

Unit One
Healthy Body/Body Awareness
12 Weeks

Unit One

All About Me: Healthy Body/Body Awareness

Knowledge and Understanding

Students will be expected to:

1. identify personal hygiene practices and their contribution to a healthy body.
2. understand that healthy foods, as defined by *Eating Well with Canada's Food Guide*, give the body energy and help it grow.
3. understand the importance of brushing one's teeth and regular visits to the dentist.
4. identify ways to be physically active every day.
5. identify the senses and their functions.
6. identify that some aspects of individuals change and some do not.

Skills and Abilities

Students will be expected to:

1. use personal hygiene practices that contribute to a healthy body.
2. demonstrate the ability to make healthy food and beverage choices.
3. taste familiar and unfamiliar healthy foods.
4. make choices to be physically active every day.

Attitudes and Behaviours

Students will be expected to:

1. assess the importance of healthy food and beverage choices and physical activity in the development of a healthy body.
2. recognize the importance of the role of a dentist and parents/caregivers in oral health.
3. develop personal hygiene habits that promote health.

The aspects of the individual dealt with in this unit revolve around the topics development and hygiene, healthy eating, oral health and active living. The outcomes related to each are listed below:

Development and Hygiene: outcome 1.6, 1.5, and 1.1, can be followed by 2.1 and 3.3.

Healthy Eating: outcome 1.2 can be followed by 2.2, 2.3 and 3.1

Oral Health: outcome 1.3 can be followed by 3.2

Active Living: outcome 1.4 can be followed by 2.4

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.1 identify personal hygiene practices and their contribution to a healthy body.

1.2 understand that healthy foods, as defined by *Eating Well with Canada’s Food Guide*, give the body energy and help it grow.

Suggested Strategies for Learning and Teaching

Note: the discussion on hygiene practices should include the importance of not sharing personal effects such as combs/brushes, toothbrushes, headwear, etc.

1. Discuss hygiene with students and make a list of the things they do every day to keep their bodies clean and healthy. Listed items may include: wash hands and face, bathe, brush hair, brush teeth, wear clean clothes, etc. Explain the importance of each hygiene practice to our health. For example, the role of handwashing in the prevention of the spread of germs. Read pp. 4-5 in I Keep Myself Healthy big book to support this discussion.
2. Role play hygiene practices used in getting ready to go to school. The teacher may assign a hygiene practice to a student and have the student act it out for the others or a group of students may perform a short skit of their morning or bedtime routine.
3. Sing the Song “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. Another song to use is found on p. 6 of I Keep Myself Healthy Teacher’s Guide: “Young Miss Hannah Has Good Health”. The lyrics may be changed to “In Kindergarten, we have good health”.

1. Explain that eating healthy foods and beverages gives our body what it needs to have energy. Have students demonstrate movement such as running, skipping, jumping, etc. and 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? Follow up by playing the “Pit Stop” game. In this game, a circuit is set up either in the gymnasium, classroom or outdoors for students to navigate while pretending they are driving cars. Give each student four to six coloured cards or objects such as food models that are safe and easy to carry. After students run one lap of the circuit, they drop off a card/food model in a designated spot or hoop and keep going until their cards/food models are all gone. This means that their fuel tank is empty and they can’t go anymore. During their rest break, ask students: Can a car go without fuel? Can people grow or go without food/fuel? Repeat the activity, this time having students pick up the cards/food models on each lap to show that they are filling up their fuel tanks so that they can keep going.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Monitor and observe hygiene practices such as handwashing before eating and after washroom use.

Observe students playing the Pit Stop game and choosing foods.

Complete the “Healthy food gives me energy to _____” activity in the appendix.

Resources/Notes

I Keep Myself Healthy big book/
small book pp. 4-5, 8-10, 14

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. eg. toothbrush, facecloth, soap, etc.

I Keep Myself Healthy Teacher’s Guide: “Young Miss Hannah Has Good Health, p. 6

Authorized Children’s Literature:

- Have You Ever Seen a Moose Brushing his Teeth?
- Wash Your Hands

Play Food Classroom Set for the Pit Stop game.

