments at several different levels and this outcome is revisited in this curriculum guide to build upon the complexities of giving and receiving compliments.

A compliment is defined as something that is nice that we say about a person. It is a way of letting others know what we like about them.

Over the course of a year, every student needs to have multiple opportunities to give and receive compliments. Repeated experiences such as these are critical to the development of positive self esteem.



Part of being a *PATHS*® “Kid For Today” or the classroom helper, receiving and giving compliments is practiced as part of the regular classroom routine. Students should know in advance who the *PATHS*® Kid for Today is so they have time to think about an appropriate compliment to share.

Building our Community

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 3: *PATHS*® Kid for Today
- Lesson 4: Compliments 1

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

Activation

Teachers may

- Read a selection of children's literature and discuss the meaning of the word 'compliment'.
- Model giving and receiving compliments. Encourage children to exchange compliments during the day. Discuss how it feels to receive a compliment.

Students may

- Engage in imaginative play situations where they can demonstrate how they can give and receive compliments.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 3: *PATHS*® Kid for Today, pp. 55-65
- Lesson 4: Compliments 1, p. 65

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Teaching children how to give a compliment

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

My Role in Developing Relationships

Outcomes

Students will be expected to

- 8.0 develop and use an emotion vocabulary
[Health GCO 1, SEL GCO 2, 9, SEL KSCO 2.3.1, 2.3.2, 9.3.2]

Cross-Curricular Links

- **Religious Education**
Outcome 5.1
identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences

Focus for Learning

The focus of this outcome is to identify emotions(happy or sad). This outcome is linked to SEL Competence: Self-Awareness. The intent is for students to:

- develop and use an emotion vocabulary and
- recognize and accurately label their emotions.

It is important to note that non-verbal (facial expressions and body language) and verbal cues are a part of identifying all emotions. This will be further developed as the various emotions are introduced.

Every *PATHS*® feelings lesson follows the same procedure. First the teacher shows photographs/drawings that are provided. The images capture both verbal and non-verbal cues and students are asked to provide reasons why someone feels that emotion. Also, there is an emphasis on labelling emotions.

It is important to help children understand that all feelings are okay, but sometimes how you respond to your feelings may not be socially responsible. It is also important to note that there are emotions that make you feel comfortable and uncomfortable. Happy is a comfortable feeling and sad is an uncomfortable feeling.

In this current theme, "Introduction to Relationships," the focus will be on identifying "Basic Feelings," which are both happy and sad.

In the future theme, "Emotional Literacy," the focus will be on identifying other "Basic Feelings," which are mad/angry, scared/afraid.

In another future theme, "Understanding My Emotions," the focus will be on identifying "Intermediate Feelings" and "Advanced Feelings," which are excited, tired, frustrated, proud, loved, worried, disappointed, jealous, furious, guilty, and generous.

It is important to note that this outcome will be addressed throughout the year and in future grades. These feelings are not discussed in isolation.

Teachers play an important role in emotional coaching. Developing an emotional vocabulary, knowing what an emotion looks like and feels like in your own body and in others, and knowing what to do with that emotion is all part of emotional coaching.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

It is expected that teachers complete in *PATHS*® :

- Lesson 5: We All Have Feelings
- Lesson 6: Happy
- Lesson 7: Sad

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 5, 6 and 7.

Activation

Teachers may

- Complete a picture walk using the print features in a children's literature selection. Students can predict emotions (happy, sad) that characters may be feeling based on the illustrations throughout the text.

Connection

Teachers may

- Using the resource, Emotions Photographic Learning Cards, match the pictures with the emotions happy and sad. Go through what each part of the face (eyes, mouth, nose) and body looks like when someone is experiencing a specific feeling. These non-verbal cues tell us about how someone might be feeling.

Students may

- Use hand-held mirrors to identify facial expressions and/or body language that represents the emotions happy and sad. Ask students to think about: "What does your mouth look like?", "What do your eyes look like?", and "What does your nose look like?" when experiencing the feelings happy and sad.

Consolidation

Teachers may

- Take pictures of students demonstrating body language and facial expressions that depict the emotions happy and sad. Alternatively, students can draw pictures of themselves. These pictures can be used to make a booklet of emotions or a slide show.

Students may

- Use the photo which shows themselves experiencing the feelings happy and sad to complete the sentence "When I am _____, I _____." For example, "When I am happy, I smile and my eyes are wide." On a sheet of paper, tape the photo at the top of the page with the statement underneath it.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 5: We All Have Feelings, pp. 1-18
- Lesson 6: Happy, pp. 19-38
- Lesson 7: Sad, pp. 39-58

Supplementary

Emotions Photographic Learning Cards (TR)

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning how to teach emotions and feelings

Other curriculum resources

- *Nelson Literacy Kindergarten Cross-Curricular NL Edition Kits* (English Language Arts Kindergarten)
 - "Getting Along"
- *Otis* by Loren Long
- *Math Makes Sense K* Audio CD 1 (Mathematics Kindergarten)
 - Track # 6, "If You're Happy"

Children's Literature

The Way I Feel by Janan Cain

How are you Peeling? by Saxton Freymann and Joost Elffers

The Feelings Book by Todd Parr

In My Heart by Jo Witek

My Role in Developing Relationships

Outcomes

Students will be expected to

- 9.0 identify factors that affect emotions
[Health GCO 1, SEL GCO 2, 3, SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3
identify positive and negative feelings associated with belonging or wanting to belong to a group
- **Religious Education**
Outcome 5.1
identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate an understanding of the effectiveness of group cooperation

Focus for Learning

The focus of this outcome is to recognize that various factors will have an impact on children's emotions (happy and sad) and it is linked to the SEL competence: Self-Awareness.

The intent is for students to

- recognize factors that affect one's emotions and thoughts.
- recognize how situations trigger emotions and thoughts.
- understand the role the brain plays in emotions.

Before students can identify factors that affect these emotions, they should have previous experience identifying emotions (happy and sad).

Emphasize that a situation or experience will trigger different emotions within individuals. It is important to understand that it is okay for individuals to feel differently about a similar experience/situation. Some students may feel happy about getting a pet, while others may feel sad that they do not have a pet. As individuals, we can experience emotions at different levels of intensity based on an experience or situation. These differences are often described as a range of emotions.

It is important that teachers spend time discussing the role the brain plays in emotions. Kindergarten students should understand that there is a critical period in which children are open and able to respond to self-control strategies. Once children are mildly or moderately upset, they may take a few minutes to calm down. When children are upset, reasoning and even encouraging are unlikely to work. Sometimes it takes some time for the brain to "reset".



Play-Based Learning

Provide children time to interact and play in the puppet theatre area. Through their play, children may use puppets to label their emotions and tell why they feel happy or sad.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS® :

- Lesson 5: We All Have Feelings
- Lesson 6: Happy
- Lesson 7: Sad

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 5, 6 and 7.

Activation

Teachers may

- Read a selection of children's literature and discuss factors that affect how the characters feel.

Students may

- Use Emotions Photographic Learning Cards or drawings to identify possible factors that may have triggered the feelings being displayed in the picture.

Connection

Teachers may

- Read a selection of children's literature and discuss how emotions and impulses are affected by the brain.
- Provide students with an emoji or a sketch that expresses the emotions happy or sad. Ask them to think about a situation and model their feelings. Model how this may look using facial and body gestures.
- Take pictures or videos of students as they are role playing the factors that affect emotions (happy/sad).

Students may

- Engage in imaginative play around the factors that affect emotions (happy/sad) in different situations. For example: a move to a new school, a missing toy, the first snowfall, a spilled drink, getting a new pet, the day of your birthday, someone telling you that you can't play with them.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 5: We All Have Feelings, pp. 1-18
- Lesson 6: Happy, pp. 19-38
- Lesson 7: Sad, pp. 39-58

Supplementary

Emotions Photographic Learning Cards (TR)

Circle Time Activities

- "Happy" Track # 14

Children's Literature

Harriet, You'll Drive Me Wild by Marla Frazee

The Worst Best Friend by Alexis O'Neill

I'm Sorry by Sam McBratney

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Identifying factors that affect emotions
- Understand the role the brain plays in emotions

Children's Literature

I Am Too Absolutely Small for School by Lauren Child

Chrysanthemum by Kevin Henkes

The Way I Feel by Janan Cain

My Best Friend by Pat Hutchins

My Role in Developing Relationships

Outcomes

Students will be expected to

10.0 identify verbal and non-verbal cues that indicate how others may feel
[Health GCO 2,
SEL GCO 2, 6, 9,
SEL GCO 2,
SEL KSCO 2.3.5,
6.3.2, 6.3.3, 9.3.3]

Focus for Learning

The focus of this outcome is to create strategies that support students' perception of others' emotions. Visuals such as those displayed on the *PATHS*® photograph cards and the "Feelings Faces" cards help children to define how a person feels using verbal, non-verbal and situational cues. It is important to introduce that individual feelings will affect how an individual acts. Cues can be given through their tone of voice, facial expression (eyes, eyebrows and mouth), body language, and actions. Connections should be made between the verbal and non-verbal cues and the feeling being taught. This is linked to SEL Competence: Social Awareness, where students are expected to identify verbal, non-verbal, situational, and cultural cues that indicate how others may feel.

When students are demonstrating that they are happy or sad, it is important to make connections to the verbal or non-verbal cues. For example, a student's eyes and lips are positioned differently when they are happy or sad.

Students benefit when their emotions are understood by others as validation helps them to feel understood and creates positive conditions for emotional expression.

Stress the importance of being aware of cultural differences pertaining to gestures, touch, tone of voice, body language, etc. For example, with respect to using eye contact, in some cultures, meeting another's eyes can be perceived as rude or aggressive. Also, handshakes are often a form of greeting. Using the right hand is generally considered proper etiquette. Different cultures may be more or less likely to shake hands and there may be different customs about how or when to shake hands.

Assumptions cannot be made that students will know particular verbal and non-verbal cues for expressing feelings. They must be taught that these cues are a means of communication. We use the cues to figure out what an individual is trying to communicate.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS® :

- Lesson 5: We All Have Feelings
- Lesson 6: Happy
- Lesson 7: Sad

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 5, 6 and 7.

Activation

Teachers may

- Read a selection of children's literature, view posters, or any print environment in the classroom or school. As a group, discuss the verbal and nonverbal language being communicated that indicates how the characters are feeling. Record responses.
- Discuss ways that we interpret verbal and non-verbal cues and the indicators they make regarding how the individual feels.
- Model appropriate verbal and non-verbal cues. For example, when Jane shared her toys with Ann, I noticed she was happy because she was smiling.

Connection

Teachers may

- Using visuals such as Emotions Photographic Learning cards, have students engage in an imaginative play situation/experience that may be occurring based on the card. Photograph students using non-verbal cues to depict certain emotions (happy/sad) demonstrated during the play.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 5: We All Have Feelings, pp. 1-18
- Lesson 6: Happy, pp. 19-38
- Lesson 7: Sad, pp. 39-58

Supplementary

Emotions Photographic Learning Cards

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Identifying verbal and non-verbal cues that indicate how others feel

Children's Literature

I Like Myself by Karen Beaumont

My Role in Developing Relationships

Outcomes

Students will be expected to

- 11.0 identify ways to make friends
[Health GCO 1, SEL GCO 10, SEL KSCO 10.3.2, 10.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3
identify positive and negative feelings associated with belonging or wanting to belong to a group
Outcome K.1.4
develop an awareness of rules and why they are made; identify and practice skills that would help them resolve conflict
Outcome K.2.3
demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations
- **Physical Education**
demonstrate respect for the personal space of others; demonstrate an understanding of the effectiveness of group cooperation; demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate concern for the safety of self, others and surrounding environment; discuss fairplay principles in relation to individual differences in performance
- **Religious Education**
Outcome 4.1
demonstrate awareness that celebrations are one way to recognize how people are similar and unique

Focus for Learning

The focus of this outcome is to understand a variety of ways to make friends. In this current theme, Introduction to Relationships, introducing the puppets is important as they will play an integral role consistently through the other related outcomes.

In a future theme, "Being the Best Me," students will associate positive feelings with sharing and discussing different experiences of sharing with others.

This outcome is linked to SEL Competence: Relationship Skills, where students are expected to develop skills to establish and maintain friendships. Students will learn the types of behaviours and actions of others and themselves that are in keeping with being a good friend.

A friend is someone who knows you, likes you and enjoys spending time with you. A friend is also someone who shares with you. Having a friend makes you feel happier, safer and more connected to others. Friends can be real or imaginary (e.g., a person, a toy animal, imaginary things). Friends may be like you in some ways and may differ from you in other ways. Children need to know it is okay to have more than one friend at a time.

People may display friendship by sharing, caring, helping, listening and playing respectfully with one another. People may show they are not being a good friend by name calling, hurting, or taking things that belong to other people.

There are many ways to make friends, including

- Asking to be included;
- Introducing yourself;
- Inviting others to play and accept invitations;
- Keeping hands, feet and objects to self;
- Respecting differences such as physical differences, different interests, clothing or religious beliefs;
- Respecting personal space, (see outcome 3.0), work space, and belongings;
- Using polite language and kind words; and
- Using verbal and non-verbal cues to communicate messages (e.g., smiling at others, turning away from others).

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS® :

- Lesson 8: Twiggie Makes Friends

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

Activation

Teachers may

- Read a selection of children's literature and discuss ways of making friends through playing together, helping each other and sharing with one another.

Connection

Students may

- Draw a picture that highlights something they like to do with their friend(s). Share their drawings with the class. Complete the following sentence to accompany their drawing:
 “_____ is my friend because _____.”
- Use provocations to create characters to tell a story about friends.

