

Acknowledgments

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Primary Health in French Immersion

Introduction

Getting Started

The *Teaching Guide to a Literature-based Approach to Primary Health in French Immersion* relates the expected student learning outcomes for primary health in French immersion to the literature titles which are suggested for each primary grade. Activities and strategies are also suggested for each outcome and examples are provided of how the health curriculum may be linked to the outcomes of other subject areas.

The use of colourfully illustrated children's stories, written in French at a level appropriate for Immersion children, is intended to provide an engaging and efficient way of teaching health in primary French immersion, while at the same time reinforcing the development of French language skills and literacy. Shared stories provide teachers and children with common starting points for achieving expected student learning outcomes, and often include important terminology, information, ideas and expressions relevant to the health program.

The suggested literature titles are intended to be teacher resources. Most of these titles were supplied to schools offering a French immersion program when the interim edition of this guide was developed (1997). Resources were distributed at a rate of one per class. These books may be used in several ways, such as being read aloud, shared with children in small groups, or as reference material.

For a complete description of the primary health program, teachers need to read the primary health curriculum guide - *Towards A Comprehensive School Health Program-Primary*. Kindergarten teachers should consult *Early Beginnings - Kindergarten Curriculum Guide* for a description of the kindergarten health program. Teachers may wish to compare the outcomes from grade to grade to help in their planning. As teachers become more familiar with the resources and the program, they will probably wish to add their own insights to the suggestions contained in this guide.

Primary Health in French Immersion

Suggestions for Planning

A plan for the primary health program should describe or outline when and how student learning outcomes for health will be introduced, taught and evaluated over the school year. Teachers should consider the possible curriculum connections to other subject areas. Teachers may choose to link particular outcomes to seasons, months or events. The achievement of outcomes may be related to regular school routines and policies concerning, for example, safety, hygiene, and nutrition.

Certain questions and considerations are useful in planning for instruction.

- What **information do students need** before they begin? Do they require, for example, concrete experiences, explanation of terms, discussion, or exposure to new vocabulary?
- How does this content/selection support the **curriculum outcomes** ? What types of **skills, content and processes** are addressed ?
- What kind of **curriculum connections** exist between this content/selection and the other subject areas in my curriculum ?
- How can **other resources** or activities be used in conjunction with the suggested resources ?
- Is there a **balance of types of activities**? What are the types of activities that students need in order to achieve the stated outcomes?
- Do the **activities offer possibilities for a range of learners** - for a variety of teaching approaches and learning styles ?
- How will the resources be utilized to **support the program** ? What gets used, and/or modified?
- What is the plan for student **assessment and evaluation**?

Using the Resources

Most of the suggested resources listed in this guide have been supplied to schools offering the primary French immersion program. These texts are intended for teacher use, to be shared with students as a starting point or a consolidation point for activities related to the achievement of the stated student learning outcomes. This guide provides suggestions for activities to accompany these selections. Other titles listed in this guide may already be available in the school's resource centre.

Summary

Resources have been suggested for each grade level taking into consideration the language abilities of primary French immersion students and the suitability of the material for the achievement of the kindergarten and primary health outcomes. Teachers are advised to read the health curriculum guides and the expectations for student achievement at the various levels. Teachers may consider working and consulting with colleagues at different grade levels to explore sharing resources and consolidating activities related to the program. Teachers should take advantage of opportunities to make curriculum connections.

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Kindergarten/La maternelle

Primary Health in French Immersion

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- understand that friends share and play together
- recognize personal needs (e.g. daily exercise)

Links to *Active Living* in Grade 1.

Suggested Resource

Au jeu
Collection Millefeuilles
(Modulo)

This title, *Au jeu*, for example, provides a good starting point for exploring keywords in French associated with active living. Regular physical activity is an important part of the daily classroom routine. Action songs, dramatizations, games and any activities involving movement all support healthy active living.

Curriculum Connections

Français Children will explore and learn to understand spoken words and phrases associated with *Active Living*. Children will learn to produce orally many of these expressions. Children may copy selected words into class books which can be illustrated, shared and read together.

Physical Education The children will begin to appreciate that regular physical activity is important to their overall health.

Other Resources

Au lit Robert Morin, *Collection Millefeuilles (Modulo)*

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- recognize personal needs (e.g. consumer goods)

Links to *Consumer Health* in Grade 1.

While there is no specific suggested resource for this outcome at this level, there are many activities which can help children become aware of how they may make informed choices about products particularly those advertized on television. Links can be made to making healthy food choices. Children can learn to describe a wide variety of items in French such as toys, clothing, food, vehicles and household items.

Children may wish to set up a penny flea market where they bring their used toys to sell to their classmates. Children learn to count and to appreciate how items have different values for different children. Children can sing songs such as “J’ai des pommes à vendre”.

Curriculum Connections

<i>Français</i>	Children will learn the key words and expressions used to describe a variety of items in French such as toys, clothing, food, vehicles and household items. Children will learn the words and music of songs.
<i>Social Studies</i>	Children will begin to see how the exchange of goods and services through an activity such as a penny flea market is like the exchange of goods and services in the real world.
<i>Enterprise</i>	Children will see that different people have different goods to offer and different ways to present and market their wares.
<i>Mathematics</i>	Children need to perform simple calculations to operate their penny flea market station - making change - giving discounts.
<i>Art</i>	Children will make their own signs or advertisements for their goods.

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- recognize personal needs, (e.g. brushing teeth;)
- understand that the teeth and tongue help us to make certain sounds and to speak clearly.

Links to *Dental Health* in Primary.

Suggested Resource

J'ai perdu ma dent
Jocelyne Bouffard
CFORP 1992

J'ai perdu ma dent introduces children to the notion of tooth loss and acts as a starting point for a lesson on tooth care, brushing and flossing teeth and regular visits to the dentist. Teachers may explore why children lose baby teeth and this could be related to the overall idea of “growing up”. Teachers may wish to extend the story by asking children why the child’s tooth was found under the pillow and explore the idea of the *tooth fairy - la fée des dents*.

Curriculum Connections

Français

This selection provides children with an opportunity to hear questions and answers in French. There is an opportunity for the teacher to practise pronunciation and understanding of the language with the children through a sharing of roles in the reading or dramatization of the story. Children can also use the story as a model to develop new texts where the search for the tooth could take them to other places - such as *sur la table* or *sous le sofa*. Children may create alternate illustrations to recount the same story. Teachers would need to expose children to additional keywords and phrases related to teeth and tooth care to allow them to develop a dramatization of brushing teeth, or visiting the dentist.

Primary Health in French Immersion

Science

Children could look at the teeth of different animals - either their pets or through pictures in books. How are the teeth of each animal suited to what animals do?

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- demonstrate respect for the health of self, others, and the environment;
- recognize personal needs (e.g. washing hands before eating).

Links to *Drug Education outcomes* in Grade 1

Suggested Resource

Papili a le rhume
La collection millefeuilles
Modulo

Papili a le rhume is a humorous story of how Papili catches a cold. It is a good starting point for discussing how germs are spread and people get sick. This may lead to discussions of visits to the doctor and using medicines.

As an activity, children may wish to set up an animal hospital in their classroom using their own stuffed toys. This would provide a good opportunity to explore the body parts of animals.

Children may set aside an area as a *medical centre* complete with bandages and toy stethoscopes where children can assume the role of doctor or nurse while others role play being hurt.

The teacher may identify several types of medicine that children would possibly use and associate the medicine with a particular ailment whether internal or external. The class could talk about the safe use of medicines and make a short list of important do's and don'ts.

Children could discuss what types of activities and habits they should develop to maintain good health such as washing hands, eating nutritious foods, exercising, playing and having fun .

Primary Health in French Immersion

Curriculum Connections

Français

Children will learn how to say in French if they feel well or hurt somewhere. Songs such as *J'ai mal* de Matt Maxwell help children practise these ideas. Children will learn the names of many body parts. There are opportunities for role playing. Children may share what makes them feel better when they are sick and talk about the kinds of things they can do besides taking medicine.

Mathematics

Children can sort and classify different types of liquid - which are medicines and which are not? Which are prescription and which are not?

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- demonstrate respect for the health of self, others and the environment.

Links to *Environmental Health* in Grade 1

Suggested Resources

Les Bêtises de Botoutou
La collection millefeuilles
Modulo
et
Le Grand Ménage
La collection millefeuilles
Modulo

Les Bêtises de Boutoutou tells the story of a little boy who blames his stuffed toys for the inconsiderate things he does. Children will be able to see that it is important to respect other people's things. Children can also learn to be responsible for their own belongings and their own surroundings.

Le Grand Ménage exposes children to important words for tidying their own personal spaces whether at home or at school.

Recycling can be practised in the classroom and materials can be reused whenever possible. Children can be encouraged not to waste paper and other items.

Curriculum Connections

Français

Children may prepare charts or lists to indicate responsibilities for each area of the classroom. The responsibilities could be rotated on a regular basis. Which areas will need help from an adult?

Science

Children may talk about how living things such as plants and animals are important to the environment and what children can do to protect this environment.

Primary Health in French Immersion

Social Studies

Children will begin to see that everyone has a role to play in keeping a community clean. Communities have services such as garbage collection but citizens are responsible for preserving the environment too.

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- identify and apply safety rules in a variety of everyday situations (e.g. telephone for help, follow traffic signals, follow safety rules for Halloween)
- know the symbols for poisonous and flammable
- know some community helpers (e.g. teachers, parents, police, school patrols).

Links to *Injury prevention and safety* outcomes in Grade 1.

Suggested Resource

La grande glissade de Papili (1991)
Collection Mille Feuilles
(Modulo)

La grande glissade de Papili shows children that it is important to be careful while playing. Children should take turns and follow the rules. Teachers should review safety practices in the classroom, at school and at home. Fire drills should be practised and a visit from the local fire hall could be arranged. Children should learn how to use the telephone in an emergency, follow traffic signals, and follow safety rules for occasions such as Halloween or bonfires. Children should know about community helpers such as teachers and the police.