Appendix One: “Healthy food gives me energy to _____” activity sheet

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

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

Let’s Eat! big book/small book, pp. 12-13

Knowledge and Understanding**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.****Outcomes**

Students will be expected to:

- 1.2 understand that healthy foods, as defined by *Eating Well with Canada's Food Guide*, give the body energy and help it grow. (continued)

- 1.3 understand the importance of brushing one's teeth and regular visits to the dentist.

Suggested Strategies for Learning and Teaching

2. 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.
 3. Complete the "Growing, Growing, Grown" activity as outlined on p. 6 of Let's Eat! Teacher's Guide or refer to the enrichment activity on the same page.
 4. Sorting: Use store flyers, food models or pictures of food to select examples of healthy food. The teacher may point out that some of the student selections may be pictured in *Eating Well with Canada's Food Guide*.
1. Begin this activity using the visual on p. 10 of I Keep Myself Healthy big book. Where possible, view a video of a visit to the dentist. Discuss the importance of visiting the dentist and brushing teeth twice a day, with at least one brushing being done by an adult. Sample videos include the Colgate video: "Dr. Rabbit and the Legend of Tooth Kingdom" found at [www.colgate.com / app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp](http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp) and the Crest video: "Geena's Tremendous Tooth Adventure". The public health nurse may be invited to discuss the importance of brushing in oral health. Follow up by reading Going to the Dentist by Anne Civardi.
 2. Place one white egg in a container of dark, sweetened soft drink and another white egg in a container of clear water. Explain that the eggs are similar to our teeth, and to pretend they are teeth for this experiment. Ask the students to predict what will happen to the egg in the soft drink and what will happen to the egg in the water. This can be demonstrated after 30 minutes. The egg can then be returned to the solution for a lengthier period of time. Have children observe and record their observations (draw and/or write) in a science journal over the next few days. Ask what is happening to the egg and why (color and hardness of the shell). After explaining that the soft drink has sugar in it, discuss what might be on the egg (plaque) and how we would clean it. Use a tooth brush and tooth paste to clean the discoloured egg. A comparison should be made to the foods and beverages we consume and the effect they have on our teeth. The children can rid their teeth of germs by brushing, flossing, and having their teeth cleaned by a dentist twice a year. Explain that water has not harmed the other egg because water is a healthy drink for both our teeth and our body. Orange juice may also be tried to show the effects of sugar and acid, without brushing, on our teeth.
Caution: be aware of egg allergies.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Provide students with a “One Week Tooth Brushing Chart” to complete at home and return to school upon completion. Parent information and child activities can be found on the web at www.colgate.com.

Draw a picture of visiting the dentist. Complete the sentence “I keep my teeth healthy by ...” See appendix one for the activity sheet.

Observation: Make anecdotal records of student’s verbal understanding of the impact of food and beverage choices on the health of teeth.

Journal Activity: A template for student responses to the egg experiment is found in appendix one. Students should make observations about the color and hardness of the shell of the eggs.

Sort models/pictures of foods and beverages into two categories: those that may harm teeth and those that do not. This would be an opportunity to focus on beverages. Plain water is the best choice as it does not contain sugar; natural or added.

Resources/Notes

Let’s Eat! Teacher’s Guide,

- p. 6: “I Can Grow” song
- p. 6: “Growing, Growing, Grown”

Use growth charts, masking tape or adding machine tape to record and track height changes of students throughout the school year.

School Milk Foundation: “Picnic and Play” presentation.

Appendix One:

- “One Week Tooth Brushing Chart”
- “I keep my teeth healthy by ...”
- “Egg Experiment Observation Sheet”

Authorized Children’s Literature:

- Going to the Dentist
- Have You Ever Seen a Moose Brushing his Teeth?

NL Dental Association:

- Posters
- other educational materials

The American Dental Hygienists’ Association (www.adha.org/kidstuff)

I Keep Myself Healthy big book/ small book, p. 10

Play Food Classroom Set

Free Colgate resources may be available using the “contact us” link on the website: colgate.com

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.3 understand the importance of brushing one’s teeth and regular visits to the dentist. (continued)

- 1.4 identify ways to be physically active every day.