Consolidation

Students may

- Use the *PATHS*® puppets or classroom puppets to dramatic play different scenarios, such as asking to join a game, inviting someone to join, introducing yourself, and using kind words.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 8: Twiggie Makes Friends, pp. 59-72

PATHS® Puppets (SR)

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning about ways to make friends

Other curriculum resources

- Puppets (Religious Education)

Children's Literature

We Share Everything by Robert Munsch

The Very Cranky Bear by Nick Bland

Will I Have a Friend? by Miriam Cohen

Making Friends by F. Rogers

Franklin's New Friend by P. Bourgeois

Making a Friend is An Art by Julia Cook

My New Friend is So Fun by Mo Willems

My Role in Developing Relationships

Outcomes

Students will be expected to

- 12.0 identify and practice ways to work and play respectfully with others [Health GCO 2, SEL GCO 9, 11, SEL KSCO 9.3.5, 11.3.4]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3
identify positive and negative feelings associated with belonging or wanting to belong to a group
K.1.4 develop an awareness of rules and why they are made; identify and practice skills that would help them resolve conflict
- **Physical Education:**
demonstrate respect for the personal space of others; demonstrate an understanding of the effectiveness of group cooperation; demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate concern for the safety of self, others and surrounding environment

Focus for Learning

The focus of this outcome is to practice ways to work and play respectfully with others. This outcome links to the SEL Competence: Relationship Skills. This outcome is also linked to SEL Competence: Responsible Decision Making, where students are expected to understand the importance of expectations of personal behaviour and social interactions. It is important to note that the emphasis here is on working and playing respectfully to form a classroom community.

Recall from previous lessons in outcome 11.0 that there are many ways to make friends.

Teachers can use explicit statements and/or recognition to identify cooperative and sharing behaviours of students and to help them internalize the desire to share and play cooperatively. This may be ongoing throughout the year, and possibly incorporated into classroom or school initiatives to support positive behaviours.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read a selection of children's literature such as *A Rainbow of Friends*, *I'm Sorry*, *The Worst Best Friend* and/or *The Recess Queen*, and discuss the use of polite language such as "please", "thank you", "may I...", when you are finished...", would you like ...", and/or "I am sorry".
- Play the song, "Manners - Getting Along With Others" from the CD *Circle Time Activities* and encourage the children to sing along and do actions where appropriate. Highlight the words; *please, thank you, and excuse me*.
- Brainstorm ways to work and play respectfully with others. Use the suggestions referred to in the previous outcome.

Connections

Teachers may

- Model appropriate strategies to work and play respectfully with others.

Students may

- Use play-based centers that require students to play cooperatively. Examples may include:
 - building a block tower
 - drawing or painting a picture, sharing a book, playing a board game, or putting together a puzzle.

Consolidation

Teachers may

- Observe student participation in discussion and note their examples of ways to share and cooperate. Observe how well they play, and listen for appropriate social language.

Resources and Notes

Supplementary

Children's Literature

A Rainbow of Friends by P.K. Hallinan

I'm Sorry by Sam Bratney

The Worst Best Friend by Alexis O'Neill

The Recess Queen by Alexis O'Neill

Circle Time Activities CD

- Track # 6, "Manners - Getting Along With Others"

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning about how to get along with others

Other curriculum resources

- Write Traits Kindergarten, Lesson 28: "Thank-You"(English Language Arts)

Children's Literature

We Share Everything by Robert Munsch

The Very Cranky Bear by Nick Bland

Jungle Bullies by Steven Kroll

Making Friends by F. Rogers

I am Respectful by Mary Elizabeth Salzmänn

My Role in Developing Relationships

Outcomes

Students will be expected to

7.0 *understand how to give and receive compliments*
[Health GCO 2,
SEL GCO 9,
SEL KSCO 9.3.4]

Focus for Learning

This outcome was introduced in the previous theme, “Building our Community.” Students learned about compliments by watching their teachers model what a compliment is. As students practice giving compliments every day, compliments should become more authentic as children’s understanding of a compliment increases throughout the year. This will be further developed in the next theme, “Being the Best Me.” Initially, it is common for students to use basic compliments, such as:

- I like your hair.
- I like your t-shirt.
- I like your shoes.
- I like your toy.
- You are a really good dancer.
- You are a really fast runner.
- You are a good friend.

The focus here is for students to practice giving compliments to each other. Students should learn to acknowledge a compliment by saying thank you and they should recognize the positive feelings associated with giving and receiving compliments.

It is important for teachers to continue modelling in addition to encouraging students to give and receive compliments. This plays a significant role in building their self-esteem. These are the early building blocks of inherent value and worth.



Part of being “The *PATHS*® Kid for Today” or the classroom helper, receiving and giving compliments is practiced as part of the regular classroom routine.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 9: Compliments 2

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 9.

Activation

Teachers may

- Read a selection of children's literature and ask students to give examples from the text on how the characters were giving and receiving compliments. Discuss how to give a compliment, and the appropriate way to respond to a compliment.

Students may

- Engage in imaginative play situations where they practice giving or receiving a compliment.

Consolidation

Teachers may

- Observe children as they exchange compliments with each other during the day.

Students may

- Join in a talking or sharing circle. The teacher can decide who will start the compliment circle and how each student will show that they have received a compliment (i.e., legs in, legs out, names on Popsicle stick, thumbs ups). One student will say another student's name loudly to gain their attention. The student speaking will give the compliment. The receiving student responds with "thank you." The receiving student will now choose another student and give them a compliment. This process continues until all students have given and received a compliment.

Extension

Teachers may

- Create media files of students giving and receiving compliments. Show these videos to the whole class.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 9: Compliments, pp. 73-80

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Teaching children how to give a compliment

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

My Role in Developing Relationships

Outcomes

Students will be expected to

- 13.0 understand that we are all members of a family [Health GCO 1, SEL GCO 8, SEL KSCO 8.3.1, 8.3.2, 8.3.3]

Cross-Curricular Link

- **Social Studies**
Outcome K.2.1
identify the important people that they consider as members of their family and extended family
- ELA Look at Me Unit

Focus for Learning

The focus of this outcome is to understand that family/home structures are diverse and that we are members of a family and/or group. This outcome links to SEL Competence: Social Awareness. The intent is for students to:

- identify culturally relevant personal support networks, and
- identify one's role within various groups

"Families in Canada are diverse, complex and dynamic. The family is society's most adaptable institution, always reacting to the social, economic, environmental and cultural forces that shape the contexts in which they live and work. What families look like continues to evolve, but time hasn't changed what families in Canada do."

From <https://vanierinstitute.ca/families-work-canada/>

The family is the basic group in society. Point out that families share common characteristics/attributes. Discussions about family composition may be sensitive for some students.

It is important to note that students may have various names to refer to the same family member such as: Mother, Mom, Mommy, Step-Mom, Father, Dad, Step-Dad, Grandmother, Nan, Nana, Granny, Grandfather, Pop, Poppy, Grand-dad or they may use terms from other languages. Other types of diversity include many combinations of family structures. Examples include single parent household, divorced parents, same sex parents, gender diverse parents, adoption, blended families, foster families, and extended family as guardians.

While introducing the concept of family, maintain a sensitive approach. Be mindful of the diverse family groupings in your classroom. Ensure that the children's literature used represents a variety of families and cultures.



Play-Based Learning

Provide children time to interact and play in various learning areas. Encourage sharing and co-operation with one another.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read a selection of children's literature, such as *The Family Book*, *Who's in a Family*, or *Fred Stays With Me*. Discuss the different family structures described within the story.

Connection

Students may

- Bring in a family photo or draw a picture of their family. Use the photograph or drawing to identify their family members.

Consolidation

Students may

- As a follow up, complete the activity, "Look Who's in My Family" found in Appendix 3 or complete a family tree with a leaf to represent each person in the family. Students should record the name of each family member on the leaves and may also include a photo or drawing next to the family member's name. Some variations of this project include the following:
 - Paint or draw a tree to display students' family members
 - Trace the student's hand and forearm to create the tree and attach leaves to the fingers which represent the branches.
 - Use a real tree branch to hang pictures and names of family members. Place the branch in a container or pot with rocks to hold it in place. Trees may be displayed around the classroom.
 - Paint or draw a tree to display students' family members.
 - Create a display of one's family. (Use items such as loose parts, teddy bears, snap cubes, puppets...)

Resources and Notes

Authorized

Appendices

- Appendix 3A: Sample Family Letter
- Appendix 3B: Look Who's in my Family

Supplementary

Children's Literature

The Family Book by Todd Parr

Who's in a Family? by Robert Skutch

Fred Stays With Me by Nancy Coffelt

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- SEL/2SLGBTQ+ Literature Links

Other Curriculum Links:

English Language Arts

Home by Carson Ellis

Visit Resource Links, Unit 1 for

- Learning about family diversity in Canada

Children's Literature

Is Your Mama a Llama? by Deborah Guarino

Whose Mouse Are You? by Robert Kraus

Have You Seen My Duckling? by Nancy Tafuri

Clifford's Family by Norman Bridwell

The Patchwork Quilt by Valerie Flourney

A Family is a Family is a Family by Sara O'Leary

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 8.0 develop and use an emotion vocabulary**
 [Health GCO 1,
 SEL GCO 2,
 SEL KSCO 2.3.1, 2.3.2,
 9.3.2]

Cross-Curricular Links

- **Religious Education**
Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences

Focus for Learning

Students should now begin to expand their emotion vocabulary to include scared/afraid and mad/angry. This outcome is linked to SEL Competence: Self-Awareness, which contributes to the key stage outcomes

- develop and use an emotion vocabulary, and
- recognize and accurately label one's emotions.

The emotions scared/afraid, sad and mad/angry make you feel uncomfortable, while happy is a comfortable feeling.

The focus on emotions are categorized into, "Basic Feelings I," "Basic Feelings II," "Intermediate Feeling" and Advanced Feelings."

It is important to remember that this outcome will be addressed throughout the year and in future grades.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 10: Mad or Angry 1
- Lesson 11: Scared or Afraid
- Lesson 12: My Feelings
- Lesson 13: Mad 2

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 10, 11, 12, or 13.

Activation

Students may

- Use hand-held mirrors to demonstrate facial expressions (mad, angry, scared and afraid) and/or body language for these emotions.

Consolidation

Teachers may

- Take pictures of students demonstrating body language and facial expressions that depict the emotions mad, angry, scared and afraid. Alternatively, students can draw pictures of themselves. These pictures can be used to make a booklet of emotions or a slide show.

Students may

- Use the photo which shows themselves experiencing the feelings mad, angry, scared and afraid to complete the sentence,
When I am _____,
My face is...
My hands are...
My nose is...
My mouth is...
My eyebrows are ...”

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 10: Mad or Angry, pp. 1-20
- Lesson 11: Scared or Afraid, pp. 21-40
- Lesson 12: My feelings, pp. 41-54
- Lesson 13: Mad 2, pp. 55-64

Supplementary

Emotions Photographic Learning Cards (TR)

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning how to teach emotions

Other curriculum resources

- Nelson Literacy Kindergarten Cross-Curricular NL Edition Kits(English Language Arts - Getting Along
- *Otis* by Loren Long,
- *Sophie Peterman Tells the Truth* by Sarah Weeks,
- *Leonardo the Terrible Monster* by Mo Willems,
- *One* by Kathryn Otoshi,
- *Rosie and Buttercup* by Cheri Uegaki

Children's Literature

Sophie Gets Angry by Molly Bang

How I Feel Angry by Marcia Leonard

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 9.0 *identify factors that affect emotions*
 [Health GCO 1, SEL GCO 2 & 3, SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3:
 identify positive and negative feelings associated with belonging or wanting to belong to a group
- **Religious Education**
 Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
 demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate an understanding of the effectiveness of group cooperation

Focus for Learning

The focus of this outcome is to recognize that various factors will have an impact on children's emotions (mad, angry, scared, afraid). This outcome is linked to the SEL competence: Self-Awareness. The intent is for students to

- recognize factors that affect one's emotions and thoughts,
- recognize how situations trigger emotions and thoughts.

Before students can identify factors that affect these emotions, they should have previous experiences identifying emotions (mad, angry, scared, afraid). It is important to note that teachers may like to review the previously taught emotions happy and sad.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 10: Mad or Angry 1
- Lesson 11: Scared or Afraid
- Lesson 12: My Feelings
- Lesson 13: Mad 2

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 10, 11, 12 or 13.

Activation

Teachers may

- Read a selection of children's literature and discuss factors that affect how the characters feel.

Connection

Students may

- Engage in imaginative play that allows them to explore the factors that affect emotions (mad, angry, scared, afraid) in different situations. For example: a friend takes your toy, an argument with your brother or sister, someone telling you that you can't play with them.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 10: Mad or Angry, pp. 1-20

Lesson 11: Scared or Afraid, pp. 21-40

Lesson 12: My feelings, pp. 41-54

Lesson 13: Mad 2, pp. 55-64

Supplementary

Children's Literature

Harriet, You'll Drive Me Wild by Marla Frazee

The Worst Best Friend by Alexis O'Neil

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Identifying factors that affect emotions

Children's Literature

I Am Too Absolutely Small for School by Lauren Child

The Way I Feel by Janan Cain

I Was So Mad by Mercer Mayer

My Best Friend by Pat Hutchins

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

14.0 use verbal and non-verbal cues to communicate one's emotions
[Health GCO 2, SEL GCO 2, SEL KSCO 2.3.5]

Cross-Curricular Links

- **English Language Arts**
Outcome 3.3
develop an awareness of verbal and non-verbal cues

Focus for Learning

The focus of this outcome is to use verbal and non-verbal cues to communicate emotions. This outcome links to the SEL Competence: Self Awareness, where students are expected to recognize how emotions physically feel and present in one's body.