Curriculum Connections

Français Children will be exposed to the appropriate words and phrases associated with injury prevention and safety. Children will learn to interpret symbols for poisonous, flammable and potentially hazardous products. They may prepare their own labels as part of a class book.

Social Studies Children may be able to visit the local fire hall and see how the firefighters contribute to keeping the community safe. A local firefighter or emergency worker may visit the classroom.

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Other Resources

Coco s'amuse

Stephen Cosgrove / Charles Reasoner,
Editions Héritage

Attention où tu vas

Sally Noll, Scholastic

Kindergarten/La maternelle
Health/Santé

It is expected that the child will :

- understand that each person is special
- understand that each person experiences a variety of feelings (e.g. happiness, sadness, fear)
- understand that some touches make us feel upset and confused (e.g. hitting, rough wrestling, too much tickling).

See links to *Mental Health* outcomes in Grade 1.

Suggested Resource

***Jean qui pleure,
Jean qui rit***
Collection Millefeuilles
Modulo

Jean qui pleure, Jean qui rit is a good starting point for giving children the opportunity to express feelings about likes and dislikes, what makes them feel good, what makes them feel not so good. Children should be encouraged to take pride in their work and to appreciate their own progress in such things as writing their name, recognizing words, feeling comfortable at school, not crying, sharing with others, and getting along.

Children may host an open-house for parents or other classes where they would share their work and achievement with their visitors. Teachers may wish to ask parents about the activities that their children enjoy at home and at school.

Curriculum Connections

Français

With teacher guidance, the children may create a class book with a page per child illustrating why that child is important or special. This book could become part of a home reading program.

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Mathematics

Children may develop with their teachers, a short survey of five or six sentences on their likes and dislikes related to feelings such as - “J’aime l’école”, “J’aime mes amis”, “Je n’aime pas les insectes”. The children could conduct a survey among themselves, with their reading partners, or with Immersion teachers. Their results could be graphed on a poster in the classroom.

Other Resources

Le grand ménage

Robert Morin, Modulo

Kindergarten/La maternelle
Health/Santé

It is expected that the child will:

- understand that healthy foods give the body energy and help it grow.

Links to Grade 1 *Nutrition* outcomes

Suggested Resources

Monsieur Lapin a faim
Le français fantastique
et
Les repas
Maureen Roffey
Grund

Monsieur Lapin a faim is a kit of activities which helps children identify key words and phrases in French linked to food and appropriate nutritional practices. Beyond the activities, children may categorize foods according to food groups; make a card game for matching pairs using the illustrations provided; and learn which snacks are healthy. Children can be encouraged to bring healthy snacks to school.

Les repas helps children identify foods and promotes nutritional awareness. Using the book as a starting point, children may wish to participate in planning and preparing a healthy meal for the class.

Curriculum Connections

Français

Children will be exposed to a variety of words and phrases related to nutrition and food. Using common verbs such as “manger”; “aimer” “goûter” this topic could be linked to stories like “The Three Bears”. Children may also practise the negative form of verbs “Je n’aime pas”. Children may wish to role play certain food related situations.

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<i>Science</i>	Children may wish to use their five senses to smell and taste foods. (To avoid problems with possible allergies, children could be asked to conduct this observation on their own recess or lunch).
<i>Mathematics</i>	At the same time as the children are making their sensory observations in Science, they could also be noting the shapes of different foods. Which geometric shapes do they resemble?
<i>Art</i>	Children can use vegetable pieces to make prints and designs. Or children may wish to observe which fruits seem to go together because of similarities of colour or texture.

Kindergarten/La maternelle **Health/Santé**

It is expected that the child will :

- understand that as he/she grows, some things change and some do not (e.g., height, age, gender, skin colour, birthdays)
- understand that the senses are used to give us information about the world around us (e.g. eyes to see, nose to smell, ears to hear, tongue to taste, skin to touch)
- know that the body has many parts

Links to *Physical growth and development* in grade 1.

Suggested Resources

Découvrons en jouant - mon corps
Reader's Digest Selection
CFORP
et
Le Livre Tout Nu
Kathy Stinson
Annick Press

Mon corps provides important information about the body and the senses. Many of the sections of the text are self-explanatory.

Le livre tout nu gives a broad selection of keywords and phrases connected with the parts of the body and the use of the senses.

Curriculum Connections

Français Children will be exposed to a range of vocabulary related to the body and growth. Simple sentence structure may be explored.

Science/Math Teachers and children can measure their height with a variety of standard instruments (rulers and measuring tapes) and non-standard measuring instruments (blocks, books, hand-prints etc.). They can chart their growth from the beginning of the year and take monthly readings. Children may also wish to make a chart of different hair colour or eye colour. (Teachers should be cautious that these activities are conducted with

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sensitivity to the range of differences which exist in a classroom).

Art

Create body prints on large pieces of paper or hand prints using modelling clay or similar material.

Other Resources

Les enfants

Maria Riuse et Josep M^o Parramón, Bordas

Les parents

Josep M^o Parramón, Bordas

Le Bulubulu

André Payette, Millefeuilles, Modulo

Robi fait comme moi

Michèle Morin, Modulo

Maman lave mon ours

Véronique Chéneau, Nathan

Cette belle dame

Charlotte Zolotow et Anita Lobel, L'école des loisirs

Kindergarten/La maternelle **Health/Santé**

It is expected that the child will :

- understand that we are all members of a family
- understand that friends share and play together
- understand that each person experiences a variety of feelings

Links to *Relationships* in Grade 1

Suggested Resource

Maman tu m'aimes

Barbara LaVallée

1991

Père Castor Flammarion

Maman, tu m'aimes provides a good starting point for a number of activities for promoting positive relationships with family, peers and others. Children can talk about their families and learn the keywords and phrases associated with families. Children may learn expressions of politeness such as “s’il vous plaît” et “je m’excuse” and discuss the importance of showing consideration and respect for one another. Children should begin to appreciate that everyone can contribute to the happiness of others.

Children may prepare a small surprise for a designated partner - something they know the other person would like. They may make cards and compose messages to send to friends or family members or a reading buddy. Teachers should also let children know that they are valued. These suggested activities may be linked to the various occasions that arise during the school year, such as birthdays.

Curriculum Connections

Français

Children may think about why they like their friends and with the teacher’s help make a list of feelings related to actions - “*Je suis triste quand tu es malade*” “*Je suis content(e) quand tu joues avec moi*”. This may lead to making a class book of illustrations and phrases.

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Social Studies

Children will learn that showing respect for personal and societal rights and responsibilities is an important part of being a member of a family, school and/or community. Children may wish to consider how they can help each other get along as a classroom community. How can courtesy and politeness help?

Other Resources

Les grand-parents

Maria Rius, Bordas

Les Bêtises de Botoutou

Robert Morin, Modulo

A chacun son ours

Marie Wabbes, Hurtubise

Kindergarten/La maternelle
Health/Santé

It is expected that the child will:

- recognize personal needs (e.g. washing hands before eating, combing hair, getting enough sleep.)

Links to *Self-care* outcomes in Grade 1

Suggested Resource

Au lit
Collection millefeuilles
Modulo

Au lit is a good starting point for talking about bedtime routines and the importance of getting enough sleep. Children can talk about going to bed and what happens when they do not get enough sleep.

Curriculum Connections

<i>Français/Music</i>	Through learning the words of songs such as <i>Les cinq petits cochons</i> , <i>Laver la vaisselle</i> , <i>Chez le coiffeur</i> , and <i>Train-train de chanson</i> (Susanne Pinel), children explore words and phrases related to caring for oneself.
<i>Science</i>	Through caring for plants or fish in an aquarium or similar class responsibilities, children learn that living things have needs and must be cared for.
<i>Social Studies</i>	While sharing is an important part of getting along in a community, there are certain items, such as combs, utensils, and drinks, which should not be shared because of the possibility of spreading germs.

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Other Resources

Le grand ménage

Robert Morin, Modulo

Grade 1/Première année

Primary Health in French Immersion

Grade 1/Première année **Health/Santé**

Active Life

It is expected that the child will :

- identify daily activities which affect personal health and well-being
- understand why it is important to go outdoors during recess and lunch time
- understand that adequate rest is important for fitness and well-being

La vie active

L'enfant pourra :

- reconnaître les activités quotidiennes qui influent sur la santé et le bien-être
- comprendre pourquoi il est important d'aller dehors durant la récréation et l'heure du midi
- comprendre que le repos est important pour être en forme et se sentir bien

Suggested Resource

Mario le pingouin
Michel St. Denis et Dominique Jolin
Héritage jeunesse

Mario le pingouin is a good starting point for discussing physical activity. It provides many useful expressions in French linked to active living. Children may wish to make a collage or mural of the different kinds of activities they do both inside and outside. This would be a good opportunity for the class to learn or review action verbs and learn the names of everyday games and sports. The teacher may encourage children to do simple exercise activities throughout the day. The physical education teacher or the school nurse may have some suggestions on how best to incorporate exercise into the regular day. Action songs and games also give children an opportunity to move about.

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Curriculum Connections

Physical Education Children should be encouraged to go outdoors when the weather is fine. Children should learn the importance of physical activity every day even when they do not have gym class.

Music Songs could be selected that involve actions and movement. This could be done in collaboration with the music teacher.

Other Sports Days - Fun Days - Spirit Days - Fitness Days.