Cross-Curricular Links

Link to Health


Unit One

Outcome 1.4

- **Physical Education**
identify non-locomotor skills that contribute to improved health and an active lifestyle

Suggested Strategies for Learning and Teaching

- 3. Complete the activity “Can Sweets Harm Teeth?” in I Keep Myself Healthy Teacher’s Guide, p. 4.
- 4. Play “Sugar Monster” Tag: For this game of tag, one child will be the sugar monster and all the others are teeth. The sugar monster wears a “decayed tooth” necklace and tries to tag the other students who are wearing “healthy tooth” necklaces. Templates for both the decayed tooth and the healthy tooth are found in appendix one. If the sugar monster is successful, a black sticker is placed on the captured child’s tooth necklace to represent sugar or plaque. Follow up by reading p.10 in I Keep Myself Healthy big book/small book.
- 5. Guess Whose Smile?
Using a digital camera, take a picture of each child’s best smile. Cut the photograph so that only the mouth remains. Record the name of the child on the reverse side. Give each child a template of a head and have them glue on the smile and draw the other facial features. Display the faces with the caption “Guess Whose Smile?”
Caution: this may be a sensitive issue for some students.
- 1. Discuss with the students what it means to be physically active and why it is important to be physically active every day. Talk about the importance of exercise/physical activity in building strong muscles (including the heart) and bones, and in giving you energy. Brainstorm, as a class, ways to be physically active on a daily basis.
- 2. Active Response Activity: The teacher will read out a list of healthy activity choices and non-healthy activity choices. When the student hears a healthy activity read aloud, the students will hop on one foot in their space. Upon hearing a non-healthy activity, students will do squats from a standing position.
- 3. Collage: Have each student bring in a picture of themselves, or a picture from a print source which shows healthy active living. Create a group collage/bulletin board display from the pictures collected or use digital images to create a class big book “Fun Getting Fit”.



Play-Based Learning

Provide children time in the dramatic play area for role-playings in a house, doll-house, supermarket, restaurant, food bank, dental office, medical centre and optical centre.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

“Sugar Monster” Game Debrief: Discuss what can be done with the teeth that have sugar or plaque on them (stickers). A discussion on toothbrushing should ensue. Students can role play toothbrushing as they remove the stickers from their tooth necklaces.

Discussion points may center around oral health care, the importance of it in maintaining a lifelong healthy smile, and uniqueness of individual smiles.

Observation of students’ active responses to reflect their understanding of healthy and non-healthy activities.

Resources/Notes

I Keep Myself Healthy Teacher’s Guide, p. 4

Appendix One: tooth templates for the “Sugar Monster” Tag Game.
String or yarn can be used to make the necklace.

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

Catch a Brain Wave Fitness Fun CD and teacher guide

Appendix One: “Healthy and Non-healthy Activity Choices”

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

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.5 identify the senses and their function.

Cross-Curricular Links

Links to Health

Unit One

Outcome 1.5

- **Science**
Observing Living and Non-living Things
Outcome (201-4)
observe a variety of living and non-living things using the senses
- **Science**
A Closer Look at Plants
Outcome (201-4)
observe plants using one or a combination of the senses
- **Science**
A Closer Look at Animals
Outcome (201-4)
observe pets, using one or a combination of the senses
- **Science**
Observing Local Weather
Outcome (201-4)
observe weather using one or a combination of the senses
- **Science**
A Look at Soil
Outcome (201-4)
observe various soil samples, using one or a combination of the senses
- **Science**
Introducing Water
Outcome (201-4)
observe water samples, using one or a combination of the senses