It is important for students to understand that these cues play an important role in communicating messages.

Verbal language cues include

- intonation-following appropriate punctuation, (e.g., an exclamation mark means you communicate in an excited way)
- pace, pausing, periods of silence,
- tone of voice- soft or high-pitched;
- volume of the speaker's voice-quiet or loud;
- word choice- encouraging, insulting, (e.g., instead of saying *Stop that!*, say *Can you please stop?*)
- words- spoken or signed.

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 - gestures, facial expression, posture, smiling, frowning, laughing, crying, hand shaking, facial expressions, hand gestures like pointing or giving a thumbs up/down, how close or far away you are standing to others; and
- touch - physical contact such as a handshake or a pat on the back.

Be aware of cultural differences in your classroom. In some cultures, for example, eye contact and various hand gestures may communicate different messages.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read aloud texts that model verbal and non-verbal strategies used by characters to communicate emotions to others. For example, in the text *Willow's Whispers*, voice volumes differ amongst individuals. Discuss reasons why speaking volumes vary and possible reasons that may be connected to emotions.
- Read a selection of children's literature, such as, *My Dog is as Smelly as Dirty Socks* to discuss non-verbal cues and facial expressions associated with emotion vocabulary.

Connection

Teachers may

- Invite students to model different facial expressions, gestures and body language associated with different feelings. The student who guesses the feeling takes the next turn. Include eyebrow raising, eye movement, open mouth, lowered chin, shrugging shoulders, smile, frown, arms crossed, and head nodding in both vertical and horizontal directions, etc. You may use the Photographic Emotions cards depicting various facial expressions for children to select. Once students become familiar with this activity they may play it with a partner.
- Observe student communication with one another during play and the appropriateness of using verbal and non-verbal cues to communicate their emotions

Students may

- Use loose parts (jewels, wool, buttons, sticks) to create a face that depicts an emotion. Students can share their creations and explain the non-verbal cues used.

Extension

Students may

- Make a wordless comic strip using non-verbal cues in the illustrations to show emotions.

Resources and Notes

Authorized

Appendices

- Appendix 4: Emotions Comic Strip

Supplementary

Emotions Photographic Learning Cards (TR)

My Dog is as Smelly as Dirty Socks by Hanoch Piven

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Communicating emotions
- How we can cope with our emotions

Other curriculum resources

- Nelson Literacy Kindergarten: *Getting Along* and *Look at Me* Shared Reading Cards (English Language Arts Kindergarten):
 - "Best Friends"
 - "When I'm Mad"
- *Willow's Whispers* by Lana Button

Digital Resources

- Teacher's Resource/eSource
 - BLM: Oral Language Checklist
- Photo Cards
 - Theme Poster: Getting Along

Children's Literature

I Like Myself by Karen Beaumont

Sophie Gets Angry by Molly Bang

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 15.0 develop an awareness of one's response to conflict [Health GCO 3, SEL GCO 3, 6, 10, SEL KSCO 3.3.1, 3.3.2, 3.3.4, 6.3.1, 10.3.4, 10.3.5]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.4
develop an awareness of rules and why they are made; identify and practice skills that would help them resolve conflict
- **Physical Education**
demonstrate respect for the personal space of others

Focus for Learning

Students should develop an awareness of appropriate responses in dealing with conflict. This outcome is linked to the SEL Competence: Relationship Skills. The intent is for students to

- recognize that conflict is a natural occurrence and there are many ways to solve it,
- develop a process to solve problems with or without adult support.

This outcome also links to 27.0, understand ways to solve a problem.

Conflict is a disagreement or an argument between individuals. It is a form of friction arising within a group when the beliefs or actions of one or more individuals are different.

Conflict can be healthy as it teaches essential social skills such as flexibility, compromising, turn taking, active listening, perspective sharing, and empathy.

This outcome also supports the SEL Competence: Self-Awareness, recognize that strategies are used to manage one's emotions and thoughts as well as the SEL Competence of Social-Awareness, recognize that others may have different viewpoints and experiences.



During the day, conflict may arise and sometimes children need to negotiate or compromise when dealing with conflict. Students can compromise when sharing a toy (e.g., a student may say, "You play with it for 5 minutes, then it will be my turn." They can also take turns being the line leader. (E.g., a student may say, "I'll be in front of the line on the way to music, then you can be at the front on the way back to the classroom after music.") Friends can disagree but still maintain their friendship.

Students need to be aware of the ways that they respond to conflict, such as:

- self-talk (tell yourself "I can handle this", "I'm okay.")
- take five deep breaths
- talk to an adult to seek advice
- tell how you feel (use your words)
- walk away



Play-Based Learning

Provide children time to interact and play in various learning areas. Encourage sharing and co-operation with one another.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 14: *Twiggie Learns to Do Turtle*, Part 1

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

Activation

Teachers may

- Read a selection of children's literature and discuss factors that affect how the characters feel.
- Brainstorm different conflicts that can arise in the classroom. Examples may include: someone makes a hurtful comment, taking someone's toy, being left out, having a disagreement, or being told "no".

Connection

Teachers may

- Use the brainstorm list above and ask students how they would respond to the different situations where conflict may arise. Model using language such as:

When _____, I feel _____, and then I _____.

Example: When someone takes my toy, I feel angry, and then I grab the toy.

Consolidation

Students may

- Draw a picture or write about how they feel when involved in conflict.
- Engage in imaginative play in which they respond by using polite language and positive behaviour in response to conflict. Possible responses include: waiting five minutes, taking turns, using polite language, inviting someone to play.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 14: *Twiggie Learns to do Turtle*, Part 1, pp. 1-10

Twiggie Learns to do Turtle, Part 1 by C. Domitrovich, M. Greenberg, C. Kusché and R. Cortes (TR)

Supplementary

Children's Literature

A Rainbow of Friends by P.K. Hallinan

I'm Sorry by Sam Bratney

The Worst Best Friend by Alexis O'Neill

The Recess Queen by Alexis O'Neill

Circle Time Activities CD

- Track # 6, "Manners - Getting Along With Others"

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning about conflict resolution

Children's Literature

We Share Everything by Robert Munch

Franklin's Bad Day by P. Bourgeois

Cuddly Dudley by Jez Alborough

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

16.0 use strategies to manage emotions, behaviour impulses and conflict
[Health GCO 2, SEL GCO 3, 4, SEL KSCO 3.3.4, 4.3.1, 4.3.2]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3
identify positive and negative feelings associated with belonging or wanting to belong to a group
- **Religious Education**
Outcome 5.1
identify appropriate ways to express feelings

Focus for Learning

The focus of this outcome is to equip students with a variety of strategies to manage one's emotions and thoughts which is linked to the SEL Competence of Self-Awareness.

It is important to recognize that strategies alone do not support the management of emotions. The quality of teacher-child relationships assist a student in regulating their emotions so they can make decisions about how to calm down and think about the choices that are available, choosing the most appropriate for the situation and acting upon it.

Using reflection to identify one's motivation for behaviour and developing strategies to foster self management is linked to the SEL Competence: Self-Management.



On an ongoing basis, students need to develop strategies to manage their emotions when they have different viewpoints or experiences from their friends.

As a suggested strategy for managing emotions and impulses, teachers can use the *PATHS®* resource to teach the Turtle Technique:

- Pull arms together to make a shell.
- STOP.
- Take one long deep breath.
- Say the problem and how you feel.

Other possible strategies for dealing with uncomfortable feelings include

- count to 10,
- self-talk (tell yourself "I can handle this", "I'm okay."),
- take five deep breaths,
- take a yoga/meditation break,
- talk to an adult to seek advice,
- tell how you feel (use your words),
- walk away.

Early childhood experiences impact the development of the brain and in turn, affect self-management and emotional awareness. Trauma-informed practices acknowledge this understanding.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 15: *Twiggle Learns to Do Turtle*, Part 2
- Lesson 16: Turtle Technique Review
- Lesson 17/18: Appropriate Turtles 1 and 2

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 15, 16, 17 and 18.

Activation

Teachers may

- Model and discuss different situations whereby students need to practice strategies to manage emotions and impulses. Complete an example together as a class and model what feelings are being experienced and what reactions might be. For example: I spilled paint all over my art project. I feel frustrated and sad. I talk to myself and say, "It's okay, I can fix it and clean up the paint. If the mess is too big, I can ask for help."
- Create a classroom toolbox, display, book, or area of the classroom to use as a visual and tactile aid to recall strategies to manage emotions and impulses. Teachers and students contribute their own item or strategy and share how it helps. This can be used throughout the school year and new pictures, ideas, or objects can be added as needed.

Connection

Teachers may

- Brainstorm with students regarding different times when students may feel sad, happy, mad, angry, scared or afraid and the strategies they use to manage these emotions. Discuss what reactions and behaviours are experienced when these emotions are felt.

Consolidation

Students may

- Share their personal strategies to manage emotions and impulses (e.g., "When I feel sad, I hug my toy.").

Resources and Notes

Authorized

PATHS® (TR)

Lesson 15: *Twiggle Learns to Do Turtle* Part 2, pp. 11-26

Lesson 16: Turtle Technique Review, pp. 27-4

Lesson 17: Appropriate Turtles 1, pp. 45-72

Lesson 18: Appropriate Turtles 2, pp. 73-86

Twiggle Learns to do Turtle, Part II by C. Domitrovich, M. Greenberg, C. Kusché and R. Cortes (TR)

Supplementary

Children's Literature

Harriet, You'll Drive Me Wild by Mem Fox

The Recess Queen by Alexis O'Neill

The Worst Best Friend by Alexis O'Neill

A Rainbow of Friends by P.K. Hallinan

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning about how Yoga can help manage emotions

Children's Literature

Sophie Gets Angry by Molly Bang

How I Feel Angry by Marcia Leonard

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

17.0 identify ways to try new things
[Health GCO 2, SEL GCO 5, 13, SEL KSCO 5.3.1, 5.3.2, 13.3.1, 13.3.2, 13.3.3, 13.3.4]

Focus for Learning

The focus of this outcome is to emphasize the importance of trying new things, being a risk taker and/or trying something students think they can't do.

This is a building block of the SEL Competence: Responsible Decision Making, where students are expected to identify positive and negative risk behaviours when evaluating consequences of decisions and their impact on the well-being of self and others.

This outcome also links to the SEL Competence: Self-Management where students begin to understand motivation, self-discipline and perseverance as they relate to the process for setting, working toward and accomplishing relevant goals.

Students should have opportunities to try new things and set new goals. 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. As students take on new and challenging tasks, they may increase their awareness of their potential and develop an increased sense of confidence.

Teachers can discuss and model different approaches to try new things.

Examples

- attempt to write a new word (use the word wall, ask a friend);
- go to the cafeteria for the first time;
- meet a new friend (say hello, say your name, invite your new friend to play); or
- play soccer for the first time (listen to the coach explain rules, watch others play the game, trying a few drills, playing with the team).

Sometimes when students try new things, they may experience comfortable and uncomfortable feelings. Thinking is difficult when experiencing strong emotions. Encourage students to use the *PATHS®*: Turtle Technique or another strategy if they need to manage their emotions.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Make connections to risk taking and discuss the importance of trying new things using children's literature texts such as *Higher! Higher!*
- Brainstorm a variety of opportunities to try something new (trying a new food, trying a new activity, making a new friend). Model how to willingly try new things using situations from the brainstorming list.
- Discuss how opinions about something may or may not change after a first time experience. Discuss different approaches to trying new things.

Students may

- Generate a list of experiences in their lives when they tried something new and name the feelings that they experienced before and after.

Connection

Teachers may

- Invite students to bring a photo, video or drawing of themselves trying a new food experience at home or discuss the experience with the class.

Students may

- Work in small groups and dramatic play risk-taking experiences before, during and after when engaging in a new event for the first time.

Consolidation

Teachers may

- Conference with small groups and ask open ended questions after dramatic play using prompts, such as How do you think _____ felt when trying _____ for the first time?, Do you think that _____ would like this experience if they never tried?

Students may

- Discuss strategies that were learned in class to that might be helpful to characters in dramatic play, and/or read alouds to be successful in trying something new.

Resources and Notes

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Trying new things

Other curriculum resources

ELA:

- *Higher! Higher!* by Leslie Patricelli

Children's Literature

The Dot by Peter Reynolds

Pezzettino by Leo Lionni

Scaredy Squirrel by Melanie Watt

Ada Twist, Scientist

Rosie Revere, Engineer

Iggly Peck, Architect by Andrea Beaty

Who Moved My Cheese?
(children's version)

Rollercoaster (anticipation) by Marla Frazed

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

8.0 develop and use an emotion vocabulary
[Health GCO 1,
SEL GCO 2,
SEL KSCO 2.3.1, 2.3.2,
9.3.2]

Cross-Curricular Links

- **Religious Education**
Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences

Focus for Learning

Students should expand their emotion vocabulary to include calm or relaxed. This outcome is linked to SEL Competence: Self-Awareness, which contributes to the key stage outcomes

- develop and use an emotion vocabulary, and
- recognize and accurately label their emotions.

We often associate calm and relaxed feelings with adults but they are actually feelings that students feel when they apply the Turtle Technique or other strategies. The emotions scared/afraid, sad and mad/angry make you feel uncomfortable, while happy is a comfortable feeling.