Grade 1/Première année
Health/Santé

Consumer Health

It is expected that the child will :

- understand that advertising has different purposes
- understand that some advertising is directed at children, especially at Christmas, Easter, and Halloween

La santé du consommateur

L'enfant pourra :

- comprendre que la publicité a des buts différents
- comprendre que certaines publicités s'adressent aux enfants, en particulier à Noël, à Pâques et à l'Halloween

Suggested Resource

Les beaux cochons de Lili Tire-bouchon
Phoebe Gilman
Scholastic

Les beaux cochons de Lili Tire-bouchon is a good starting point for introducing children to the idea of preparing their own goods for sale and recognizing the role of the consumer in creating a demand for a product. From this, children can begin to see why advertisers try to convince them that they need particular products. Advertising can be helpful but it can also be misleading. As a home assignment, children could watch an advertisement on television for a product that they or somebody they know already owns. They could compare what the ad says about the product with the product itself. Is the advertizing honest ? Is the product a good value? Will the product last a long time ? Children could compare their findings.

Children may wish to set up their own little stores in the classroom where they would bring toys and books from home to sell to their classmates for pennies, nickels or dimes. This would be a good opportunity for them to create their own advertizing slogans or signs for their products. This activity could be conducted with real or fake money.

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A more ambitious class project might involve making the same kind of pigs as in the story or another craft and selling or exchanging them (for a token amount) to their parents, to each other or to the other classes in the school. Children would begin to appreciate how difficult it is to part with their own creations and how people have different preferences.

Curriculum Connections

<i>Français</i>	Relates to material addressed in <i>Cataradi</i> : <i>Theme 3 - Un cadeau pour Cataradi</i> <i>Un deux trois quatre</i> <i>1,2,3,4,5,6 jouets</i> <i>Les jouets de Carl</i> These selections provide an opportunity to explore words and phrases related to the topic.
<i>Social Studies</i>	These outcomes relate to <i>Explorations: Une famille a des besoins</i> . Teachers may wish to lead a discussion on the need for food, shelter and clothing. Where do they buy the things they need? Why do they buy these things there as opposed to somewhere else? How do they decide?
<i>Mathematics</i>	Children will learn to recognize pennies, nickels, dimes and quarters and their relationship with each other.
<i>Entreprise/Other</i>	Children may bring in pictures of ads directed mainly at children. Children could visit a supermarket to see and discuss prices, packaging and presentation of products.

Grade 1/Première année
Health/Santé

Dental Health

It is expected that the child will:

- understand the importance of teeth in eating, speaking, appearance, using certain musical instruments
- know the purpose of brushing and flossing teeth
- demonstrate thorough brushing and flossing
- know that brushing should be followed by rinsing the mouth with water
- demonstrate the proper care of the toothbrush and toothpaste
- know that the dentist helps you take care of your teeth
- know what a tooth cavity is
- know that regular dental examinations are necessary for early detection of cavities
- know that teeth erupt individually and sequentially
- identify personal goals for dental care

L'hygiène dentaire

L'enfant pourra:

- comprendre l'importance des dents pour manger, parler, bien paraître et utiliser certains instruments de musique
- savoir pourquoi il est important de se laver les dents et d'utiliser de la soie dentaire
- montrer qu'il peut bien se laver les dents et utiliser de la soie dentaire
- savoir qu'il faut se rincer la bouche après s'être lavé les dents
- montrer qu'il sait bien se servir d'une brosse à dents et d'un dentifrice
- savoir que le dentiste nous aide à prendre soin de nos dents
- savoir ce qu'est une carie dentaire
- savoir que des examens dentaires réguliers sont nécessaires pour détecter tôt les caries
- savoir que les dents poussent individuellement, l'une à la suite de l'autre
- se fixer des objectifs personnels de soins dentaires

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Suggested Resource

Que se passe-t-il quand je vais chez le dentiste, Helen Slater, Heritage Jeunesse ou *Chez le dentiste*, Année Civardi, Usbourne Publishing (CFORP)

Either selection provides important information about a visit to the dentist. Children may wish to role play and demonstrate the different steps in a regular visit with the emphasis on the positive aspects of the visit.

The school nurse or other health professional may wish to participate in the planning and delivery of this unit.

Curriculum Connections

Physical Education The teacher could discuss the importance of protecting your teeth when participating in sports or games.

Music The teacher may wish to show children instruments that are played using the mouth and teeth. The importance of cleaning these instruments could also be emphasized.

Other The school nurse may wish to speak to the children and demonstrate the proper care for teeth and gums.

Other Resources

Ma dent va tomber Grace Maccarone, Scholastic
Chez le dentiste Le Bibliobus, Editions Casteilla

Grade 1/Première année
Health/Santé

Drug Education

It is expected that the child will:

- understand that medicine is a special substance taken to treat illness and that there are sometimes alternatives to medicine
- know why medicine must have a safe place for storage in the home
- understand that medicine is administered to make us feel better
- understand that visiting a doctor or nurse may cause some anxiety and that some healing may involve discomfort
- recognize that some people need medicine permanently or temporarily in order to be healthy
- understand that unknown substances especially from strangers should never be taken without a parent's or teacher's approval
- understand that hazardous products such as other people's medication should be avoided
- understand that other people's smoking can endanger one's health

L'éducation en matière de drogues

L'enfant pourra:

- comprendre que les médicaments sont des substances spéciales que l'on prend pour traiter une maladie et qu'il existe parfois des solutions de rechange aux médicaments
- savoir pourquoi les médicaments doivent être gardés dans un endroit sûr à la maison
- comprendre que l'on prend des médicaments pour se sentir mieux
- comprendre que l'on doit seulement prendre des médicaments suivant le dosage recommandé, sous la supervision d'un adulte en qui on a confiance
- comprendre qu'une visite chez le médecin ou chez l'infirmière peut causer une certaine anxiété et que la guérison s'accompagne parfois de certains maux
- comprendre que certaines personnes ont besoin de prendre des médicaments de façon permanente ou temporaire pour rester en santé
- comprendre qu'il ne faut jamais prendre de substances inconnues sans avoir la permission d'un parent ou d'un enseignant, en particulier si elles sont offertes par une personne que l'on ne connaît pas

Primary Health in French Immersion

- comprendre qu'il ne faut pas prendre de produits dangereux, p. ex. des médicaments qui appartiennent à d'autres personnes
- comprendre que la fumée secondaire peut nuire à la santé

Suggested Resource

Si j'étais vétérinaire

Sarah Hewetson et, Colin et Moira Maclean

Héritage jeunesse

Si j'étais vétérinaire follows the routine of a veterinarian in her daily encounters with animals in need of care. Children should be invited to share their own experiences in the care of their family pets. By extension, children may begin to see why people also need to visit the doctor on occasion, and begin to see why certain medical treatments are necessary to help people get well. Children may wish to dramatize a visit to the doctor or public health nurse.

To address the outcomes related to the safe use of medicines, the teacher may bring in a selection of used sterilized medicine bottles (or their labels) to point out that there are directions to be followed and precautions to be taken when using medications. Some children may have allergies to certain drugs. Teachers could point out that non-prescription drugs are labeled in both French and English.

To point out the dangers of smoking, the teacher could bring in some empty cigarette boxes or photocopy cigarette carton labels where warnings about risks to health are written in both French and English. Children may wish to draw their own images to demonstrate what the warnings mean.

Curriculum Connections

Français Cataradi 1 - Theme 8 - "*Nounours à moi*" "*Nounours est malade*"

Physical Education The teacher may wish to discuss the effects of smoking on doing physical activities.

Other Resources

Le petit lapin est malade Dick Bruna, Fernand Nathan
A l'hôpital Le Bibliobus, Editions Casteilla

Grade 1/Première année
Health/Santé

Environmental Health

It is expected that the child will:

- recognize that each of us must help to keep our school environment clean and safe
- understand the importance of cooperating with maintenance personnel in keeping the school clean
- accept responsibility for tidying personal work-space

L'hygiène du milieu

L'enfant pourra:

- comprendre que chacun de nous doit faire sa part pour garder le milieu scolaire propre et sécuritaire
- comprendre l'importance de coopérer avec le personnel de l'entretien pour garder l'école propre
- accepter la responsabilité de garder son pupitre propre et bien rangé

Suggested Resource

La terre (Bordas)

ou

Zébo et la planète malade (Héritage Jeunesse)

Either selection provides a good basis for exploring environmental issues with children. Children begin to see the importance of keeping their surroundings clean and litter free. Children can adopt a spot outside the school to plant flowers or trees. They can make a daily practice of tidying their work-space and their classroom at the end of the day. The teacher may invite the maintenance person to explain their duties to the children and to discuss how the children can help keep the school clean. Children can make visits outside to check for litter. Teachers may keep plants in the classroom to improve air quality.

Primary Health in French Immersion

Curriculum Connections

- Physical Education The teacher may wish to point out to children the importance of putting equipment away and storing it properly - the dangers involved and the possibility of things being damaged.
- Social Studies Explorations - “*Une famille, ça partage*”.
- Mathematics The class may keep a graph over a period of time to see how clean and tidy the children, as a group, have kept the class.

Other Resources

- Lili est désordre* Dominique de Saint Mars et Serge Bach, Calligram

Grade 1/Première année
Health/Santé

Injury Prevention and Safety

It is expected that the child will:

- identify potential hazards around the home that are poisonous and should be avoided by children
- know safe areas to play around school
- demonstrate appropriate behaviour for a fire drill
- know the pedestrian rules
- demonstrate courtesy and care while boarding or dismounting a bus
- demonstrate appropriate behaviour while riding buses
- know why it is important to use a seatbelt
- know what to do when approached by a stranger
- understand the need for Halloween safety

La prévention des accidents et la sécurité

L'enfant pourra:

- reconnaître les dangers possibles dans la maison
- comprendre que certains produits dans la maison sont toxiques et que les enfants ne doivent pas y toucher
- savoir quels sont les endroits où il peut jouer en toute sécurité autour de l'école
- montrer qu'il sait bien se conduire à l'occasion d'un exercice d'évacuation
- savoir les règles que doivent suivre les piétons
- se montrer courtois et prudent en montant et en descendant d'un autobus
- savoir bien se comporter en autobus
- savoir pourquoi il est important de boucler sa ceinture de sécurité dans la voiture
- savoir quoi faire s'il est abordé par une personne qu'il ne connaît pas
- comprendre l'importance de la sécurité à l'Halloween

Suggested Resource

De retour sain et sauf à la maison, Joan Webb, (Deux Coqs D'or)

ou

Attention où tu vas, Sally Noll, (Scholastic)

Primary Health in French Immersion

Either selection provides a good context for discussions about injury prevention and personal safety. Children may identify potential hazards around the home, neighbourhood, school and playground areas. As the teacher and children explore the safety rules together comments could be invited about which problems could arise when people are not careful.