Suggested Strategies for Learning and Teaching

1. Complete “Setting the Stage” and “Guided Instruction” on p.2 in I Learn with My Senses Teacher’s Guide.
2. For each sense, complete the following activities:
 - a) Sight: play the game “I Spy”.
 - b) Hearing: use *Sounds at Home Listening Lotto* or pre-recorded common sounds (birds chirping, dog barking, horn beeping, door bell, etc). Play the audio clips and have students guess what they are hearing. For further exploration of how we hear, complete “How Does Sound Get to My Ears?” on p. 4 in I Learn with My Senses Teacher’s Guide.
 - c) Touch: prepare a non-transparent bag of items that can be identified by touch. Have students put their hand in the bag to feel the items. Once all students have had a turn, ask each student to name one item they think they can correctly identify. Encourage the use of the word “touch” in student responses. At the end of the activity, take the items out of the bag one at a time for all to see. Discuss if anyone guessed the item correctly and the physical characteristics identified by touch (i.e. texture, shape, etc.).
 - d) Taste: using lunches or readily available items, and by recalling the tastes of familiar foods, have students name tastes they have experienced in food (salty, bitter, sour, sweet). If possible, taste test to make the connection with the food and the sensation. **Caution: be aware of food allergies.**
 - e) Smell: collect a variety of items that have a scent. Have students smell each item without being able to see it. (flower, vanilla extract, cinnamon, etc). Ask students to name the item using their sense of smell. **Caution: be aware of sensitivities to scent.**
3. Use the gameboard, “What’s the Sense?”, found in the back flap of I Learn With My Senses big book. Match a sense card with an object on the gameboard. Students should verbally rationalize their placement of the sense card on the gameboard.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Working with I Learn With My Senses big book, p. 13 and the velcro pictures found in the back flap, ask students to choose an appropriate picture to correspond to each statement.

Draw or select an assortment of pictures from print media to illustrate an understanding of the senses for each of the following headings:

- My favorite things to taste
- My favorite things to touch
- My favorite things to see
- My favorite things to smell
- My favorite things to hear

Students may share their work using the Author's Chair.

The work on the senses can be incorporated into a seasonal theme book such as "I Sense Christmas", "I Sense Fall", etc.

Popcorn Activity: Prepare popcorn with the children and have them identify which of their senses is being engaged at various stages of preparing and eating the popcorn.

Resources/Notes

I Learn With My Senses Teacher's Guide, p. 2

Circle Time Activities CD, track #4: "My Five Senses"

Sounds at Home Listening Lotto

I Learn With My Senses Teacher's Guide, p. 4

Suggested bag items: cotton balls, spoon, straw, wool, rock, sponge, etc.

I Learn With My Senses:

- big book/small book

Foods to taste:

- Sour- lemon
- Salty- salt granules
- Sweet- sugar granules
- Bitter- cocoa powder

Authorized Children's Literature:

I Will Never Not Ever Eat A Tomato

Please note:

Before preparing or distributing food, be aware of allergies, food restrictions, and the hazard of choking on small pieces.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.5 identify the senses and their function. (continued)

1.6 identify that some aspects of individuals change and some do not.

Cross-Curricular Links

Link to Health
Unit One
Outcome 1.6

- **Science**
Introduction to Life Cycles
 Outcome (100-3)
 detect consistency and pattern in objects and events and use language to describe these patterns
 - recognize that a life cycle involves growth and change
 - recognize several human attributes that change over time

Suggested Strategies for Learning and Teaching

4. Sing and move to the song “My Senses” on p. 6 in I Learn with My Senses Teacher’s Guide.

5. Provide students with pictures of items or objects and have them identify which senses they use to learn about the items. For example, a student may see an apple and say that they learn about it by using their eyes to see it, their hands to touch it, their tongue to taste it, their nose to smell it and their ears to hear it crunch.

or

As an alternate activity, complete the “Guided Discovery” on p. 3 in I Learn With My Senses Teacher’s Guide.

1. Pictures of Me: Have students bring to school, a recent picture of themselves and a baby picture. Ask students to compare how they look in each picture. Identify how they have stayed the same and how they have changed. Create a display “Look How We’ve Changed” using the photographs.

Similarities – same body parts, same senses

Differences – movement ability, height, speech, weight, hair (depending on age), size of body parts, eating experiences (bottle, glass/cup, solid food, etc.), degree of independence

2. Follow-up Activity: “How I Have Changed” Have students speak and/or write about changes they notice from when they were younger to now.