In the previous theme, “Emotional Literacy”, the focus was on identifying basic feelings, such as mad/angry or scared/afraid. To extend the previous theme, “Emotional Literacy”, the emotions calm and relaxed are introduced in this current outcome.

In the future theme, “Understanding My Emotions,” the focus will be on identifying intermediate feelings and advanced feelings, which are: excited, tired, frustrated, proud, loved, worried, disappointed, jealous, furious, guilty, and generous.

It is important to remember that this outcome will be addressed throughout the year and in future grades. These feelings will not be completed in isolation.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 19: Calm or Relaxed

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 19.

Activation

Teachers may:

- Brainstorm ideas of calming activities. These ideas may be different for all students in your class. Take pictures of students engaging in calming activities to display.

Students may

- Engage in calming activities such as sensory play, yoga, listening to soft music, water play, reading, drawing, or kinetic sand activities.
- Use hand held mirrors to demonstrate facial expressions (calm/relaxed) and/or body language for these emotions.

Consolidation

Teachers may

- Take pictures of students demonstrating body language and facial expressions that depict the emotions calm and relaxed. Alternatively, students can draw pictures of themselves. These pictures can be used to make a booklet of emotions or a slide show.

Students may

- Use the photo which shows themselves experiencing the feelings *calm and relaxed* to complete the sentence,
 "When I am _____,
 My face is...
 My hands are...
 My nose is...
 My mouth is...
 My eyebrows are ..."

Resources and Notes

Authorized

PATHS® (TR)

Lesson 19 -Calm or Relaxed,
pp. 87-102

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Learning how to teach emotions

Children's Literature

How are you Peeling? by Saxton Freymann and Joost Elffers

The Feelings Book by Todd Parr

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 9.0 *identify factors that affect emotions*
[Health GCO 1, SEL GCO 2 & 3, SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3: identify positive and negative feelings associated with belonging or wanting to belong to a group
- **Religious Education**
Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate an understanding of the effectiveness of group cooperation

Focus for Learning

Students should recognize that various factors could cause them to feel calm or relaxed and it is linked to the SEL Competence: Self-Awareness. Before students can identify factors that affect these emotions, they should have previous experiences identifying emotions, such as mad/angry, scared/afraid. It is important to note that teachers ought to review the previously taught emotions happy and sad.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 19: Calm or Relaxed

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*®: Lesson 19.

Activation

Teachers may

- Read a selection of children's literature and discuss factors that affect how the characters feel.
- Ask students to sit in a circle and match their feelings to a weather descriptor. One round of the circle may focus on weather descriptors while another may focus on other experiences. For example, the teacher may say the weather is calm and ask the students how they would feel on a calm day. Say, "I feel calm when it is sunny." "I feel calm when the ocean is flat." "I feel calm during a thunderstorm."
- Ask students to give examples of when they feel calm.

Connection

Teachers may

- Take pictures or videos of students as they engage in relaxing play.
- Play calming music and encourage the students to visualize peaceful images such as sitting on a beach, and blowing bubbles.

Students may

- Engage in relaxing play that promotes a calm setting.
- Participate in mindfulness yoga.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 19 -Calm or Relaxed, pp. 87-103

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Identifying factors that affect emotions
- Learning about how Yoga can help manage emotions

Children's Literature

The Way I Feel by Janan Cain

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

10.0 identify verbal and non-verbal cues that indicate how others may feel
[Health GCO 2,
SEL GCO 2, 6, 9
SEL KSCO 2.3.5, 6.3.2,
6.3.3, 9.3.3]

Focus for Learning

The focus of this outcome is to create strategies that support students' perception of others' emotions. It is important that connections are made between the verbal and non-verbal cues and the feeling being taught. This is linked to SEL Competence: Social Awareness, where students are expected to identify verbal, non-verbal, situational, and cultural cues that indicate how others may feel.

When an emotion (calm and relaxed) is being displayed it is important to take advantage of the learning opportunity- make connections to the verbal or non-verbal cues. For example, a student's eyes and lips are positioned differently when they are calm and relaxed.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 19: Calm or Relaxed

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*®: Lesson 19.

Activation

Teachers may

- Discuss what it means to be calm or relaxed. Brainstorm what students can do to feel calm or relaxed. For example, when I am calm my shoulders are down, my jaw is not tight and that usually happens when I am reading a good book.

Students may

- Think about what the word calm means and how it presents in one's body through body expressions. Share as a whole group what calm means to them.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 19: Calm or Relaxed, pp. 87-103

Supplementary

Children's Literature

Fred Stays with Me! by Nancy Coffelt

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Identifying verbal and non-verbal cues that indicate how others feel

Children's Literature

Knuffle Bunny by Mo Willems

My Body

Outcomes

Students will be expected to

18.0 understand that healthy foods, as defined by Canada's Food Guide, give the body energy and help it grow
[Health GCO 1, SEL GCO 4, SEL KSCO 4.3.6]

Cross-Curricular Links

- **Mathematics**
Outcome KN3
relate a numeral 1-10 to its related quantity

Focus for Learning

Teachers should make reference to Canada's Food Guide as students are completing connection activities. The intent is not to teach the food guide, but to introduce it and familiarize students with the types of foods included in it.

By eating the right amount and type of food recommended in Canada's Food Guide, children can get the nutrients they need to grow and thrive.

This outcome will help students understand the benefits of eating a variety of healthy foods each day.

There are certain considerations for teachers to be mindful of while teaching this outcome:

- Every family might have a different version of what is considered to be healthy. The teacher provides a safe and inclusive environment for the child to eat.
- It is important to have a healthy relationship with food.
- Schools that serve or sell food abide by the district's nutrition policy. Individual lunches brought from home fall outside this policy.
- Teachers may have biases in relation to food and should not impose these on their students.
- The word "diet" references our food intake; however, some students may have negative connotations of this word referencing a restriction of food.

Sample Performance Indicator

Create a healthy meal, using markers and food flyers and/or play-doh, using healthy foods from the food guide.



Play-Based Learning

Provide children time in the dramatic play area for role playing in a house, dollhouse, supermarket, restaurant, and food bank.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss how food gives your body energy and helps it to grow strong. Discuss key points from Canada's Food Guide, such as eating a variety of healthy food daily, eating lots of fruit and vegetables, and drinking water as your main choice of beverage.
- Sing the song "I Can Grow" found on p. 6 of the *Let's Eat!* Teacher's Guide. Select three children to choose a food item from a selection of food models or pictures and incorporate the chosen foods into the song.
- Read the story, *I Will Never Not Ever Eat a Tomato*. Let students know that they often have to try a new food several times before they begin to like it. Ask each child to think of a food they would rather not try. Just as Charlie did in the story, create an interesting name or fact about the food and present it to the class for reaction. Work in small groups to create a new name or interesting fact for a healthy food to share with the class.

Students may

- Evaluate different foods and distinguish between healthy foods and foods to limit (sometimes foods) using the cut-outs in the back of *Let's Eat!* big book or the food models. Students should associate the foods chosen as healthy foods belonging to Canada's Food Guide.

Connection

Teachers may

- Discuss various kinds of pizza and make the connections between the food and where the food originated (e.g., tomato sauce from tomatoes).
- Sing the song, "Make a Pizza," to reinforce the importance of eating healthy food.

Students may

- Create a healthy pizza using paper or virtual pizza activity. Students can count ingredients while creating their pizza.
- Demonstrate movement such as running, skipping, and jumping. Explain that healthy foods and beverages provide the energy to do these things. Have students pretend their body is a car. Explain that cars need fuel to move, just as our bodies need food. What would happen if your car ran out of fuel? What would happen if you did not eat healthy?

Resources and Notes

Authorized

Appendices

- Appendix 5: "Healthy Food Gives Me Energy"

Play Food Classroom Set for the *Pit Stop* game.

I Keep Myself Healthy (TR) big book/small book, p. 11

Let's Eat! Teacher's Guide (TR), pp. 2-5

Let's Eat! big book/small book (TR), pp. 12-13

Let's Eat! Teacher's Guide (TR), p. 6: "I Can Grow" song

Circle Time CD Activities (TR) "Make a Pizza" (Track 5)

Supplementary

Children's Literature

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

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Canada's Food Guide
- Educational Games
- Healthy Eating
- Let's Talk Science-Tomatosphere
- Making a Fruit Salad

Children's Literature

Green Eggs and Ham by Dr. Seuss

The Very Hungry Caterpillar by Eric Carle

Growing Vegetable Soup by Lois Ehlert

My Body

Outcomes

Students will be expected to

- 19.0 identify ways to be physically active every day
[Health GCO 1, SEL GCO 4, SEL KSCO 4.3.6]

Cross-Curricular Links

- **Physical Education**
identify non-locomotor skills that contribute to improved health and an active lifestyle
- **English Language Arts**
Outcome 4.5
demonstrate letter knowledge

Focus for Learning

The focus here is to identify the importance of exercise/physical activity in building strong muscles (including the heart) and bones, and in giving you energy. Some suggestions may include: bike riding, playing sports, skipping, playing tag, swimming, playing outside with friends or completing daily chores.

This outcome links to the SEL Competence: Self-management, where students are expected to recognize that we communicate thoughts and feelings in different ways. This outcome also focuses on using health-promoting behaviours to contribute to positive mental health. It is important to highlight daily physical activities as they relate to overall health and well-being. Physical activity can promote positive mental health, stress and anxiety reduction, improved concentration and learning.

Teachers should consider all students' needs and challenges and promote inclusive practices. Teachers are encouraged to incorporate physical movement and active learning into teaching and learning strategies. This will, in turn, expose students to a variety of ways of being active.



Play-Based Learning

Provide a physical activity box for indoor or outdoor play containing skip ropes, chalk, bean bags, hula hoops, scarves, ribbons, balls, bowling pins, and scoops.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students ways to be physically active on a daily basis and why it is important to be physically active every day.
- Read a selection of related children's literature or videos.

Connection

Teachers may

- Share examples of ways of being physically active indoors or outdoors.

Consolidation

Students may

- Choose or create their own physical activity that they can share with their classmates.
- Create a group collage/bulletin board to display the photos and/or create a class big book "Fun Getting Fit" using student pictures or drawings of themselves being active.

Extension

Students may

- Create letters with their bodies outdoors and use chalk to outline the letters made with their bodies.

Resources and Notes

Supplementary

I Keep Myself Healthy (TR)
big book/ small book, p.12

Catch a Brain Wave Fitness Fun
CD (TR)

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Brain Break Action Songs
- Go Noodle Activities
- Participation Report
Children's Activities

Where available, active schools toolkits/activity bins may be used.

My Body

Outcomes

Students will be expected to

20.0 understand the role of a dentist and parents/caregivers in oral health [Health GCO 1, SEL GCO 4, SEL KSCO 4.3.6]

Focus for Learning

Children should be seen by the dentist twice a year. This is an opportunity to contribute to creating a positive culture of visiting the dentist and how dentists and caregivers help students care for their teeth.

Teachers may want to review what happens during a visit to the dentist. Discuss sitting in the dentist chair, an oral exam, a cleaning and practicing how to brush and floss teeth correctly.

It is important to note that some students may have a fear of going to the dentist. This is an opportunity to discuss the outcome that focuses on strategies to manage emotions and to identify sources of comfort and care when dealing with their feelings around going to the dentist. Also, be aware that some students may not have access to dental services in their community.



Play-Based Learning

Provide children time in the dramatic play area for role playing in a house, dollhouse, and dental office.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read the supplementary resource, “Going to the Dentist” and engage students in a conversation about who helps children take care of their teeth.
- Brainstorm with students a list of who helps take care of teeth. Include how people (parents, dentists, hygienists, etc.) help children take care of their teeth. Discussion points may include
 - Who helps: parents/caregivers, dentists, dental assistants and hygienists; and
 - How do they help: help brush teeth at least twice a day, take them to the dentist, help them choose nutritious foods, provide check-ups, cleaning, fluoride treatment, and fill cavities
- Advertise dental hygiene month and ask the dentist to provide information to send home to promote awareness.

Connection

Students may

- Engage in imaginative play around going to the dentist. Students can take turns acting out the role of the dentist and patient.

Consolidation

Teachers may

- Use songs and videos to reinforce the important role of the dentist, dental assistants, and hygienists. For example:

“Going to the Dentist” to the tune of “Frere Jacques”	
<i>I love dentists, I love dentists. They are friends They are friends.</i>	<i>I love dentists, I love dentists. They are friends They are friends..</i>
<i>The dentist will be friendly, kind and very caring. You'll be fine, You'll be fine.</i>	<i>My teeth are clean and shiny, Wasn't very scary. You'll be fine, You'll be fine.</i>

Extension

Teachers may

- Invite a Dental Hygienist to present information to the students.

Resources and Notes

Supplementary

Children's Literature

Going to the Dentist by Anne Civardi

I Keep Myself Healthy (TR)

- big book/small book, p. 10
- “Can Sweets Harm My Teeth?”, p. 4
- “What’s the Best Way to Brush Teeth?”, p. 5

Let's Eat! Teachers Guide (TR)
p. 4 How Can We have Healthy Smiles (TR)

People In My Neighbourhood
learning cards: picture of the dentist and his/her tools (TR)

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Visiting the Dentist

My Body

Outcomes

Students will be expected to

- 21.0 understand ways to keep your body healthy
[Health GCO 2,
SEL GCO 4,
SEL KSCO 4.3.6]

Cross-Curricular Links

• Physical Education

- identify healthy food choices
- identify non-locomotor skills that contribute to improved health and an active lifestyle
- identify how movement affects the body
- explore a variety of creative movements in individual and group activities
- create a variety and combination of non-locomotor skills

Focus for Learning

Making constructive choices for the development of a healthy body includes eating healthy foods, being physically active, and practicing good hygiene. The focus should be on making positive choices that contribute to overall health and the connection between physical, emotional, and mental health. This outcome links to the SEL Competence: Self-management, where students are expected to recognize that we use health-promoting behaviours to contribute to positive mental health.