In planning activities for both inside and outside the classroom, the teacher may ask the children to consider which rules or precautions need to be followed to make the activities safe. Children could review the school's safety rules and contribute to making safety rules for their own classroom. Such activities may be extended to include the home and other areas.

Curriculum Connections

<i>Français</i>	Cataradi 1 - Theme 1 Theme 13	<i>Cataradi à l'eau</i> <i>A la plage (Que ferai-tu)</i>
<i>Physical Education</i>	The teacher may wish to discuss with the children the difference between playing and running in the gym and playing and running elsewhere in the school. They may wish to practise a fire drill during gym class.	
<i>Art</i>	This would be a good opportunity for discussing the safe use of art materials - glues, paints, clay, scissors etc..	
<i>Other</i>	Review Halloween safety rules. Encourage parents to practise fire drills at home.	

Other Resources

<i>En route pour l'école</i>	Le Bibliobus, Editions Casteilla
<i>Quand je monte en voiture</i>	Dorothy Chlad, Librairie du Congrès
<i>Sur le chemin de l'école</i>	Gaëtan Duchaine et Joanne Perron

Grade 1/Première année
Health/Santé

Mental Health

It is expected that the child will:

- recognize that each person is special and unique
- identify and talk about feelings of happiness, sadness and loneliness
- discuss situations which may evoke uncomfortable feelings and what a person can do about them

La santé mentale

L'enfant pourra:

- comprendre que chaque personne est spéciale et unique
- reconnaître ses sentiments de bonheur, de tristesse et de solitude et en parler
- discuter des situations qui suscitent des sentiments rassurants et positifs
- discuter des situations qui pourraient susciter des sentiments négatifs et savoir y répondre

Suggested Resource

Le lit de Maman
Jo Ellen Bogart et Sylvie Daigneault
Scholastic

Le lit de Maman is a good starting point for inviting children to share their own favourite experiences about what makes them feel good. They could also share feelings about what makes them insecure and unhappy.

The activity could be developed into an activity to describe “Je me sens heureux(se) quand....; je me sens triste quand’ . Each child could contribute a page or two to a class book.

Curriculum Connections

Français

Cataradi 1 - Theme 8 *Mon nounours à moi (Nounours est malade)*

Primary Health in French Immersion

<i>Physical Education</i>	The teacher can discuss the importance of good sportsmanship such as shaking hands when you lose, not ridiculing others, making everyone feel good about being picked for a team and taking turns.
<i>Social Studies</i>	Explorations - “Une famille, ça a un coeur”
<i>Art</i>	Children can make masks (using paper maché) to create characters whose expressions would demonstrate different feelings.
<i>Music</i>	Children can reflect on how making music or listening to music makes them feel good.

Other Resources

<i>L'ours sous l'escalier</i>	H. Cooper, L'école des loisirs
<i>Quand ça va mal</i>	Sylvie Assathiany / Louise Pelletier, Ovale
<i>Je me fais garder</i>	Wayne Jackman, Héritage Jeunesse
<i>Jean qui pleure/Jean qui rit</i>	André Payette, Modulo
<i>Le midi</i>	Ken Dolphin, Tré Carré

Grade 1/Première année
Health/Santé

Nutrition

It is expected that the child will:

- understand that food is required for life
- know that different types of food are needed to keep healthy
- know that foods are classified into four basic groups
- be able to select healthy snacks that belong in the food groups
- understand that eating appropriately can increase feelings of well being
- understand that foods may be categorized as “stop”, “caution” , and “go” foods
- understand that breakfast provides a healthy start to every day

La nutrition

L'enfant pourra:

- comprendre que les aliments sont essentiels pour la vie
- savoir qu'il faut consommer différents types d'aliments pour rester en santé
- savoir que les aliments sont classés selon quatre groupes de base
- choisir des collations saines qui appartiennent à l'un des quatre groupes alimentaires
- comprendre
- comprendre que bien manger contribue au bien-être
- comprendre que l'on peut classer les aliments dans les catégories «non», «attention» et «oui».
- comprendre que le petit déjeuner permet de bien commencer la journée

Suggested Resource

Qui a faim?

Keith Faulkner et Joseph McEwan

Héritage jeunesse

Qui a faim? is a simple story of a little boy who is feeding his farm animals. Children may observe how the diets of animals differ from or resemble that of humans. Children have an opportunity to learn key phrases in French related to eating. The four major food groups are represented in the foods that the animals eat. The children may wish to consider what other foods, which people eat, belong to these groups. This could be the basis for exploring Canada's Food Guide.

Grade 1/Première année
Health/Santé

Physical Growth and Development

It is expected that the child will:

- know that the body changes continually in structure and overall appearance
- identify body parts such as ears, nose, mouth, eyes, penis, vagina, navel, elbows, shoulders, back, knees, ankles
- identify signs of growth such as: losing teeth, shoe size
- know the five senses
- know the purposes of the senses

La croissance et le développement physique

L'enfant pourra:

- savoir que le corps se transforme continuellement du point de vue de la structure et de l'apparence générale
- nommer les parties du corps comme les oreilles, le nez, la bouche, les yeux, le pénis, le vagin, le nombril, les coudes, les épaules, le dos, les genoux et les coudes
- reconnaître les signes de croissance comme la perte des dents et le changement de taille des chaussures
- savoir quels sont les cinq sens
- savoir à quoi servent les cinq sens

Suggested Resource

Découvrons en jouant - mon corps, Reader's Digest Selection, (CFORP)

ou

Qu'est-ce qu'il y a à l'intérieur de mon corps? (CFORP)

These selections provide important information about the body and the senses. Many of the sections of the text are self-explanatory.

Curriculum Connections

Français

Cataradi 1 - Theme 5 - Petit, grand; petit, grand
Les espadrilles d'Anne

Primary Health in French Immersion

<i>Science</i>	Children will use their senses to observe and identify living and non-living things; to investigate and describe the environment and to gather information.
<i>Physical Education</i>	The teacher may wish to discuss with the children the different senses they need to participate in sports and other physical activities.
<i>Social Studies</i>	<i>Explorations - Une famille, ça change.</i> Discover how people change as they grow.
<i>Mathematics</i>	Measurement concepts and skills
<i>Music</i>	Sing the song <i>J'ai perdu une dent</i> - Suzanne Pinel (Une girafe à l'école)

Other Resources

<i>Cette belle dame</i>	Charlotte Zoloton / Anita Lovel, L'école des loisirs
<i>Trop grande!</i>	Sharon Liddell, Scholastic
<i>La vie</i>	Mathilde Reich, Editions Ecole Achive
<i>Benjamin et la fée des dents</i>	Paulette Bourgeois, Scholastic
<i>Le livre tout nu</i>	Kathy Stinson, Annick Press Ltd

Grade 1/Première année
Health/Santé

Relationships

It is expected that the child will:

- know that there are different kinds of family units
- know that mothers and fathers care for their young
- know that babies grow inside the female of the species
- understand the need for love and acceptance for all family members
- know that helping with household chores contributes to family well-being
- learn how to show consideration and respect for others
- learn to accept and understand peers who have special needs
- understand the difference between appropriate and abusive behaviour toward children
- demonstrate skills related to saying “NO” to inappropriate touches
- understand the importance of positive touch

Les rapports personnels

L'enfant pourra:

- savoir qu'il existe différents types d'unité familiale
- savoir que les mères et les pères prennent soin de leurs enfants
- savoir que les bébés grandissent à l'intérieur de la femelle d'une espèce
- comprendre le besoin d'amour et d'acceptation de tous les membres de la famille
- savoir que le fait d'aider avec les tâches ménagères contribue au bien-être familial
- savoir montrer de la considération et du respect envers les autres
- apprendre à accepter et à comprendre les autres qui ont des besoins spéciaux
- saisir la différence entre un comportement approprié et un comportement abusif envers les enfants
- apprendre à dire «non» face à des touches inappropriés
- comprendre l'importance des touches positifs

Suggested Resources

Sur les genoux de maman

Ann Hébert Scott

L'école des loisirs

et

Noir comme le café - blanc comme la lune

P. Mandelbaum

L'école des loisirs

Sur les genoux de maman provides a good starting point for a number of activities for promoting positive relationships with family, peers and others. Children can talk about their families and practise keywords and phrases associated with families and friends. Children may wish to make a display of family photographs or create their own family drawings. Teachers need to be sensitive to the variety of family situations that may exist in their classrooms.

Children may extend their knowledge of expressions of politeness such as “s’il vous plaît” et “je m’excuse” and discuss the importance of showing consideration and respect for one another. Children should begin to appreciate that each of them can contribute to the happiness of others.

Many occasions throughout the year give teachers an opportunity to let children know that they are all important. Regular activities such as celebrating children’s birthdays, asking them to talk about important events in their lives, such as the birth of a sibling, the acquisition of a new pet, their participation in a sport, a hobby or an organization help build vocabulary and self-esteem.

Noir comme le café - blanc comme la lune provides an insight into the challenges faced by children who are part of a visible minority.

Curriculum Connections

Français

Cataradi 1 - Theme 2

La famille de Cataradi

La famille de Bruno - Une maison pour la famille - Les amis de Cataradi ont une famille

Theme 12 Bonne fête Nancy - Un clown à l’hôpital -

La peine de Julien - Le cadeau de grand-papa

Stéphanie fête Marie-Eve

Primary Health in French Immersion

Social Studies	<i>Explorations</i> - all six titles
Mathematics	Children can prepare a graph of which children have brothers and sisters or no siblings.
Art	Children can paint members of their family.
Music	Song “ <i>J’aime maman, j’aime papa</i> ”.