3. Invite a parent to bring a baby or preschooler to the class. Have students compare themselves to the baby/preschooler and note the similarities and differences. Ask them to predict what changes will occur as the baby gets to be their age and what will stay the same.

4. Create a self-portrait corner whereby students will record their height on three occasions. At the same time a digital photo may be taken. Look for signs of growth over time in both the charts and the photos. The photos may be used to create a slide show for the end of the school year.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Home Connection: Create a timeline or poster using pictures to show the child's growth.

Using a picture of an older child, ask students to identify how they are different from that child and how they are alike.

Using items of baby clothing, such as a baby bootie, discuss the changes that have taken place. Students should identify the growth that has occurred.

Resources/Notes

I Learn With My Senses Teacher's Guide:

- p. 3, "Guided Discovery"
- p. 6, "My Senses" song

Authorized Children's Literature:

- When I Was Little by Jamie Lee Curtis

Recommended Children's Literature:

- Froggy's Baby Sister by Jonathan London
- Something From Nothing by Phoebe Gilman
- Big Sarah's Little Boots by Paulette Bourgeois

"Roots Of Empathy" program, if available in your community, could be a resource to explain developmental changes in children.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.6 identify that some aspects of individuals change and some do not. (continued)

Suggested Strategies for Learning and Teaching

- 5. Revisit the “Growing, Growing, Grown” activity. This activity may have been done with outcome 1.2. Therefore, this would be an opportunity to measure the students again to track their growth. Also, refer to the enrichment activity on p. 6 in the Let’s Eat! Teacher’s Guide.

Similarities and differences to discuss may include:

Similarities – same body parts, same senses

Differences – movement ability, height, speech, weight, hair (depending on age), size of body parts, eating experiences (bottle, glass/cup, solid food, etc.), degree of independence

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Resources/Notes

Let's Eat! Teacher's Guide: p. 6,
"Growing, Growing, Grown"

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.1 use personal hygiene practices that contribute to a healthy body.

Include:

- brushing teeth at home with parent
- washing hands before eating and after washroom use
- sneezing in your sleeve
- combing hair
- using tissues to cough, sneeze and wipe nose, etc.

2.2 demonstrate the ability to make healthy food and beverage choices.

Cross-Curricular Links

Link to Health

Unit One

Outcome 2.2

- **Physical Education**
identify healthy food choices

Suggested Strategies for Learning and Teaching

1. How do Germs Spread?

Spread glitter or flour on teacher’s palms, and have him/her pretend to sneeze into their hands. Shake hands with students, thereby spreading the glitter/flour and demonstrating how germs spread. Explain that germs exist on hands and spread when we shake hands with others or touch things. That is why it’s 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. This would be an opportunity to invite a public health nurse to demonstrate the use of the black light in detecting germs on hands.



Play-Based Learning

Provide a prop box that includes: stuffed animals, dolls, toothbrush, dental floss, soap, towel, facecloth, facial tissues, blanket, mirror, doll clothes and baby hair brush.

1. Introduce this outcome with a discussion in which the students share their understanding of healthy food. Ask if they can give an example of a healthy food. Record all suggestions. Use Canada’s Food Guide to help children understand that the healthier foods belong to the food guide. Let students know that some foods should only be eaten occasionally. The intent is not to teach the food guide, but to introduce it and familiarize students with the types of foods included in it.

Refer to “Guided Instruction” on p. 2 in Let’s Eat! Teacher’s Guide for alternate teaching and learning strategies.

2. Make a healthier pizza! Discuss various kinds of pizza and have students suggest healthy choice options for the crust and the toppings. Ask students to choose a crust and toppings they would be willing to try and, if possible, make it as a class. Relate the choices they have made to an earlier discussion of the food guide.

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Students demonstrate proper hand washing behaviour to remove glitter/flour while singing the alphabet song. A sample of a handwashing poster is included in appendix one.

Ask students to 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*.