This outcome also links with the previous outcomes 18.0, 19.0, and 20.0.

Topics could include healthy food and beverage choices, hygiene practices, physical activity and screen time. The discussion on hygiene practices should include the importance of not sharing personal belongings such as combs/brushes, toothbrushes, headwear.

The online resource, *Participation: Benefits & Guidelines*, is useful in planning activities and classroom discussion about having a healthy body.

Sample Performance Indicator

At home with your parents/guardians, track your daily activity using the “Daily Activity Checklist” in Appendix 6. This can be completed over a period of time (one or two weeks). Once checklists are complete, bring them back to school and share your after-school and weekend activity choices with the class.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students and make a list of the things they do every day to keep their bodies healthy and strong. Items may include: washing hands and face, brushing teeth, wearing clean clothes, making healthy food choices, and being physically active. Explain the importance of each practice to our health. The big book *I Keep Myself Healthy* could be used to support this discussion.

Students may

- Listen to and do the actions for the song, “Heart Smart, Musical Art”. Complete the “Heart Smart” activity sheet on p. 39 of the *Catch a Brain Wave Teacher’s Guide*. Other movement songs may be found on the *Circle Time Activities* CD.

Connection

Teachers may

- Provide opportunities for students to make constructive choices around hygiene, physical activity, screen time, and healthy eating. Some examples of opportunities may include the following:
 - Personal Hygiene: Model how germs spread. Spread glitter or flour on the student’s hands. Explain that germs exist on hands and spread when we shake hands with others or touch things. That is why it is important to wash our hands before eating or touching our mouths, noses, or eyes. Demonstrate hand washing skills using soap and warm water to remove glitter/flour, while singing the alphabet song to ensure proper washing time.
 - Physical Activity: As a home connection, have students choose a physical activity, such as walking, playing outside, or riding a bike, that they will do after school hours. Students will fill out the certificate in Appendix 6, have it signed by a parent/caregiver and return it to the teacher to be included in a “We are Active” display.
 - Screen Time: Have students draw a picture of three alternative activities to screen time that they enjoy doing (e.g., playing soccer, reading, drawing and/or painting).
 - Healthy Eating: Create a healthy meal, using play food, drawings, or pictures of food.

Continued

Resources and Notes

Authorized

Appendices

- Appendix 6A: “Daily Activity Checklist”
- Appendix 6B: “How To Wash Your Hands”
- Appendix 6C: “Healthy Food and Activities”
- Appendix 6D: “My Checklist for Daily Hygiene Practices”

Supplementary

Children’s Literature

Have You Ever Seen a Moose Brushing his Teeth? by Jamie McClaine

Wash Your Hands by Tony Ross

I Keep Myself Healthy by Brenda Dominello

What are germs? Katie Daynes

Why Should I Brush my Teeth? Katie Daynes

Play Food Classroom Set

Catch a Brain Wave Fitness Fun CD, Track #12 (TR)

Circle Time Activities CD (TR)

Catch a Brain Wave (TR)

My Body

Outcomes

Students will be expected to

*21.0 understand ways to keep
your body healthy*
[Health GCO 2,
SEL GCO 4,
SEL KSCO 4.3.6]

Focus for Learning



Play-Based Learning

Provide children time in the dramatic play area for role playing in a house, dollhouse, supermarket, restaurant, food bank, dental office, medical centre and optical centre. Provide a prop box that includes: stuffed animals, dolls, toothbrush, dental floss, soap, towels, face cloths, facial tissues, blanket, mirror, doll clothes and baby hair brush. Provide a physical activity box for indoor or outdoor play containing skip ropes, chalk, bean bags, hula hoops, scarves, ribbons, balls, bowling pins and scoops.

My Body

Sample Teaching and Assessment Strategies

Students may

- Sing, “This is the way we...brush our teeth, wash our hands, comb our hair, etc” to the tune of “Here we go round the mulberry bush”. Incorporate the actions associated with each hygiene practice.

Consolidation

Teachers may

- Observe and note how students are making constructive choices for the development of a healthy body.

Extension

Teachers may

- Invite a public health nurse to demonstrate the use of black light in detecting germs on hands. Students demonstrate proper hand washing behaviour to remove glitter/flour while singing the alphabet song or a song of equivalent duration. A sample of a handwashing poster is included in Appendix 6.

Students may

- Engage in imaginative play regarding constructive choices that help develop a healthy body (e.g., hygiene practices) used in getting ready to go to school.

Resources and Notes

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Movement Guidelines for Children
- Live Safe! Work Smart! (Don't Share Germs)
- Energizers for K-2
- Hand washing Tips

Resources from the Department of Health and Community Services

- Handwashing Poster: Steps for Handwashing
- *Clean, Cover and Contain* campaign resources

Props to demonstrate hygiene practices, e.g., toothbrush, facecloth, soap, etc.

Eating Well With Canada's Food Guide (Health Canada)

Staying Safe in My World

Outcomes

Students will be expected to

22.0 understand that some products commonly found in homes may be harmful if ingested, touched or smelled
[Health GCO 1, SEL GCO 12, SEL KSCO 12.3.3]

Focus for Learning

This outcome is linked to the SEL Competence: Responsible Decision Making, where students are expected to understand the importance of safety guidelines when making decisions.

At this age, students need modelling regarding what products can be harmful. Teachers can collect a variety of pictures of household products such as bleach, paint, aerosol spray cans, liquid household cleaners, bottled water, hand cream, shampoo, shaving cream, tire cleaning foam, and/or medication bottles. Note that some of these items may be safe to touch and smell but not to ingest. Some of these products may have safety symbols on the label and some may not. Review products that may be harmful if ingested, touched or smelled.

Discuss how it is difficult to know the contents because some items look the same. Discuss how tasting or touching the items would be very dangerous if you didn't know what was in the containers. Some things we taste, smell, or touch can be very dangerous. Stress the importance of looking for safety symbols and asking an adult when unsure.

It is important to note that some products have safety symbols such as explosive, corrosive, flammable, and/or poisonous. These four symbols are found in Appendix 7. Have children identify some safety symbols that may be found on some harmful products.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use visuals found in Appendix 7 to discuss that some products commonly found in homes may be harmful if ingested, touched or smelled.
- Discuss the safety symbols that may or may not appear on many harmful products. Explain that not every harmful product will have a safety symbol (e.g., medications) and explain the safety symbols (explosive, corrosive, flammable, and poisonous).

Connection

Teachers may

- Ask students to sort provided pictures into the following headings: safe and unsafe.

Safe	Unsafe
milk	cleaning agent
ketchup	windshield wash

- Discuss how it is difficult to know the contents because some items look the same. Discuss how tasting or touching the items would be very dangerous if you didn't know what was in the containers. Some things we taste, smell, or touch can be very dangerous. Stress the importance of looking for safety symbols and asking an adult when unsure.

Consolidation

Teachers may

- Shows various pictures and ask if the contents of the container is safe to ingest, touch, or smell. Each student responds by giving a thumbs up or thumbs down to represent safe or unsafe. Based on individual responses, the teacher can assess their understanding of safe or unsafe products.

Resources and Notes

Authorized

Appendices

- Appendix 7A: "Safety Self Assessment"
- Appendix 7B: "Safety Symbols"

Safety Pre K-1

- pp. 10, 11, 13, and 15

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Stay safe - an education program about hazard symbols

Staying Safe in My World

Outcomes

Students will be expected to

23.0 recognize safe outside play environments
[Health GCO 1,
SEL GCO 9, 12,
SEL KSCO 9.3.5, 12.3.3]

Cross-Curricular Link

- **Physical Education**
demonstrate concern for the safety of self, others and surrounding environment

Focus for Learning

It is important for students to recognize safe outdoor play environments, which includes outside at home, on playgrounds, in the school yard, or in other adult-supervised play areas (near/in water, in wooded areas, near high traffic areas). This outcome links to SEL Competence: Relationship Skills, where students are expected to identify and practice ways to work and play respectfully with others.

Children need to recognize safe areas to play and be aware of potentially dangerous situations that they may encounter. When children have the ability to recognize potential dangers and are instructed on how to avoid possible hazards, it will allow them to be more aware of the world around them. This outcome also links to the SEL Competence: Responsible Decision Making, where students are expected to understand the importance of safety guidelines when making decisions.

When children understand why a certain safety rule exists, they are more likely to follow it. Some examples may include

- always wearing a helmet when riding a bike, scooter, skateboard and/or roller blades;
- having adult permission and supervision when skating or going on or near ice;
- having adult permission and supervision when swimming ;
- using a life vest for boating or other water activities;
- wear sunblock, sunglasses and a hat in sunny/hot weather, and
- wearing seatbelts in or on motorized vehicles.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read aloud a selection of children's literature, such as "*Watch Out! On the Road.*" Lead a discussion about the safety features in various play areas mentioned in the text and how to play safely in each environment.

Connection

Teachers may

- Use visuals of various outdoor play environments to generate a discussion of safe outdoor play spaces. Brainstorm a list of areas where children commonly play. For each of the areas, ask students if an adult would be present and the purpose of an adult being there. Discuss the areas that would entail a lot of danger for the child (e.g., near or in water, around high traffic areas, and/or near ice).

Students may

- Use sentence stems to support discussions about personal experiences
 - When I play in the playground, it is important to...
 - When I play near water, it is important to...
 - When I play near traffic, it is important to...

Consolidation

Students may

- Take a walk around the school with their teacher to identify the safe outdoor play environments.
- During dramatic play, incorporate safety practices in a variety of play environments such as swimming pools, parks, and playing near water.

Extension

Students may

- Create a poster for outside play safety tips. The focus should be on how to make the environment a safe place to play, such as:
 - staying close to an adult, asking permission to move away
 - checking with a parent/guardian before engaging in an activity (e.g., before riding your bike)
 - following safe play rules
 - wearing safe clothing/protective gear

Resources and Notes

Authorized

Appendices

- Appendix 8: How Safe Am I at Home? In School? In My Community?

Supplementary

I Keep Myself Safe: (TR)

- big book/little book
- Teacher's Guide

Safety Book Pre K-1 (TR)

Children's Literature Kit

Watch Out! Near Water by Claire Llewellyn

Watch Out! On the Road by Claire Llewellyn

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Playground Safety
- Outdoor games for children
- Sun Safety Tips

Staying Safe in My World

Outcomes

Students will be expected to

24.0 identify what to do in an emergency situation
[Health GCO 2,
SEL GCO 10,
SEL KSCO 10.3.5]

Focus for Learning

Students should know their home contact information, parent/ caregiver name(s), and how to dial 9-1-1. This outcome links to SEL Competence: Relationship Skills, where students are expected to develop a process to solve problems with or without adult support.

It is important to discuss what constitutes an emergency in different situations, such as:

- an adult falls and needs help
- someone falls on the playground and is hurt
- someone is making you feel unsafe

It is important to discuss what is not an emergency such as:

- someone loses their shoe
- someone spills their water
- someone skipped in the line

It is also important to know when to seek appropriate assistance in various contexts. For example

- at school, seek adult assistance; or
- at home, call 9-1-1 if no adult is available.

Emphasis should be placed on the seriousness of using 9-1-1 in emergency situations.

It is also important that students are aware of other services available such as Kids Help Phone and/or Bridge the Gap for Youth.

Sample performance Indicator

Create a personal identification card that contains contact information to use in the event of an emergency. Place your card in your bookbag or agenda pouch.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Lead a discussion to determine the level of understanding of what constitutes an “emergency” and what constitutes reliable sources of assistance.
- Brainstorm ways to obtain assistance from reliable sources in an emergency situation.

Connection

Teachers may

- Model how to obtain assistance during an emergency in a variety of situations. Use 911 Kids Corner resource for information on obtaining assistance.

Students may

- Use toy telephones to practice what to say when calling for help. Pretend an emergency has occurred and have students make a call on the toy telephone to 9-1-1.

Consolidation

Teachers may

- Use the *People in My Neighbourhood Photographic Learning Cards* to generate a discussion around ways of obtaining assistance and who constitutes a reliable source.
- Provide opportunities to design a poster (digitally or in print) to highlight people that can help in an emergency.

Students may

- View the *People in My Neighbourhood Photographic Learning Cards* and give thumbs up if the picture constitutes a reliable source in an emergency situation.
- Create a poster that shows reliable people that can help you when you have a problem.

Extension

Students may

- Create a sign or a fridge magnet containing names and phone numbers of the people in their support network.

Resources and Notes

Authorized

Appendices

- Appendix 9: Emergency Contact Template

Supplementary

People in My Neighbourhood Photographic Learning Cards (TR)

Suggested

Contact the RNC/RCMP for an Identification Kit

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Information on the 911 Resource for Educators
- How to Use 911

Staying Safe in My World

Outcomes

Students will be expected to

25.0 identify and practice appropriate safety procedures in the event of a fire
[Health GCO 2, SEL GCO 12, SEL KSCO 12.3.3]

Focus for Learning

The focus of this outcome is to identify and practice appropriate safety procedures in the event of a fire. This outcome links to the SEL Competence: Responsible Decision Making, where students are expected to understand the importance of safety guidelines when making important decisions.

Ideas presented in this outcome include: not playing with fire sources; practicing stop, drop and roll; crawling under smoke; and evaluating a building or home in the event of a fire.

It is critical that teachers discuss alternate home and school fire escape routes.