Other Resources

<i>Chez papy et mamie</i>	Le Bibliobus , (Éditions Casteilla)
<i>J’ai oublié</i>	Dyan Sheldon, Dralalire Gründ
<i>Bobos Câlines</i>	Nathan
<i>Trop grande</i>	Sharon Liddell, Scholastic
<i>C’est trop injuste!</i>	Anita Harper, Folio Benjamin
<i>J’aime tellement les câlines</i>	Véronique Chéneau, Editions Nathan
<i>A bientôt, Croco!</i>	Norman M. Charles, Scholastic
<i>Bientôt nous seron deux</i>	Wayne Jackman, Héritage Jeunesse
<i>Dans un fauteuil roulant</i>	Le Bibliobus, Editions Casteilla
<i>Papili et Lulu à Noël</i>	Modulo
<i>Être aveugle,</i>	Le Bibliobus Editions Casteilla
<i>Vive Moi! Mes Caprices et Moi</i>	Mercer Mayer, Editions des Deux Coqs d’Or
<i>Vive Moi! Grand-papa et Moi</i>	Mercer Mayer, Editions des Deux Coqs d’Or
<i>Vive Moi! Ma Petite Soeur et Moi</i>	Mercer Mayer, Editions des Deux Coqs d’Or
<i>Vive Moi! Mes Affaires et Moi</i>	Mercer Mayer, Editions des Deux Coqs d’Or
<i>Les parents</i>	Vendrell, Bordas
<i>Les handicapés</i>	Sanders / Fortin / Henno, Editions Gamma / Les éditions école active

Grade 1/Première année
Health/Santé

Self-care

It is expected that the child will:

- understand the need for personal cleanliness
- practise washing hands before eating and after using the bathroom
- practise using tissues while coughing or sneezing
- know appropriate precautions for personal allergies
- understand why personal items such as toothbrushes, combs, unwashed cutlery and dishes should not be shared

Les soins personnels

L'enfant pourra:

- comprendre l'importance de la propreté personnelle
- prendre l'habitude de se laver les mains avant de manger et après être allé à la salle de bains
- prendre l'habitude d'utiliser des mouchoirs lorsqu'il tousse ou qu'il éternue
- savoir quelles sont les précautions à prendre en présence d'allergies
- comprendre pourquoi les articles personnels comme les brosses à dents, les brosses à cheveux, les ustensiles et la vaisselle sale ne devraient pas être partagés

Suggested Resource

Le Bain

Maureen Roffey

Gründ

Le Bain is a good starting point for discussing and understanding the child's need for personal cleanliness. The routine of taking a bath can be extended to other daily hygiene requirements such as brushing teeth, washing hands before eating and after using the bathroom, and covering coughs and sneezes. Children may wish to talk about not sharing personal items and why.

Primary Health in French Immersion

Curriculum Connections

Français/Art Children may wish to draw pictures depicting the DO's and DON'T's of good health pictures. They may write a sentence to accompany the drawing . “On se lave les mains avant de manger”.

Other Resources

Papili a le rhume Michèle Morin, Millefeuilles - Modulo
Le savon Ginette Anfousse, La courte échelle
Drôle de Toilette Françoise Biesse, Nathan

Primary Health in French Immersion

Grade 2/Deuxième année

Primary Health in French Immersion

Grade 2/Deuxième année

Health/Santé

Active Living

It is expected that the child will:

- understand that movement affects the body in certain ways
- appreciate that physical activity helps to keep the body fit and healthy and contributes to total well-being
- identify some physical activities of classmates
- recognize the need for daily physical education or activity

La vie active

L'enfant pourra:

- comprendre que le mouvement agit sur le corps de certaines façons
- comprendre que l'activité physique nous aide à rester en forme et en santé et qu'elle contribue au bien-être général d'une personne
- identifier certaines activités physiques de ses camarades de classe
- reconnaître la nécessité de faire de l'éducation physique ou des activités physiques tous les jours

Suggested Resources

La petite scène - huit saynètes

Marcel Gabriel Roy

CFORP

(Les paresseux)

et

Le sport

François Detay-Lanzmann et Nicole Hibert

Mango

Les paresseux is a good starting point for helping children understand why it is important to take part in physical activities. This play provides an opportunity for all students to play a role. Children will relate in a humorous way to the characters in the play. There will be opportunities to suggest how such a lifestyle can be boring and unhealthy. Children can take turns playing different parts. The play itself is full of action and will require that the children move around to dramatize their parts.

Primary Health in French Immersion

Using the play as a starting point for discussion, the teacher may encourage children to identify physical activities that are fun to do. Children may wish to invent exercises to do during the day. The physical education teacher or school nurse may have suggestions about how best to incorporate exercise into the regular day. Action songs and games also give children an opportunity to move.

Le sport provides a good overview of many common sporting activities.

Curriculum Connections

<i>Français</i>	<i>Cataradi 2 - Une journée au terrain de jeu</i> <i>Un surprise au terrain de jeu</i> <i>Pour bien t’amuser au terrain de jeu</i>
<i>Physical Education</i>	Sports Days - other fitness activities and sports
<i>Mathematics</i>	Children conduct measurement of distances for different sports activities.
<i>Other</i>	Children may keep a daily calendar/schedule of physical activities that they complete in a week with a record of how much time is spent on each activity.

Grade 2/Deuxième année
Health/Santé

Consumer Health

It is expected that the child will:

- identify some pros and cons of advertising certain food items
- understand that a variety of media is used for advertising

La santé du consommateur

L'enfant pourra:

- déterminer le pour et le contre dans la publicité de certains aliments
- comprendre que divers médias sont utilisés pour la publicité

Suggested Resource

Citronnade et Mascarade, Ben Brooks et Bill Slavin, Scholastic

ou

Le costume neuf de l'empereur Pingoin, Janet Perlman, Scholastic

Citronnade et Mascarade shows children as budding entrepreneurs. Children can explore the different ways to sell a product and make it attractive to consumers. From their experience with the story they may wish to consider how advertizing and presentation may have helped the characters to sell their product.

Le costume neuf de l'empereur Pingoin is a classic tale that points out the importance of verifying a message and not believing all the advertising claims about a product or a person.

As a follow-up, children may wish to plan a juice, popcorn, cookie or some other kind of class sale. What supplies would they need? What precautions both safety and hygienic, would they need to take - in preparing and handling the product ? How would they advertize their sale - what kind of media would they use - who would be their target clientele? What would be a fair price for their product ?

The class may wish to plan a field trip to a local restaurant or supermarket where, with appropriate notice, the manager would explain to children how the care and presentation of a product contributes to its value and makes it appealing to the customer.

Primary Health in French Immersion

As a home assignment children may be asked to watch 20 to 30 minutes of French language television to identify one or two products that have been promoted. Children may wish to consider if the products they have seen are good or bad for them - honestly portrayed or not.

Curriculum Connections

Français

Cataradi 2 Vite ça presse

Other

Collect various examples of advertizing such as flyers, newspapers, recordings of radio and television advertisements, and discuss what techniques are used to promote a product.

Grade 2/Deuxième année
Health/Santé

Dental Health

It is expected that the child will:

- understand the difference between primary and permanent teeth
- understand the role of fluoride in dental health
- understand that some children receive fluoride treatments to protect their teeth
- know that good nutrition is necessary for healthy teeth

L'hygiène dentaire

L'enfant pourra:

- faire la distinction entre les dents temporaires et les dents permanentes
- comprendre le rôle que joue le fluorure en hygiène dentaire
- comprendre que certains enfants reçoivent des traitements au fluorure pour protéger leurs dents
- savoir qu'une bonne nutrition est essentielle pour avoir des dents saines

Suggested Resource

Je me brosse les dents

Patricia Quinlan

Héritage jeunesse

Je me brosse les dents provides a good guide for effective dental care. Children see the value of a visit to the dentist - some children may have received fluoride treatments. Children may also enjoy repeating the song in the story that describes the different steps to follow in brushing teeth. They may wish to add actions. The children may want to make up their own song about losing baby teeth and growing their new permanent teeth and what that means about growing up.

The teacher may wish to see how many children have loose teeth and how that affects what they can eat.

The school nurse or other health professional may wish to participate in the planning and delivery of this unit.

Primary Health in French Immersion

Curriculum Connections

Social Studies Recognize and explore the work of different professions in the community notably the dentist and dental assistants.

Other Resources

Mais que font les fées avec toutes ces dents?

Luppens et Béla, Les éditions du raton laveur

La rage de dents

Colin West, Grund

Grade 2/Deuxième année
Health/Santé

Drug Education

It is expected that the child will:

- understand that medicines contain drugs
- identify dangerous substances around the home
- know how to respond when offered candy or unknown substances by other children or adults
- know when it is safe to accept food or candy from others
- identify certain situations when children need to take medication while in school

L'éducation en matière de drogues

L'enfant pourra:

- comprendre que les médicaments contiennent des drogues
- reconnaître les substances dangereuses dans la maison
- savoir comment réagir lorsque d'autres enfants ou des adultes lui offrent des bonbons ou des substances inconnues
- savoir dans quelles circonstances il peut accepter de la nourriture ou des bonbons des autres en toute sécurité
- reconnaître certaines situations où les enfants doivent prendre des médicaments à l'école

Suggested Resource

Pourquoi je suis malade
Collection: La science pour débutants
Mike Unwin et Kate Woodward
CFORP

This book is a good source of information for discussing good health practices and the prevention of illnesses. The section “Allez chez le médecin” serves as a starting point for discussing the role of doctors and medicine in keeping us feeling well. Most, if not all, children will have already used prescription and non-prescription drugs for an illness or condition. They may know that there are important directions to be followed and precautions to be taken. Some children may need to take a drug on a regular basis

Primary Health in French Immersion

because of an on-going condition such as asthma or diabetes. Children may wish to find out why this is necessary. Children may wish to reflect on their own visits to the doctor - why they went and what happened. Children may construct a chart of general safety tips for the use of medicines.