Use paper plates, markers and food flyers to have students draw/create a healthy meal, using foods from all the food groups, or use "Make a Meal" activity on the back of *Let's Eat!* big book. As an extension of this activity, students can role play the conversation between customers and servers in a restaurant. Customers may be asking the server for advice or the server may be recommending the healthier option to the customer.

Resources/NotesI Keep Myself Healthy

- big book: pp. 3-5
- Teachers Guide:
p. 5: "How Do Germs Spread?"
p. 7: "Germ Fighting SuperHeroes!"

Safety Teacher Resource :

- p. 5, "Help Me Get Better"
- p. 6 "Germs Make Me Sick"
- p. 7 "Wash Your Hands"

Department of Health and Community Services – *Sneeze in your sleeve* campaign and *Clean, Cover and Contain* campaign

www.livesafeworksmart.net. Search "Don't share germs, part 1 & 2"

Appendix One: "How To Wash Your Hands" brochure from NL Department of Health and Community Services

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

Let's Eat!:

- big book/little book
- Teacher's Guide, p. 2

Circle Time Activities CD: Track #5: "Make a Pizza"

Play Food Classroom Set

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.2 demonstrate the ability to make healthy food and beverage choices.

(continued)

2.3 taste familiar and unfamiliar healthy foods.

Suggested Strategies for Learning and Teaching

3. Using an assortment of food models/pictures, ask students to categorize them into “Foods I should eat daily” and “Foods I should eat once in a while”.
4. The back cover of *Let’s Eat!* big book shows a place setting for a meal. As a class, practise selecting healthy food and beverage items to make a meal. As a follow up, students can draw or use print media to make their own meal on a paper placemat. Divide the class so that breakfast, lunch, supper and snack ideas are covered. If possible, display the work in the classroom.

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

1. Discuss with students the importance of being open to trying new foods. Let them know that they often have to try a new food several times before they begin to like it.
Have a variety of healthy foods (fruits and vegetables) available for students to sample.
Provide an “I tried it!” award, as found in appendix one, to those who try something new.
2. Take a trip to the local grocery store or farm to explore the variety of fruits and vegetables available. Another category of food may be used if desired. (eg. bread, cheese, etc.) If possible, provide students with samples to try.
3. Fruit Surprise – ask each student to bring in a fruit(frozen, canned, bottled or fresh) and then cut/prepare the fruit to create a fruit salad. Students can share the fruit salad for a snack. If possible, view the video of the song “Fruit Salad” by *The Wiggles*.
4. Read *I Will Never Not Ever Eat a Tomato*. 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.

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Observation of student's ability to choose foods appropriate for each category named in the teaching and learning strategy number three.

Taste Testing Passport:

Create a passport style logbook for each student to record instances of having tried familiar and unfamiliar healthy foods. Just as you would have a passport stamped upon entering/exiting a country, students should stamp their food passport by recording the name of the food tried, the date and location of the experience. This may be an ongoing activity to allow students and their families time to use the passport. Completed passports can be shared with the class.

Resources/Notes

Play Food Classroom Set

Authorized Children's Literature:

I Will Never Not Ever Eat a Tomato

Recommended Children's Literature:

- *Green Eggs and Ham* by Dr. Seuss
- *The Very Hungry Caterpillar* by Eric Carle
- *Growing Vegetable Soup* by Lois Ehlert

Appendix One:

- "I tried it" award
- Home/School Connection: "Try It-You May Like It" (2 pages)

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

- 2.4 make choices to be physically active every day.

Cross-Curricular Links

Links to Health

Unit One

Outcome 2.4

- **Physical Education**
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 using a range of body joints and positions

Suggested Strategies for Learning and Teaching

1. With the assistance of parents/caregivers, have students track their daily activity using the “Daily Activity Checklist” in appendix one. This can be completed over a period of time (one or two weeks). Once checklists are complete, students will bring them back to school and share their after school and weekend activity choices with the class.
2. Brainstorm a list of activities that help make us healthy and strong. Have students listen to and do the actions for the song “Heart Smart, Musical Art”, track #12 on *Catch a Brain Wave Fitness Fun CD*. 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*.