Play-Based Learning

Provide writing tools, clipboards, large pieces of bristol board, cardboard, paper, road maps and a fire person's hat in an area for students to design fire evacuation routes, posters or signs.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss safety practices that should be followed in the event of a fire. The website, www.sesamestreet.org has a video clip “Get Out! Stay Out!” which reinforces these practices.
- Discuss what to do when a fire alarm sounds or flashes (at school, at home, or any building). Discuss the ways to exit different rooms in the building during a fire.
- Invite a representative from the local fire department to discuss fire safety and prevention (Learn Not to Burn).

Students may

- Brainstorm different fire hazards and fire sources such as, matches, lighters, candles, and campfires, and the danger it may pose to themselves, others, and/or their environment.
- View the video “*Stop, Drop and Roll*.” At the end of the viewing, practice the action: stop, drop and roll.
- Practice “*Stop, Drop, and Roll*” and practice lining up quickly in different rooms throughout the school building.

Connection

Teachers may

- Identify appropriate safety practices for each fire hazard brainstormed in activation.

Students may

- Practice a fire drill at school. Upon completion of the drill, discuss the steps of the drill and why they are important to follow. Identify any inefficiencies in getting out of the building and propose improvements to the drill.

Consolidation

Students may

- Draw a picture of a practice that keeps you safe from fire at home and in school. This may include drawing a safe meeting place to gather in the event of a fire, at school as designated by the teachers and at home, as identified by the family.

Extension

Students may

- Make a map showing at least two ways to get out of their school and their bedroom in the event of a fire.

Resources and Notes

Supplementary

Safety Book Pre K-1 (TR)

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit1.html>

Visit Resource Links, Unit 1, for

- Fire Safety

Section Three: Specific Curriculum Outcomes

Unit Two: Foundations of Relationships

Focus

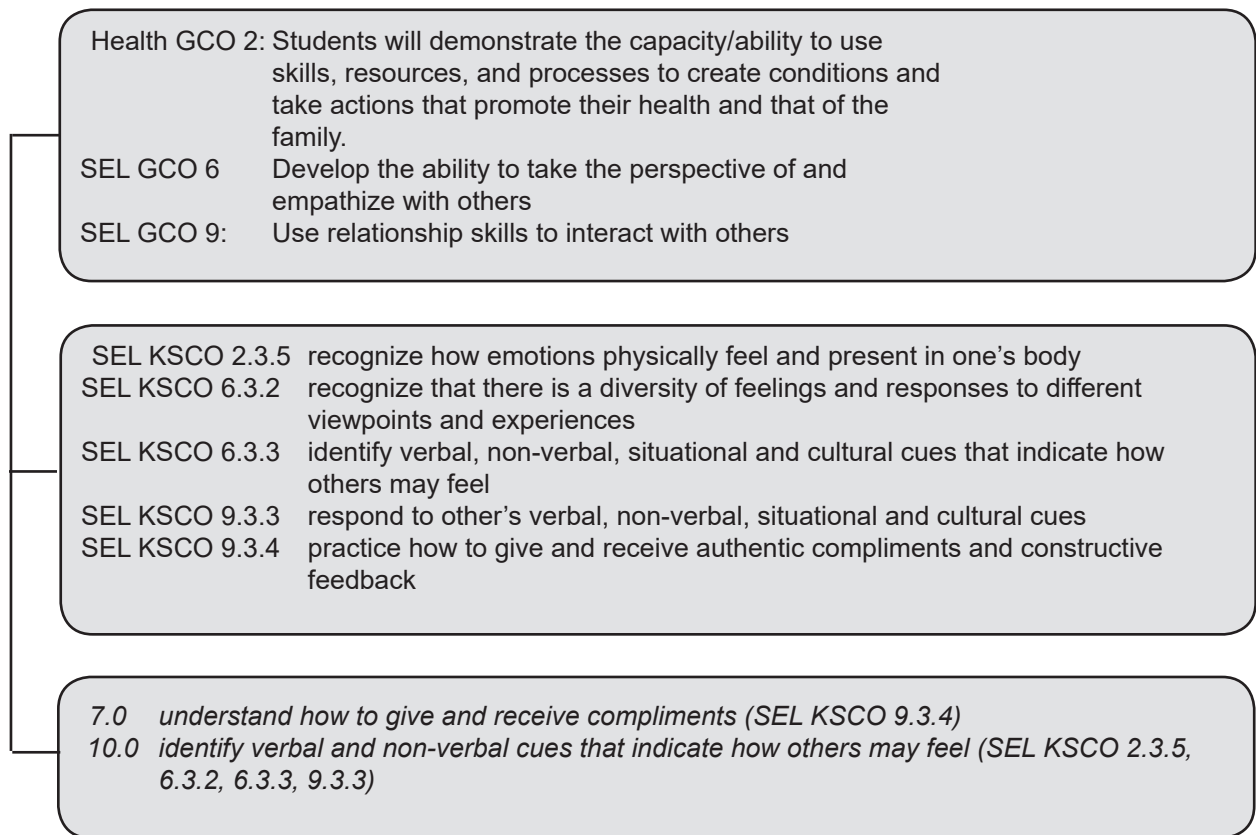
This unit focuses on skills to promote positive experiences in relationships with family, friends and peers. Respect for self and others is an integral component of relationship building. Students develop strategies to deal effectively with situations that might arise in relationships. Students continue to build skills to promote their own social and emotional learning. Developing strategies to deal effectively with feelings in a socially responsible manner is also expanded upon in this unit. Students also have an opportunity to problem-solve and learn about responsible decision making.

Outcomes Framework

Health GCO 1: Demonstrate an understanding of the aspects of their health and issues and challenges which impact health and well-being
 SEL GCO 2: Identify and monitor one's emotions, thoughts and behaviours
 SEL GCO 3: Recognize the connections among emotions, thoughts and behaviours
 SEL GCO 10: Demonstrate an ability to build and maintain and restore relationships
 SEL GCO 11: Apply decision-making skills to decisions about personal behaviour and social interactions
 SEL GCO 13: Evaluate consequences of decisions and their impact on the well being of self and others

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 2.3.4 recognize factors that affect one's emotions and thoughts
 SEL KSCO 2.3.6 understand that individuals experience a range of emotions
 SEL KSCO 3.3.1 understand the role the brain plays in emotions
 SEL KSCO 3.3.3 recognize how situations trigger emotions and thoughts
 SEL KSCO 10.3.2 develop skills to establish and maintain friendships
 SEL KSCO 10.3.3 recognize how friendships are influenced
 SEL KSCO 10.3.5 develop a process to solve problems with or 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 11.3.3 explore and choose effective personal strategies for making decisions
 SEL KSCO 13.3.3 understand that consequences affect self and others

11.0 identify ways to make friends (SEL KSCO 10.3.2, 10.3.3)
26.0 understand that what they say and do affects others (SEL KSCO 11.3.1, 13.3.3)
27.0 understand ways to solve a problem (SEL KSCO 10.3.5, 11.3.1, 11.3.2, 11.3.3)
8.0 develop and use an emotion vocabulary (SEL KSCO 2.3.1, 2.3.2)
9.0 identify factors that affect emotions (SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3)



SCO Continuum

Unit 2: Foundation of Relationships			
By Theme	Kindergarten	Grade 1	Grade 2
Being the Best Me	<p>11.0 <i>identify ways to make friends</i></p> <p>26.0 <i>understand that what they say and do affects others</i></p> <p>7.0 <i>understand how to give and receive compliments</i></p> <p>27.0 <i>understand ways to solve a problem</i></p>	<p>31.0 <i>identify ways they attempt new things</i></p> <p>32.0 <i>understand goals and the goal setting process.</i></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 <i>identify ways to solve a problem</i></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 <i>examine their acceptance of and respect for diversity in self and others</i></p> <p>27.0 <i>understand one's motivation for behaviour</i></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 <i>implement the goal setting process</i></p> <p>4.0 <i>differentiate between optimism and pessimism</i></p> <p>10.0 <i>solve problems independently</i></p>
Emotional Literacy-Emotions in Relationships	<p>8.0 <i>develop and use an 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 <i>understand that what they say and do affects others and self</i></p> <p>28.0 <i>identify ways to solve a problem</i></p> <p>29.0 <i>recognize that conflict is natural and that there are strategies to manage conflict</i></p> <p>30.0 <i>demonstrate positive social behaviours</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>25.0 <i>reflect on how their words and actions affect others and self</i></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>

Suggested Unit Plan

It is recommended to follow the sequence of outcomes as presented in the themes above. The outcomes in italics represent a revisiting of the outcome but with new content.

Being the Best Me

Outcomes

Students will be expected to

11.0 identify ways to make friends
[Health GCO 1, SEL GCO 10, SEL KSCO 10.3.2, 10.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3: identify positive and negative feelings associated with belonging or wanting to belong to a group;
Outcome K.1.4: develop an awareness of rules and why they are made; identify and practice skills that would help them resolve conflict
Outcome K.2.3: demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations
- **Physical Education**
demonstrate respect for the personal space of others; demonstrate an understanding of the effectiveness of group cooperation; demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate concern for the safety of self, others and surrounding environment; discuss fairplay principles in relation to individual differences in performance
- **Religious Education**
Outcome 4.1: demonstrate awareness that celebrations are one way to recognize how people are similar and unique

Focus for Learning

The focus of this outcome is to understand a variety of ways to make friends. In the past theme, My Role in Developing Relationships, introducing the *PATHS*® puppets was important as they will play an integral role consistently through the other related outcomes.

In the present theme, "Being the Best Me," students will associate positive feelings with sharing and discussing different experiences where they share with others. This theme is also related to the concept of caring; sharing and caring are ways to make friends. It is important to note that children who have positive peer relationships cooperate, share and are sensitive to the needs of their friends. When children see positive reactions from their classmates as a result of sharing, it should motivate them to continue this behaviour. Children should see the enjoyment that sharing brings to others.

Teachers should look for authentic opportunities during play to encourage children to share. Through your observations praise children for their appropriate interactions. Children need to realize that it is okay to have more than one friend at a time and that friends play together and let others join in play. Continue to look for opportunities during play to encourage children to include everyone who wants to join play. Children may need your coaching to learn how to do this. Keep in mind there may be children who are not ready for group play.

This outcome is linked to SEL Competence: Relationship Skills, where students are expected to develop skills to establish and maintain friendships. Students will learn the types of behaviours and actions of others and themselves that are in keeping with being a good friend.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 20/21: Sharing and Caring 1 and 2
- Lesson 22: Twiggie's Special Day

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 20, 21, and 22.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss ways to make friends.
- Some discussion suggestions include
 - Asking to be included
 - Inviting others to play and accept invitations
 - Respecting personal space, (see outcome 3.0), work space, and belongings
 - Using polite language and kind words; and
 - Verbal and non-verbal cues to communicate messages (for example, smiling at others, turning away from others)

Students may

- Use puppets during dramatic play to demonstrate their understanding of ways to make friends

Resources and Notes

Authorized

PATHS® (TR)

Lesson 20: Sharing and Caring 1, pp. 1-8

Lesson 21: Sharing and Caring 2, pp. 9-18

Lesson 22: Twiggie's Special Day pp. 19-26

Twiggie's Special Day by C.Domitrovich, M.Greenberg, C.Kusché and R.Cortes (TR)

Supplementary

Children's Literature

A Rainbow of Friends by P.K. Hallinan

I'm Sorry by Sam Bratney

The Worst Best Friend by Alexis O'Neill

The Recess Queen by Alexis O'Neill

Whoever You Are by Mem Fox

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Ways to Make Friends
- Howard B Wigglebottom Listens to a Friend

Children's Literature

We Share Everything by Robert Munsch

The Very Cranky Bear by Nick Bland

Will I Have a Friend? by Miriam Cohen

Being the Best Me

Outcomes

Students will be expected to

26.0 understand that what they say and do affects others
[Health GCO 1,
SEL GCO 11, 13,
SEL KSCO 11.3.1, 13.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.4
identify and practice skills that would help them resolve conflict
- **Religious Education**
Outcome 5.1
identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences

Focus for Learning

The focus of this outcome is to develop social interactive skills in groups and cooperative play. Teachers need to support students as they interact socially in authentic situations using appropriate social conventions. Explicit teaching and modelling of social conventions should occur through activities that promote an understanding that what they say and do affects others. This outcome links to the SEL Competence: Responsible Decision Making, where students are expected to understand that actions have outcomes and to understand that consequences affect self and others.

When planning activities, teachers should focus on:

- Appropriate manners such as please, thank you, excuse me, I'm sorry, I forgive you;
- Asking to join in or use materials;
- Disagreeing politely;
- Respecting others point of view;
- Sharing materials, toys; and
- Taking turns.

It is important to note that this outcome is linked to various school initiatives such as Pink Shirt Day, Education Week activities, and Literacy Week.



Play-Based Learning

Provide children time to interact and play in various learning areas. Encourage sharing and co-operation with one another.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 22: Twiggie's Special Day

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

Activation

Teachers may

- Read aloud a selection of children's literature to generate a discussion about one's behaviour affecting the feelings of others and how people may react differently to the same situation (e.g., giving a gift, sharing a toy, inviting someone to play or join a group).
- Use Track # 6, "Manners" on the *Circle Time Activities* CD to discuss how using or not using manners affects others.

Students may

- Discuss a situation in which their behaviour affected another person's feelings (e.g., giving a gift, sharing a toy, inviting someone to play or join a group).