Children may wish to discuss the difference between good and bad drugs. A police officer or school nurse may wish to explore this issue with the children.

The school may have a policy on the use of medication during the school day . The principal may wish to explain to the children why this is necessary.

Curriculum Connections

Français

Cataradi 2

Les imprudences du Père Noël

Grade 2/Deuxième année
Health/Santé

Environmental Health

It is expected that the child will:

- understand that each person has a responsibility for making one's home a better place to live by keeping it safe, free from too much noise, clean, neat and attractive
- know that litter can spoil the environment
- identify ways to reduce litter

L'hygiène du milieu

L'enfant pourra:

- comprendre qu'il appartient à chacun de nous de rendre son foyer sécuritaire, exempt de trop de bruit, propre, rangé et attrayant et d'en faire ainsi un meilleur milieu de vie
- savoir que les déchets polluent l'environnement
- identifier des façons de réduire les déchets

Suggested Resource

Quelle porcherie, Hans Wilhelm, (L'école des loisirs)

ou

Lili est en désordre, (CFORP)

ou

Moi, je fais le ménage

MichelyneLortie-Paquette, illustrations par Joanne Ouellet (CFORP)

These selections help children see the importance of keeping their own surroundings clean and tidy and encourage children to look after their personal environment.

Children can make the connection between the selection(s) and their own experiences, at school, at home, in their community. What are their responsibilities towards their environment? Children could make a poster to list their personal responsibilities of in keeping their workplace clean and litter free.

Primary Health in French Immersion

Children may wish to set aside a period of time on a nice day to help pick up litter on the school grounds. Classes may wish to coordinate this activity and invite parents to participate.

Class and school recycling programs can alert children to the importance of re-using as many materials as we can. Reduce - reuse - recycle.

Curriculum Connections

<i>Français</i>	<i>Cataradi 2 Vite ça passe</i> Children will understand that each person has the responsibility to make one's home a better place to live by keeping it safe, clean and attractive, and free from too much noise.
<i>Science</i>	Children will appreciate that waste should be reduced, materials may be reused or recycled.
<i>Social Studies</i>	Children will see that responsible citizens keep their community beautiful, clean and pollution free.

Other Resources

<i>Alexandre la terreur</i>	Pili Mandelbaum, L'école des loisirs
<i>Une grosse cloche sonne</i>	Pili Mandelbaum, L'école des loisirs
<i>Benjamin et son désordre</i>	Paulette Bourgeois, Scholastic

Grade 2/Deuxième année
Health/Santé

Injury Prevention and Safety

It is expected that the child will:

- identify some potential fire hazards around the home such as: matches, fireplaces, space heaters, candles
- demonstrate the appropriate use of play ground equipment
- identify places in your community that may be dangerous for play such as: streets, wharves, water, icepans, cliffs
- assess personal practices with respect to bicycle, all terrain vehicles, snowmobiles, or boats
- identify safety helpers in the community such as: bus monitors, pedestrian crosswalk monitors, police, volunteer brigades
- understand that some activities may require a parent's permission

La prévention des accidents et la sécurité

L'enfant pourra:

- reconnaître les dangers d'incendie dans la maison : allumettes, foyers, radiateurs, chandelles
- démontrer qu'il sait bien utiliser l'équipement dans un terrain de jeu
- reconnaître les endroits dans la communauté où il peut être dangereux de jouer : rues, quais, eau, glace, falaises
- évaluer ses habitudes personnelles auprès des bicyclettes, des véhicules tout terrain, des motoneiges et des bateaux
- identifier les personnes-ressources dans la communauté en matière de sécurité : moniteurs d'autobus, brigadiers, policiers, groupes de volontaires, etc.
- comprendre qu'il faut avoir la permission d'un parent pour s'adonner à certaines activités

Suggested Resource

Les pompiers, Paulette Bourgeois et Kim LaFave, (Scholastic)

ou

Bertrand et le chien des pompiers (Scholastic)

Primary Health in French Immersion

These selections provide a good starting point for discussing fire safety and the role of firefighters in responding to fires. Teachers may wish to give advice and direction on how people should react if a fire breaks out or if a fire alarm sounds. Teachers can make links to the *fire drills* that children practise at school. As an assignment children may be encouraged to sit down with their families and map out a fire exit response for their home. Children should be made aware of the importance of knowing where the exit signs are in public buildings.

The topic of fire safety can be linked to injury and prevention in other areas such as bicycle safety and safe play practices.

Curriculum Connections

<i>Français</i>	<i>Cataradi 2</i>	<i>Une journée au terrain de jeu</i> <i>Une surprise au terrain de jeu</i> <i>Pour bien t’amuser au terrain de jeu</i>
<i>Science/Art</i>		Review safety procedures for conducting observations or class experiments or art projects. What protection do hands need? Should you wear safety glasses? Is there any danger in inhaling certain substances? How should sharp edges, glass and other materials be treated?
<i>Social Studies</i>		Children may wish to talk about the different people who work in maintaining a safe community for example : bus monitors, police, block parents, volunteer search parties.

Other Resources

<i>Parlons de L'imprudence</i>	Joy Berry, Grolier Limitée
<i>Les policiers - Dans mon coin,</i>	Scholastic
<i>Benjamin s'est perdu</i>	Paulette Bourgeois, Scholastic
<i>A l'hôpital</i>	Editions Gamma
<i>Sur le chemin de l'école</i>	Gaëtan Duchaine et Joanne Perron, Editions Secure inc.
<i>Protégez-vous du feu</i>	Canadian Tire Foundation

Grade 2/Deuxième année
Health/Santé

Mental Health

It is expected that the child will:

- identify personal strengths
- understand that having good friends can contribute to your happiness
- identify some qualities of best friends
- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

La santé mentale

L'enfant pourra:

- reconnaître ses points forts
- comprendre que le fait d'avoir des bons amis peut contribuer à rendre quelqu'un heureux
- identifier certaines qualités chez ses meilleurs amis
- identifier les situations qui peuvent susciter de la peur et de l'anxiété
- identifier certaines habiletés d'adaptation en fonction de son âge
- identifier les personnes dans l'école qui peuvent l'aider s'il a des problèmes personnels
- comprendre la nécessité d'être responsable

Suggested Resource

Et si l'autobus nous oublie, Ginette Lamont Clarcek et Florence Stevens, (Livres Tondra) ou

Pourquoi tu m'aimes, Martin Baryton (Scholastic)

Children sometimes worry about a situation where fear and anxiety arise such as when something unexpected or unforeseen occurs. Children may consider how they should react to such circumstances. They could share stories or make a list of situations that have caused them anxiety such as, forgetting recess money or getting sick at school.

Primary Health in French Immersion

Who are the people who can help in these situations? Children may wish to role-play or create a series of pictures to show how to cope with difficulties.

The school guidance counsellor may wish to participate in exploring this topic.

Curriculum Connections

Français

Cataradi 2

De retour à l'école

De concierge au concierge

Other

Children may identify some age appropriate coping skills for situations where fear or anxiety can occur.

Children can share ideas about the importance of best friends and their qualities.

Other Resources

Je déteste ma soeur

Le doudou de Benjamin

Moutarde

Vie de Famille, Héritage Jeunesse

Paulette Bourgeois, Scholastic

Bethy Waterton et B. Spurrll, Scholastic

Grade 2/Deuxième année
Health/Santé

Nutrition

It is expected that the child will:

- develop a plan for a meal including foods from each of the food groups
- identify different ways of serving the same food
- develop an awareness of the variety of foods available
- know that good eating habits contribute to one's wellness
- identify community projects which encourage food sharing

La nutrition

L'enfant pourra:

- planifier un repas incluant des aliments de chacun des groupes alimentaires
- trouver différents moyens de servir le même aliment
- savoir qu'il existe une grande variété d'aliments
- savoir que de bonnes habitudes alimentaires contribuent au mieux-être d'une personne
- reconnaître les projets communautaires qui encouragent le partage alimentaire

Suggested Resource

Où es-tu Catherine?

Robert Munsch

La courte échelle

Où es-tu Catherine? follows a little girl during her visit to the supermarket. Children may wish to make a list of which foods are healthy choices and which are not. They may wish to consider how what they eat affects how they feel.

Children can be invited to bring in catalogues and flyers that advertize food items. The foods could be classified according to food group based on *Canada's Food Guide*.

Primary Health in French Immersion

Children may wish to look at the labels of foods to realize how many ingredients make up food products. A home assignment could be to write out one list of ingredients from a product in their home. Children could be made aware that the ingredients are listed in order of quantity in the product.

Children may wish to develop a plan for a meal for their class or their family based on the *Canada Food Guide*.

Other Resources

<i>La nutrition</i>	John Gaskin et Jeannie Henno, Editions Gamma- Les Editions Ecole Active
<i>Les dents</i>	John Gaskin et Jeannie Henno, Editions Gamma- Les Editions Ecole Active
<i>Quel bon repas!</i>	Shigeo Watanabe, Editions du Sorbier
<i>La campagne</i>	Maria Rius, Bordas
<i>Christine et la Sardine</i>	Hélène Ray, Bordas
<i>Plantons une soupe aux légumes</i>	Lois Ehlert, Scholastic

Grade 2/Deuxième année
Health/Santé

Physical Growth and Development

It is expected that the child will:

- understand that the senses are unique to each person
- identify particular foods or objects using the senses of smell, touch and taste
- identify certain sounds and objects using the sense of hearing or seeing
- understand the function of the brain as it relates to the senses

La croissance et le développement physique

L'enfant pourra:

- comprendre que le développement des sens est différent d'une personne à l'autre
- reconnaître des aliments ou des objets particuliers par l'odorat, le toucher et le goût
- distinguer certains sons et objets par l'ouïe ou la vue
- comprendre la fonction du cerveau en rapport avec les sens

Suggested Resource

Contrastes series: Toucher; Sentir; Goûter, Entendre, Voir
Editions Gamma

This series of books concentrates on the five senses. Children may wish to participate in a game where a collection of items must be identified using only some of their senses. Blindfolded children may be asked to identify objects by their sense of smell, sense of touch, sense of hearing or sense of taste. (Caution should be taken with children who have allergies when experimenting with smell and taste. Children who stay in school for lunch could select items from their own lunches.) The task does not have to be difficult to demonstrate that different sensations are communicated through different senses.