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.

3. **Group Activity:** In a large circle, toss a beach ball or roll a move cube from person to person. At the teacher’s cue, the passing stops and the person with the ball/cube leads the class in the activity named or pictured closest to the child’s right thumb. The teacher may choose the variety of physical activities to include on the ball/cube. The activities can be handwritten on a beachball using a permanent marker, written on paper and taped to the ball or a move cube/ball may be readily available in classroom activity toolkits/bins. This would be an opportunity to demonstrate some new physical activities to the students.

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Anecdotal reporting and observation of students demonstrating physical activity.

To focus on the idea of choice, have students choose a physical activity that they will do after school hours such as walking, playing outside, riding a bike, etc. Students will fill out the certificate in appendix one, have it signed by a parent/caregiver and return it to the teacher to be included in a “We are Active” display.

Resources/Notes

Appendix One: “Daily Activity Checklist”

CDs:

- *Catch a Brain Wave Fitness Fun: Track #1*
- *Circle Time Activities: Track #'s 8 and 9*

CDs:

- *Catch a Brain Wave Fitness Fun: Track #12 and 13*
- *Circle Time Activities*

Items from the activity bins provided by Active Schools at the district level, where available.

www.jumpropeforheart.ca and search “Energizers for grades K-2”

Appendix One: “I am Active” certificate

Hopscotch at recess or lunch, indoors or out.

Attitudes and Behaviours

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.

Outcomes

Students will be expected to:

- 3.1 assess the importance of healthy food and beverage choices and physical activity in the development of a healthy body.

Cross-Curricular Links

Link to Health

Unit One

Outcome 3.1

- **Physical Education**
identify how movement affects the body

- 3.2 recognize the importance of the role of a dentist and parents/caregivers in oral health.

- 3.3 assess personal hygiene habits that promote health.

Suggested Strategies for Learning and Teaching

1. “Healthy Food and Activities” collage: Cut and paste pictures of healthy food and activities from flyers and magazines to create a collage. Use or adapt the template found in appendix one.

2. Have students perform a puppet play in which the characters choose healthy foods and activities. For example:
There are two friends, one wants to go outside to play and the other one wants to watch his favourite TV show. Role play their conversation.
OR
At snack time, two friends decide what they would like to have for a snack. The friend choosing a healthy snack will give reasons for the choice and persuade the friend to share in it as well.

Have a discussion about who helps children take care of their teeth. Focus on how these people (parents, dentists, hygienists, etc.) help children take care of their teeth.

Discussion points may include:

Who helps: parents/caregivers, dentists, and hygienists

How do they help: Parents/caregivers - help brush teeth at least once a day, take them to the dentist, help them choose nutritious foods.

Dentists – provide check-ups, cleaning, fluoride treatment, and fill cavities.

Through discussion, students will plan a morning and bedtime routine that reflects personal hygiene habits and their contribution to good health. Teachers may provide a sample checklist such as the one included in appendix one “My Checklist for Daily Hygiene Practices” for use at home.

Attitudes and Behaviours

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.

Suggestions for Assessment

Make a class chart of common hygiene practices that make up the morning and bedtime routines.

Bear Goes Home: Read the selection Big Smelly Bear by Britta Teckentrup. Write a journal entry from the perspective of a bear who takes turns going home with each student. The bear writes about the bedtime routine and the hygiene practices associated with his stay. Each student, upon their return to school, reads aloud the journal entry.

Resources/Notes

Pictures from magazines

Appendix One: "Healthy Food and Activities Collage" (2 pages)

I Keep Myself Healthy

- big book/little book: p. 10
- Teacher's Guide:
 - p. 4: "Can Sweets Harm My Teeth?"
 - p. 5: "What's the best Way to Brush Teeth?"

People In My Neighbourhood

learning cards: picture of the dentist and his/her tools.

Appendix One: "My Checklist for Daily Hygiene Practices"

Recommended Children's Literature:

Big Smelly Bear by Britta Teckentrup