Resources and Notes

Authorized

PATHS® (TR)

Lesson 22: Twiggie's Special Day, pp. 19-26

Supplementary

Circle Time Activities CD: Track # 6, "Manners (TR)

Children's Literature

The Tale of Sir Dragon by Jean E Pendziwol

The Recess Queen by Alexis O'Neill

The Worst Best Friend by Alexis O'Neill

Suggested

Resource Link

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Peaceful Schools International
- Respecting Others

Other Curriculum areas

- Puppets (Religious Education Kindergarten)

Children's Literature

I'm Sorry by Gina Mayer & Mercer Mayer

Have You Filled a Bucket Today? by Carol McCloud

Being the Best Me

Outcomes

Students will be expected to

- 7.0 *understand how to give and receive compliments*
[Health GCO 2,
SEL GCO 9,
SEL KSCO 9.3.4]

Focus for Learning

In the previous themes, “Building our Community” and “My Role in Developing Relationships”, this outcome has already been explored. In this theme, the focus is now on giving more advanced compliments that reflect on the quality of their friendship and go beyond appearance and material possessions. Teaching students how to give advanced compliments will enhance relationships and reinforce positive behaviour skills. If necessary, provide children with a sentence stem for an advanced compliment such as; “*I like the way you ____ (play with, share with, help) me.*”

Over the course of a year, every student needs to have multiple opportunities to give and receive compliments. Repeated experiences such as these are critical to the development of positive self esteem.



Part of being a PATHS® “Kid for Today” or the classroom helper, receiving and giving compliments is practiced as part of the regular classroom routine.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 23: Advanced Compliments

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 23.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss how to give and receive an advanced compliment.
More advanced compliments include:
 - Great job on your picture, it made me smile.
 - I felt happy when you asked me to play.
 - It made me feel great when you said, "Thank you," when I passed you a pencil.
 - It made me feel happy when you shared your crayons with me.
- Observe children as they exchange advanced compliments with each other during the day.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 23: Advanced Compliments, pp. 27-34

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 1, for

- Teaching children how to give a compliment

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

Being the Best Me

Outcomes

Students will be expected to

27.0 understand ways to solve a problem
[Health GCO 1, SEL GCO 10 & 11, SEL KSCO 10.3.5, 11.3.1, 11.3.2, 11.3.3]

Focus for Learning

This outcome links to the SEL Competence: Relationship Skills, where students are expected to develop a process to solve problems with or without adult support and the SEL Competence: Responsible Decision Making, where students are expected to use a decision-making model to make informed decisions.

Students may follow the *PATHS*® : Problem-Solving process;

- Stop and think
- Identify the problem and how you feel
- Identify the choices and encourage children to think about their choices
- Evaluate the choice
- Pick one and try it out (if the first choice does not solve the problem, suggests that they try it again with a different idea)

The focus is on how learning happens by making mistakes and that some problems are solved by trial and error. Teachers should emphasize that being calm plays a vital role in effective decision making. Teachers can encourage children to use the *PATHS*® Turtle Technique, if necessary.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 24: Feelings Review
- Lesson 25: Making Choices
- Lesson 26: Solving Problems
- Lesson 27: Solving Problems with Friends

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 24, 25, 26 and 27.

Activation

Teachers may

- Read a piece of children's literature where the main character has to solve a problem.
- Discuss with students the various times and places that they make decisions throughout the day. For example; the clothes they wear, the food they eat, where they play at recess, and what the toys they play with at recess.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 24: Feelings Review, pp. 35-54

Lesson 25: Making Choices, pp. 1-8

Lesson 26: Solving Problems, pp. 9-28

Lesson 27: Solving Problems with Friends, pp. 29-44

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 1, for

- Teaching children how to solve problems

Other curriculum resources:

- *Nelson Literacy Kindergarten Cross-Curricular NL Edition Kits*: (English Language Arts)
 - How Do Things Move?
 - What Is It Made Of?
- *Not a Box* by Antoinette Portis, 2007 (English Language Arts)
- *Caramba* by Marie Louise-Gay (English Language Arts)

Children's Literature

Changes, Changes by Pat Hutchins

What Do You Do With a Problem? by Kobi Yamada

Prudy's Problem by Carey Armstrong-Ellis

Seven Blind Mice by Chriseanne Hollis

A Good Day by Kevin Henkes

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

8.0 develop and use an emotion vocabulary
 [Health GCO 1,
 SEL GCO 2,
 SEL KSCO 2.3.1, 2.3.2,
 9.3.2]

Cross-Curricular Links

- **Religious Education**
Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences

Focus for Learning

This outcome is linked to SEL Competence: Self-Awareness. The intent is for students to:

- develop and use an emotion vocabulary, and
- recognize and accurately label their emotions.

In past outcomes, the focus has been on the four basic feelings (happy, mad, sad, and scared). The focus of this outcome is to identify intermediate feelings (excited, tired, frustrated, and proud) and advanced feelings (love, worried, disappointed, jealous, furious, guilty, and generous).

Take time to review the definition of a comfortable feeling and an uncomfortable feeling and use these words when describing feelings. Comfortable feeling face cards are yellow and uncomfortable feeling face cards are blue.

This outcome covers several complex emotions and teachers are encouraged to incorporate mini lessons that focus on an emotion of the day. Children may already be familiar with many of these emotions and can easily identify them.

It is important to remember that these feelings will be further addressed in future grades.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 28: Comfortable and Uncomfortable
- Lesson 29: Different Types of Feelings
- Lesson 30: Excited
- Lesson 31: Tired
- Lesson 32: Frustrated
- Lesson 33: Proud
- Lesson 34: Love
- Lesson 35: Worried
- Lesson 36: Disappointed
- Lesson 37: Jealous
- Lesson 38: Furious
- Lesson 39: Guilty
- Lesson 40: Generous

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40.

Activation

Students may

- Use hand held mirrors to demonstrate facial expressions and/or body language for these intermediate and advanced emotions.

Consolidation

Teachers may

- Take pictures of students demonstrating body language and facial expressions that depict the intermediate and advanced feelings. Alternatively, students can draw pictures of themselves. These pictures can be used to make a booklet of emotions or a slide show.

Students may

- Use the photo which shows themselves experiencing an intermediate or advanced feeling to complete the sentence "When I am _____, I _____." For example, "When I am excited,

My face is...
My hands are...
My nose is...
My mouth is...
My eyebrows are ..."

Resources and Notes

Authorized

PATHS® (TR)

Lesson 28: Comfortable and Uncomfortable, pp. 1-20

Lesson 29: Different Types of Feelings, pp. 21-28

Lesson 30: Excited, pp. 29-42

Lesson 31: Tired, pp. 43-56

Lesson 32: Frustrated, pp. 57-72

Lesson 33: Proud, pp. 72-91

Lesson 34: Love, pp. 1-14

Lesson 35: Worried, pp. 15-26

Lesson 36: Disappointed, pp. 27-40

Lesson 37: Jealous, pp. 41-56

Lesson 38: Furious, pp. 57-68

Lesson 39: Guilty, pp. 69-84

Lesson 40: Generous, pp. 85-98

Feelings Cards (Yellow and Blue)

Suggested:

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Learning how to teach emotions

Children's Literature

How are you Feeling? by Saxton Freymann and Joost Elffers

The Feelings Book by Todd Parr

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

- 9.0 *identify factors that affect emotions*
 [Health GCO 1, SEL GCO 2, 3, SEL KSCO 2.3.4, 2.3.6, 3.3.1, 3.3.3]

Cross-Curricular Links

- **Social Studies**
Outcome K.1.3: identify positive and negative feelings associated with belonging or wanting to belong to a group
- **Religious Education**
Outcome 5.1: identify appropriate ways to express feelings
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences; demonstrate an understanding of the effectiveness of group cooperation

Focus for Learning

Various factors will have an impact on children's intermediate and advanced feelings. This outcome is linked to the SEL Competence: Self-Awareness. The intent is for students to

- recognize factors that affect one's emotions and thoughts,
- recognize how situations trigger emotions and thoughts.

Before students can identify factors that affect these emotions, they should have previous experiences identifying emotions. It is important that teachers review the previously taught emotions.

It is important to note that the intermediate and advanced feelings are both comfortable and uncomfortable. For example, the intermediate feelings excited and proud are comfortable feelings while tired and frustrated are uncomfortable feelings.

In this outcome, advanced feelings (love, worried, disappointed, jealous, furious, guilty, and generous) are introduced.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 28: Comfortable and Uncomfortable
- Lesson 29: Different Types of Feelings
- Lesson 30: Excited
- Lesson 31: Tired
- Lesson 32: Frustrated
- Lesson 33: Proud
- Lesson 34: Love
- Lesson 35: Worried
- Lesson 36: Disappointed
- Lesson 37: Jealous
- Lesson 38: Furious
- Lesson 39: Guilty
- Lesson 40: Generous

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss factors that affect how the characters feel.
- Use the Emotion Photographic Learning Cards, photographs or drawings to identify possible factors that may have triggered the feelings being displayed in the picture.
- Ask students to match their intermediate and advanced feelings to a life experience. For example, the teacher may say, "I feel excited during a thunderstorm," or "I feel jealous when my friend wins the game."

Connection

Teachers may

- Take pictures or videos of students as they are role playing the factors that affect emotions (excited, tired, frustrated, proud, loved, worried, disappointed, jealous, furious, guilty and generous).

Resources and Notes

Authorized

PATHS® (TR)

Lesson 28: Comfortable and Uncomfortable, pp. 1-20

Lesson 29: Different Types of Feelings, pp. 21-28

Lesson 30: Excited, pp. 29-42

Lesson 31: Tired, pp. 43-56

Lesson 32: Frustrated, pp. 57-72

Lesson 33: Proud, pp. 72-91

Lesson 34: Love, pp. 1-14

Lesson 35: Worried, pp. 15-26

Lesson 36: Disappointed, pp. 27-40

Lesson 37: Jealous, pp. 41-56

Lesson 38: Furious, pp. 57-68

Lesson 39: Guilty, pp. 69-84

Lesson 40: Generous, pp. 85-98

Supplementary

Emotion Photographic Learning Cards

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Identifying factors that affect emotions

Children's Literature

How Are You Feeling? by Saxton Freymann and Joost Elffers

The Feelings Book by Todd Parr

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

10.0 identify verbal and non-verbal cues that indicate how others may feel
[Health GCO 2,
SEL GCO 2, 6, 9
SEL KSCO 2.3.5, 6.3.2,
6.3.3, 9.3.3]

Focus for Learning

When an emotion (intermediate or advanced) is being displayed, it is important to take advantage of the learning opportunity and make connections to the verbal or non-verbal cues. Cues can be given through tone of voice, facial expression (eyes, eyebrows and mouth), body language, and actions. It is important that connections are made between the verbal and non-verbal cues and the feeling being taught. This is linked to SEL Competence: Social Awareness.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®:

- Lesson 28: Comfortable and Uncomfortable
- Lesson 29: Different Types of Feelings
- Lesson 30: Excited
- Lesson 31: Tired
- Lesson 32: Frustrated
- Lesson 33: Proud
- Lesson 34: Love
- Lesson 35: Worried
- Lesson 36: Disappointed
- Lesson 37: Jealous
- Lesson 38: Furious
- Lesson 39: Guilty
- Lesson 40: Generous

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40.

Activation

Teachers may

- Model what it means to experience different intermediate and advanced feelings in others. For example, when someone is excited, they jump up and down. When someone is frustrated, their fists are clenched and their eyebrows may be lowered.
- Observe students when they are displaying an emotion and take time to discuss verbal and non-verbal cues

Students may

- Choose one of the intermediate and/or advanced feelings and show how it looks in their body. For example, if you are tired your eyes are droopy, you may be yawning. Students may choose to illustrate or act out an emotion.