As a listening activity, children may simply close their eyes and listen to the sounds around them - the clock, the desks moving, people walking in the corridors, noises outside.

Primary Health in French Immersion

As a viewing activity, children could keep a viewing journal where they would be asked to list things that they see on their way to school or around the school on a given day or on each day of a given week. Children would explore new vocabulary as they gathered this information.

Children may link the parts of their body to the various senses and think of which senses give the best information about different things. Children may wish to make collages, posters or murals focussing on the senses. The teacher may wish to research the role of the brain in affecting the senses.

Curriculum Connections

<i>Français</i>	Cataradi 2 <i>Tout sur la pomme</i>
<i>Science</i>	Children can investigate shadows, colour and reflection.
<i>Mathematics</i>	Relate the use of the senses sight and touch in determining linear, area, mass, capacity, time and money measurements.
<i>Art</i>	Children will appreciate that each person has a unique view of the world. Children may be asked to listen to some music and to imagine what they are seeing, hearing, touching, smelling and tasting as the music plays. They could represent these images in a drawing or a painting.
<i>Music</i>	Children can listen to music and recognize and distinguish different musical phrases as the same, different or similar (melodically or rhythmically)

Other Resources

<i>Les enfants,</i>	Ruis et Parramon, Bordas
<i>L'ouïe,</i>	Ruis et Parramon, Bordas
<i>L'odorat,</i>	Ruis et Parramon, Bordas

Grade 2/Deuxième année
Health/Santé

Relationships

It is expected that the child will:

- identify the behaviours which promote friendship
- identify some qualities of best friends
- understand how to contribute to the happiness of others
- understand the need for being responsible
- know why it is important to practise good sportsmanship
- understand when to use a firm “no”
- discuss the importance of positive touch
- describe feelings related to confusing types of touching
- discuss feelings related to uncomfortable situations related to touch

Les rapports personnels

L'enfant pourra:

- identifier les comportements qui favorisent l'amitié
- identifier certaines qualités des meilleurs amis
- comprendre comment on peut contribuer au bonheur des autres
- comprendre la nécessité d'être responsable
- savoir pourquoi il est important d'avoir l'esprit sportif
- comprendre à quel moment il est correct de dire «non» de façon catégorique
- discuter de l'importance des touchers positifs
- décrire ses sentiments face aux touchers dont il ne sait pas s'ils sont positifs ou négatifs
- discuter de ses sentiments face aux touchers qui le rendent mal à l'aise

Suggested Resource

C'est Benjamin qui mène
Paulette Bourgeois
Scholastic

C'est Benjamin qui mène provides a good starting point for a number of activities for promoting positive relationships with peers and others. Children can reflect on the

Primary Health in French Immersion

kinds of behaviours that promote friendship and they can make a list of *do's* and *don'ts* related to the story. Children may wish to write a class book where each child would contribute a page for example : “ J’aime mon ami quand il partage ses jouets avec moi”, “J’aime mon amie quand elle prend son tour en jouant”. Everyday activities will provide opportunities for children to see the value of taking turns and being considerate to one another.

Many occasions throughout the year give teachers an opportunity to let children know they are all important. Regular activities such as celebrating children’s birthdays, asking them to talk about important events in their lives, such as the birth of a sibling, the acquisition of a new pet, their participation in a sport, a hobby or an organization all help build vocabulary and self-esteem.

The teacher may wish to involve guidance personnel or the school nurse in activities related to appropriate and inappropriate touching.

Other Resources

<i>Les parents</i>	Carne Solé Vendrell, Bordas
<i>Covac, la petite Anne</i>	Betty Gibson, Scholastic
<i>La chicane</i>	Ginette Anfousse, La courte échelle
<i>Les meilleures amies portent des tutus roses</i>	Sheri Brownrigg, Scholastic
<i>Benjamin, le champion</i>	Paulette Bourgeois, Scholastic
<i>L’abominable Guillaume des neiges</i>	Frédéric Stehr, L’école des loisirs
<i>Vive Moi! Mon ami et moi</i>	Mercer Mayer, Editions des Deux Coqs d’Or
<i>Timothée va à l’école</i>	Rosemary Wells, L’école des loisirs.
<i>Maman, tu m’aimes?</i>	Barbara M. Josse, Père Castor Flammarion
<i>J’aime tellement les calins</i>	Véronique Chéneau, Nathan
<i>L’affreux David</i>	Odgers et Smith, Scholastic
<i>Julien l’écureuil</i>	Collection Lectures en herbe, Hemma editions
<i>Voilà qu’on sonne</i>	Hutchins, Scholastic
<i>C’est ça un ami</i>	Halliman, Ideals Publishing Corp.

Grade 2/Deuxième année
Health/Santé

Self-care

It is expected that the child will:

- know why it is important to protect the eyes
- know how eye injuries may be prevented
- know that it is important to go for help when eyes are injured
- know why children have hearing and vision examinations
- understand that loud noises can damage the ears
- understand that the common cold can affect the eyes and ears
- understand the need for protection in the sun and how to protect the body against sunburn

Les soins personnels

L'enfant pourra:

- comprendre pourquoi il est important de se protéger les yeux
- savoir comment on peut prévenir les blessures aux yeux
- savoir qu'il est important de demander de l'aide s'il souffre d'une blessure aux yeux
- savoir pourquoi il est important de se protéger les oreilles
- savoir pourquoi les enfants subissent des examens de la vue et de l'ouïe
- comprendre que les bruits intenses peuvent endommager l'ouïe
- comprendre qu'un simple rhume peut affecter les yeux et les oreilles
- comprendre pourquoi il est important de se protéger contre le soleil et comment on peut se protéger contre les coups de soleil

Suggested Resource

Découvrons en jouant - mon corps, (CFORP) ou
L'oeil (CFORP) ou
Le corps humain (CFORP)

Using the book as a starting point, teachers may wish to discuss care and protection of the eyes. Children may wish to play a game where they are blindfolded and try to perform tasks such as tying their shoes or putting on their coat. Such activities should help children to appreciate how important their eyes are.

Primary Health in French Immersion

Teachers should point out that many activities, from hammering nails to playing hockey, require protective eye-ware.

Children may wish to name some of the common causes of accidents to the eyes. This may lead to discussing eye care in the sunshine as well as general skin care.

Children should begin to think about the damage that loud noises can cause their ears and consider reducing volumes on personal stereos and television sets.

This topic links closely with *Injury Prevention and Safety* and *Physical Growth and Development*.

Curriculum Connections

Physical Education There are many indoor and outdoor activities that require protective equipment.

Grade 3/Troisième année

Primary Health in French Immersion

Grade 3/Troisième année
Health/Santé

Active Living

It is expected that the child will:

- know how good sitting, standing and walking posture contribute to total well-being
- know that appropriate physical activity contributes to good circulation, coordination and flexibility
- know that daily physical activity contributes to wellness
- identify daily physical activities which have contributed to their general state of health

La vie active

L'enfant pourra:

- savoir qu'une bonne posture en position assise, en position debout et en marchant contribue au bien-être général d'une personne
- savoir qu'une activité physique appropriée favorise une bonne circulation sanguine ainsi que la coordination et la souplesse musculaires
- savoir que des activités physiques quotidiennes contribuent au mieux-être d'une personne
- identifier les activités physiques quotidiennes qui ont contribué à son état de santé général

Suggested Resource

Benjamin le champion
Paulette Bourgeois et Brenda Clarke
Scholastic

Benjamin le champion is a good starting point for helping children understand that physical activity contributes to wellness. It also helps children appreciate that practice and hard work are important in developing and maintaining physical skills.

Primary Health in French Immersion

Children may wish to talk about the many physical activities, such as dance, sports, gymnastics, and martial arts, in which they are involved both at school and in the community. This would be a good opportunity for the class to learn or review action verbs and key vocabulary associated with these activities.

The teacher may encourage children to do simple exercise activities throughout the day. The physical education teacher or the school nurse may have suggestions on how best to incorporate exercise into the regular day. Action songs and games also give children an opportunity to move about.

Curriculum Connections

French Language Arts:

Cataradi 3 - Une distraction qui fait mal (thème: la bicyclette)

Social Studies:

Community theme - As the components of a community as a whole are all important and necessary, so too physical activity is important for the well being of the body as a whole.

Mathematics:

Track the growth rate of children in *cm* to indicate that growth is occurring.

Grade 3/Troisième année
Health/Santé

Consumer Health

It is expected that the child will:

- know the importance of cleanliness in food handling
- understand the need for food packaging and preserving regulations
- understand that the responsibility for a community's health should be shared by everyone
- identify appropriate behaviours when selecting food and drug products in a store

La santé du consommateur

L'enfant pourra:

- savoir que la propreté est importante dans la manipulation des aliments
- comprendre la nécessité de réglementer la conservation et l'emballage des aliments
- comprendre que la responsabilité de la santé communautaire doit être partagée par tous les membres de la collectivité
- savoir choisir des aliments et des produits pharmaceutiques appropriés dans un magasin

Suggested Resource

Si j'étais l'épicière
Maria Butterfeild
Héritage Jeunesse

This story allows children to understand that the responsibility for community health should be shared by everyone. Children will begin to realize that food must be handled, packaged and stored appropriately. Children may wish to discuss why they put milk in the refrigerator; why they wrap their sandwiches, why they put certain foods in a thermos, why foods have an expiry date. The school nurse or a community health official may wish to help.