Resources and Notes

Authorized

PATHS® (TR)

Lesson 28: Comfortable and Uncomfortable, pp. 1-20

Lesson 29: Different Types of Feelings, pp. 21-28

Lesson 30: Excited, pp. 29-42

Lesson 31: Tired, pp. 43-56

Lesson 32: Frustrated, pp. 57-72

Lesson 33: Proud, pp. 72-91

Lesson 34: Love, pp. 1-14

Lesson 35: Worried, pp. 15-26

Lesson 36: Disappointed, pp. 27-40

Lesson 37: Jealous, pp. 41-56

Lesson 38: Furious, pp. 57-68

Lesson 39: Guilty, pp. 69-84

Lesson 40: Generous, pp. 85-98

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/k-2021/links/unit2.html>

Visit Resource Links, Unit 2, for

- Identifying verbal and non-verbal cues that indicate how others feel

Children's Literature

How Are You Peeling? by Saxton Freymann and Joost Elffers

The Feelings Book by Todd Parr



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Appendix 1A: T-Chart for Likes and Dislikes

Name: _____

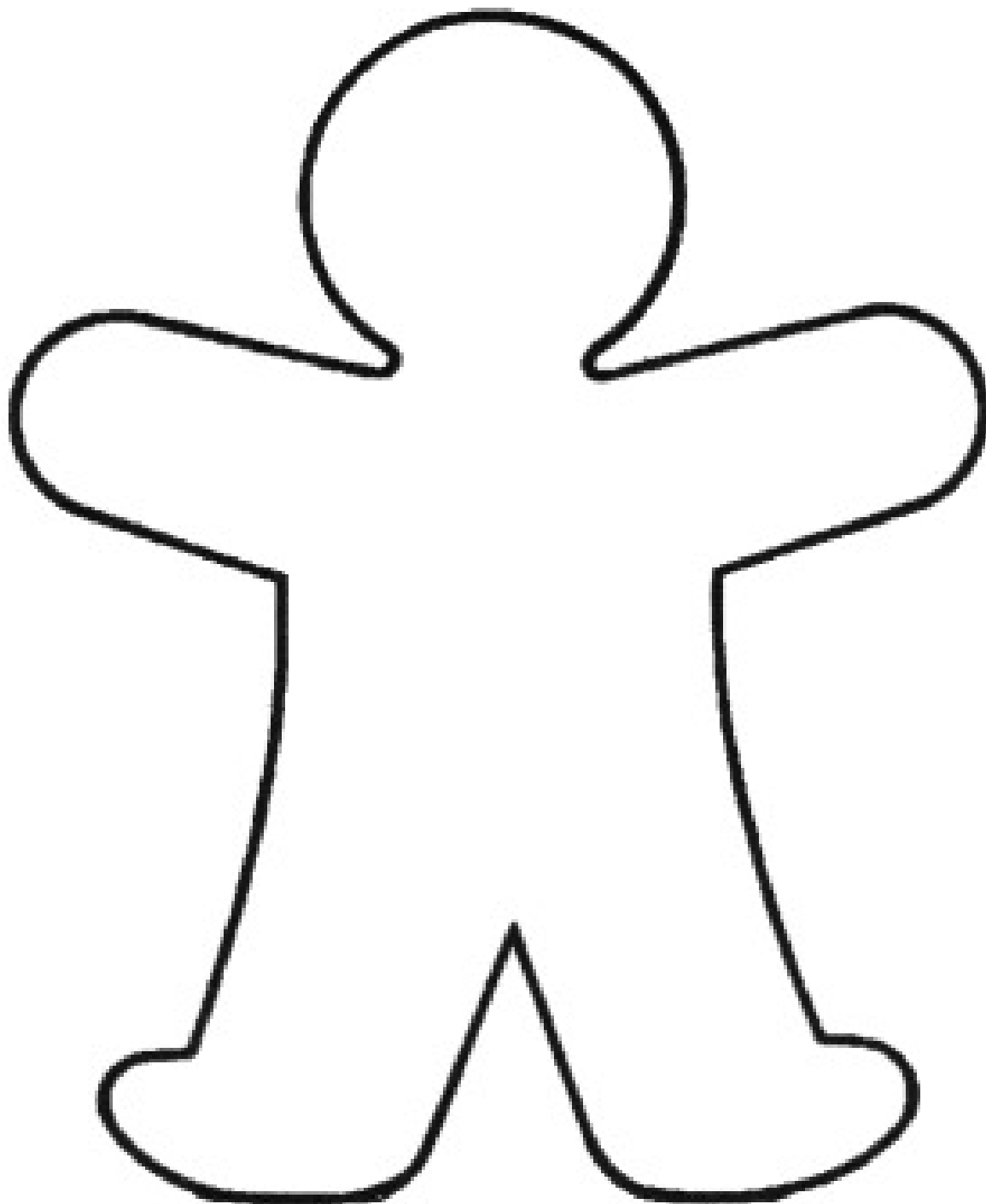
Using a T-Chart, draw pictures of things you like and things you dislike.

<p>I Like</p> 	<p>I Dislike</p> 

Appendix 1B: Likes and Dislikes Picture

Name: _____

Draw pictures of things you like and things you dislike.

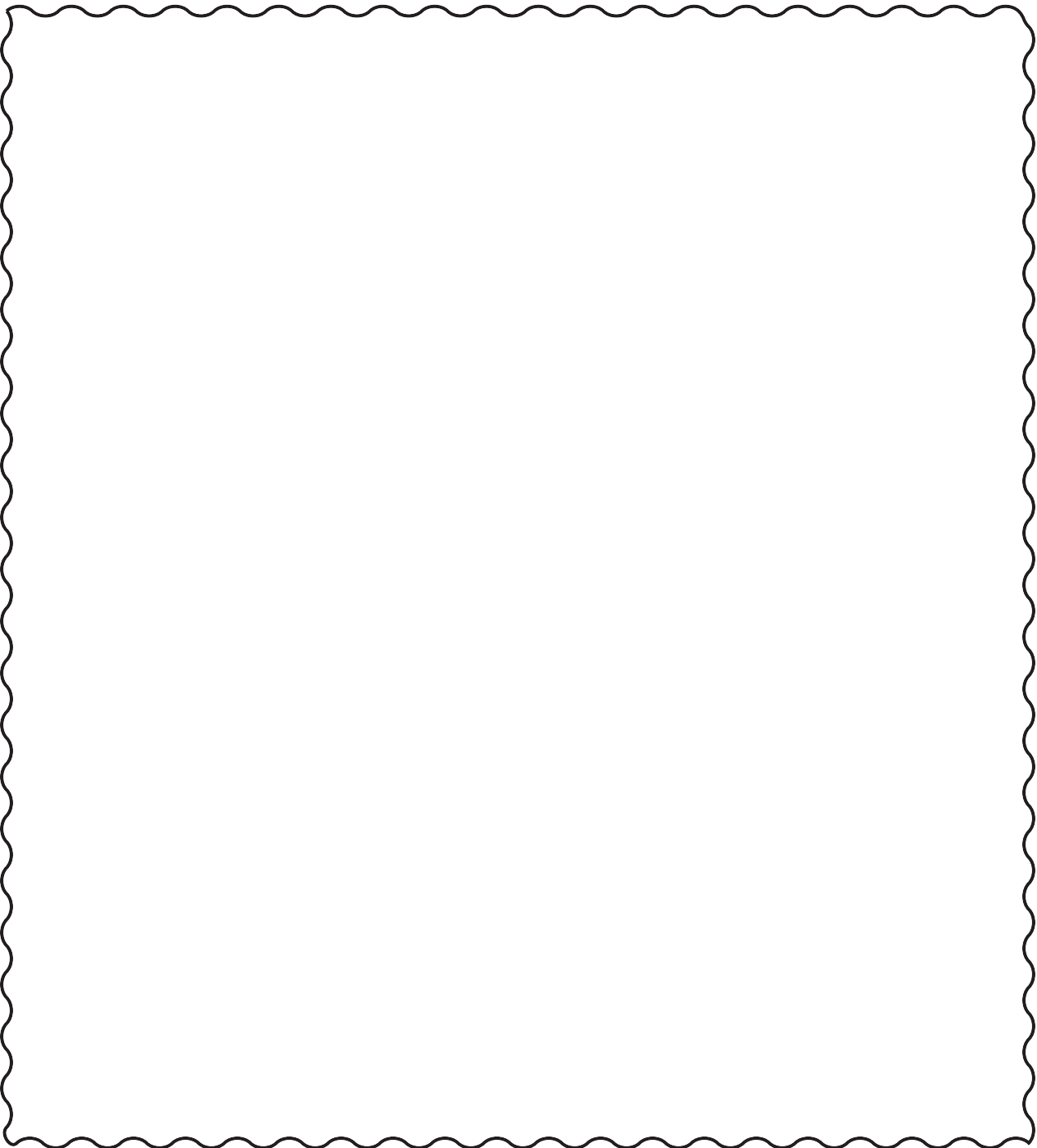


Appendix 2A: I am Special

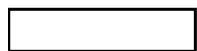
I Am Special

_____ thinks _____

is _____



Appendix 2B: I am Special Book



Am

I
am
special

My name is

_____.

Look at me!

I have

.

I love to

.

I am unique!
There is no one else like me.

Appendix 3A: Sample Family Letter



Dear Family,

Next month in our Social Studies and Health programs we will be learning about different family structures, family histories, the roles of family members and how these roles change over time. As well, we will explore traditions and celebrations that are unique to each family. In order to help your child connect these concepts with their own experiences, we are asking that you help them create a Family Album. These albums will be presented in class so that your child can share them with their classmates.

This will be an "at home" project. Children may use an exercise book, a photo album or a scrapbook. Please make sure that the photos, drawings and information contained in the album are relevant to your child. He/she should be able to independently discuss the photos and journaling. We suggest that your child do the journaling themselves (printing the blurbs/captions). The length of the album should be kept to a maximum of five pages. Please do not forget to include dates, names of people and places.

The album should be submitted on _____. Children may bring their album into school if it has been completed before this date.

Thank you for your support,



Appendix 3B: Look Who's in My Family

Name: _____

The form is a family tree template. In the center is a heart shape containing the text "Look Who's In My Family". Surrounding the heart are seven rectangular boxes, each with a small clip icon at the top. The boxes are arranged as follows: one at the top left, one at the top middle, one at the top right, one in the middle left, one in the middle right, one at the bottom left, and one at the bottom right.

Appendix 4: Emotions Comic Strip

Name: _____

Create a comic strip to show how to use nonverbal cues to show emotions.

COMIC STRIP

Appendix 5: Healthy Food Gives Me Energy

Name: _____

Healthy food gives me energy to _____



Appendix 6A: Daily Activity Checklist

Daily Activity Checklist

My Name is _____

Directions: Record your daily individual, family or group/team physical activity in the chart below. Draw a happy face or sad face to show how you felt while doing this activity. Please bring this sheet back on _____.

Date	Name of physical activity	Did I like this activity?

Appendix 6B: How to Wash Your Hands



Newfoundland & Labrador
HealthLine 1-888-709-2929



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Appendix 6C: Healthy Foods and Activities

Healthy Food and Activities Collage

Directions: Glue pictures of healthy food and activities under the happy face. Glue pictures of food and activities that do not promote good health under the sad face.



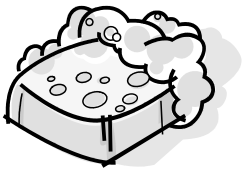

What foods make me healthy?	
	

What activities make me healthy?



Appendix 6D: My Checklist for Daily Hygiene Practices

My Checklist for Daily Hygiene Practices

- o I brush my teeth after each meal. 
- o I stay at home if I have the flu. Or cold? 
- o I wash my face and hands in the morning and before I go to bed.
- o I wash my hands before eating. 
- o I wash my hands after I sneeze or cough.
- o I wash my hands with soap and water after I use the washroom.
- o I sneeze in my sleeve and I use tissues. 
- o I do not share cutlery, dishes, straws, or glasses.



Appendix 7A: Safety Self-Assessment



Name: _____





Safety Self-Assessment

Directions:





Before: Indicate what you know now about each statement by colouring the happy or sad face.





After: Indicate what you have learned about each statement by colouring the happy or sad face.

BEFORE		STATEMENT	AFTER	
		It's safe to ingest paint.		

BEFORE		STATEMENT	AFTER	
		It's safe to smell cleaning products.		

BEFORE		STATEMENT	AFTER	
		It's safe to touch hand cream.		

BEFORE		STATEMENT	AFTER	
		It is safe to ingest shampoo.		

BEFORE		STATEMENT	AFTER	
		It's safe to ingest your friend's medicine.		

Appendix 7B: Safety Symbols

Safety Symbols

To help children become more aware of the importance of staying safe from dangerous products sometimes found in our homes, please help your child to look for things which have the following safety labels. The children can then draw and label pictures of these dangerous products. Some products belong with more than one symbol, so they can be drawn more than once. **Please stress that it is very important NOT TO TOUCH these dangerous products.**



Poison



Corrosive



Explosive



Flammable

Name: _____

Safety Symbols

Safety symbols index cards



Poison



Flammable



Safety symbols index cards



Corrosive



Explosive



Appendix 8: How Safe am I at Home? At School? In my Community?

Directions: After each statement is read aloud, students will draw a happy face for 'yes', or sad face for 'no', in the corresponding box.

How Safe Am I? Safety Practices at Home

1. Is medication stored in a safe place, out of children's reach?	1.
2. Do I receive medication from an adult when it is required?	2.
3. Do we buy medications with safety lids?	3.
4. If an Epi-pen is required, do we have it stored properly in a case?	4.
5. Do I pick up my toys from the floor to avoid trips and falls?	5.
6. Do I wear proper footwear?	6.
7. Do I clean up spills?	7.
8. Do I tie up my shoelaces?	8.
9. Do I walk safely?	9.
10. Do I run only when it is safe to do so?	10.

How Safe Am I? Safety Practices at School

1. Do I organize my work space at school?	1.
2. Do I organize my locker/coat space?	2.
3. Am I aware of strangers travelling to and from school?	3.
4. Do I ask for an adult's help when I need it at school?	4.
5. Do I know my phone number?	5.
6. Do I enter and leave the school safely?	6.
7. Do I wear my outdoor clothing when I play outside?	7.
8. Do I get dressed and undressed quickly?	8.
9. Do I place my footwear in a safe place?	9.
10. Do I walk in the corridors and on the way to the bus or car?	10.

How Safe Am I? Safety Practices in My Community



1. Do I wear sunscreen?	1.
2. Do I wear a sun hat and sunglasses?	2.
3. Do I drink water when I am playing?	3.
4. Do I play safe on playground equipment?	4.
5. Do I wear protective gear when biking, skateboarding, boating, etc..?	5.
6. Do I wear a life jacket while riding in a boat?	6.
7. Do I walk safely in the community?	7.
8. Do I wear a seatbelt while driving in a vehicle?	8.
9. Do I use a booster seat?	9.
10. Do I ride in the backseat of an automobile?	10.
11. Do I turn off the airbag when riding in a single cab truck?	11.
12. Do I respect the driver while riding in a vehicle?	12.
13. Do I remain in my seat while travelling in a bus?	13.
14. Do I keep aisles clear from personal belongings while travelling on a bus?	14.
15. Do I follow the rules of the bus?	15.



Appendix 9: Emergency Contact Template

Card Template for Emergency Contact Information

_____ 's

Phone Numbers for Emergencies





Other adults who may be able to help me

Call _____ at: _____

Call _____ at: _____



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