Primary Health in French Immersion

As a home assignment, children may be asked to identify 4 or 5 food items or medications in their homes which carry a packaging date or an expiry date. When the children bring the names of these products to school, they could make a class chart of their products.

The class may wish to plan a field trip to a local restaurant or supermarket where, with appropriate notice, a representative of the store could explain to children how the care and presentation of a product contributes to its value and makes it safe for consumption. Children could also notice that many food items indicate packaging dates or expiry dates. Children may wish to ask what happens to foods that have passed their expiry dates.

Curriculum Connections

French Language Arts: *Cataradi 3* - Thème 3 - *Le soir de l'Halloween*

Physical Education: In coordination with the gym teacher show how the body reacts to foreign agents like a bacteria and the importance of rest in helping the body fight the germs.

Social Studies: Chapter on Fogo - Fish plant - Details on how it functions and what the workers make a product for sale. Field trip to any food establishment - Chapter on Lethbridge.

Mathematics: Multiplication - To introduce concept have children organize their own bake sale items for class or classes.

Other Resources

Le costume neuf de l'empereur Pingouin Janet Perlman, Scholastic

Grade 3/Troisième année
Health/Santé

Dental Health

It is expected that the child will:

- understand the need for brushing and flossing teeth
- demonstrate the proper way to brush and floss teeth
- recognize that cleaning the teeth helps to prevent cavities and gum disease and also makes one feel and look better
- understand the reason for using a mouth guard in certain sports
- identify some behaviours that may cause dental accidents
- identify the four types of teeth: incisors, canines, premolars, and molars
- know the purpose of the four types of teeth

L'hygiène dentaire

L'enfant pourra:

- comprendre pourquoi il faut se laver les dents et utiliser de la soie dentaire
- montrer qu'il sait bien se laver les dents et utiliser de la soie dentaire
- comprendre qu'une bonne hygiène dentaire aide à prévenir les caries et les maladies des gencives et à faire en sorte qu'une personne se sente bien
- comprendre pourquoi il faut utiliser un protège-dents dans certains sports
- reconnaître les comportements qui peuvent causer des accidents dentaires
- définir les quatre types de dent : incisives, canines, prémolaires et molaires
- connaître le rôle de chacune de ces dents

Suggested Resource

Sasha et la dent qui branle, Rhea Tregabov, Scholastic

ou

Les dents pour longtemps, Robert Larin, (Editions du Raton Laveur)

Either selection provides a good starting point for talking about teeth and discussing good dental care. Children may wish to discuss why they lose their baby teeth and what will happen if they do not care for their permanent teeth. The Cataradi program provides support for identifying and labelling the four types of teeth. Children should develop a daily plan for dental care, flossing and brushing for at home and at school.

Primary Health in French Immersion

The school nurse or other health professional may wish to participate in the planning and delivery of this unit.

Curriculum Connections

French Language Arts:

Cataradi 3 - Thème 8 - Le bonheur de Fée des rêves

Physical Education: Many physical activities require participants to wear a protective mouth guard.

Grade 3/Troisième année
Health/Santé

Drug Education

It is expected that the child will:

- identify common over-the-counter drugs that may have questionable value but are sometimes necessary to relieve symptoms of minor ailments
- know how the pharmacist can help when choosing over-the-counter medication
- realize that people sometimes use drugs for non-medical purposes
- identify ways that drugs are administered orally, or by injections
- recognize that some drugs may have unpleasant or dangerous side effects
- understand the need for safe handling of medicines
- know that certain combinations of drugs may be life threatening

L'éducation en matière de drogues

L'enfant pourra:

- identifier les médicaments courants vendus sans ordonnance
- comprendre que certains médicaments vendus sans ordonnance peuvent avoir une valeur discutable mais qu'ils sont parfois nécessaires pour soulager les symptômes de maux mineurs
- savoir que le pharmacien peut l'aider à choisir des médicaments sans ordonnance
- se rendre compte que des gens utilisent parfois des drogues pour des raisons non médicales
- savoir que les médicaments sont administrés de diverses façons (oralement, par injection)
- comprendre que certains médicaments peuvent avoir des effets secondaires désagréables ou dangereux
- comprendre la nécessité de bien manipuler les médicaments
- savoir que la combinaison de certains médicaments peut mettre la vie en danger

Suggested Resource

Parlons-en de la drogue, Editions Gamma ou
Les drogues, CFORP

Primary Health in French Immersion

Either selection provides a good starting point for discussing the safe and appropriate use of medicines and drugs. Most children will have already used prescription and non-prescription drugs for an illness or condition. They may know that there are important directions to be followed and precautions to be taken. Some children may need to take a drug on a regular basis because of an on-going condition such as asthma or diabetes. Building on their experience with this topic in grade 2, children may wish to reflect on their own visits to the doctor - why they went and what happened. Some children may have spent time in hospital. How are medications administered there? How are medications packaged and why? Children may wish to role play following or not following the directions on medication.

Children may wish to discuss the difference between good and bad drugs. What happens if people take drugs inappropriately? A police officer or school nurse may wish to explore this issue with the children. A field trip to a local pharmacy could extend this discussion.

The school may have a policy on the use of medication during the school day . The principal may wish to explain to the children why this is necessary.

Curriculum Connections

French Language Arts:

Cataradi 3 - Thème 12 - Si Gerry était là.

Physical Education: In coordination with gym teacher, show that drugs used for non-medical purposes can harm an otherwise healthy body.

Grade 3/Troisième année
Health/Santé

Environmental Health

It is expected that the child will:

- know what constitutes a neighbourhood
- identify reasons why a neighbourhood is important
- understand that some things are important to some people in a neighbourhood but not to others
- understand that a clean, quiet, safe, uncrowded neighbourhood makes for better living
- understand that a neighbourhood where people care for each other and where the air and water are clean makes for a better neighbourhood
- understand the need for everyone to help keep the neighbourhood a healthy, happy place to live
- identify ways to improve one aspect of your neighbourhood

L'hygiène du milieu

L'enfant pourra:

- savoir ce qu'est un quartier
- définir les raisons pour lesquelles un quartier est important
- comprendre que dans un quartier, certaines choses sont importantes pour certaines personnes, mais qu'elles ne le sont pas pour d'autres
- comprendre qu'un quartier propre, tranquille, sécuritaire et pas surpeuplé améliore la qualité de vie
- comprendre qu'un quartier est plus agréable si les gens se respectent et si l'air et l'eau sont propres
- comprendre que chacun a un rôle à jouer pour rendre son quartier propre et agréable
- trouver des moyens d'améliorer un certain aspect de son quartier

Suggested Resource

Si j'étais l'épicière
Maria Butterfield
Héritage jeunesse

Primary Health in French Immersion

Si j'étais l'épicière, as well as supporting the Consumer Health outcomes, also helps children see how everyone can contribute to maintaining a healthy and happy neighbourhood.

Children may wish to transform their classroom for a day or longer into a healthy happy neighbourhood or community using their desks as buildings, parks, etc.. Children may wish to play the roles of the people in their neighbourhood. They would be responsible for keeping their own surroundings clean and tidy. Children could develop a group story or sketch to act out in their “neighbourhood”. As preparation for this activity children would be asked to observe the many people and places in their own neighbourhoods. The class “neighbourhood” would have features of the many ideas presented by the children.

Class and school recycling programs can alert children to the importance of re-using as many materials as they can, and the concept of reduce - re-use - recycle.

Curriculum Connections

French Language Arts:

Cataradi 3 - Thème 6 - Chez maman chez papa.

Social Studies:

Chapters on Labrador City - Iron Ore mine

Corner Brook - Pulp and Paper

Companies need to follow regulations to limit the pollution of land, air and water.

Other Resources

L'autobus magique et la chasse à l'eau Joanna Cole, Scholastic

Grade 3/Troisième année
Health/Santé

Injury Prevention and Safety

It is expected that the child will:

- be able to develop a fire escape plan procedure for the home
- know how to contact the fire department in case of an emergency
- know safe bicycle practices
- understand water safety with respect to swimming and boating
- understand the need for wearing proper protective equipment for skating, swimming, boating, bike riding and snowmobiling
- recognize the need for appropriate clothing for the weather conditions in the community

La prévention des accidents et la sécurité

L'enfant pourra:

- mettre au point une procédure d'évacuation en cas d'incendie à la maison
- savoir comment communiquer avec le service d'incendie en cas d'urgence
- savoir quelles sont les pratiques sécuritaires à adopter à bicyclette
- comprendre les principes de sécurité pour la baignade et la navigation
- comprendre la nécessité de porter de l'équipement de sécurité pour le patinage, la baignade, la navigation, le cyclisme et la motoneige
- comprendre qu'il faut se vêtir de la façon appropriée, selon les conditions météorologiques

Suggested Resources

Jouffou et la sécurité à bicyclette, Guy Dyotte, (Editions de Trécarré)

ou

L'habit de neige, Robert Munsch, (La courte échelle)

ou

Les policiers, Paulette Bourgeois (Scholastic)

Jouffou et la sécurité à bicyclette helps children understand the importance of bicycle safety and practices in a humorous and interesting way.

Primary Health in French Immersion

The topic of bicycle safety can be linked to injury and prevention in other areas such as water safety and safe play practices. There are many bilingual resources available free of charge through organizations such as the *Canadian Tire Child Protection Foundation - La Fondation pour la protection des enfants de Canadian Tire*. Fire drill procedures and other school safety rules can be reviewed in the context of exploring this topic. Many children will have taken swimming lessons or spent time around the water with their families. Some will have learned water safety practices with youth groups such as cubs or brownies. Children should review safety rules and explore French vocabulary for safety items and procedures related to water safety.

L'habit de neige is a humorous starting point for talking about wearing appropriate clothing for the weather. As an extension to this activity children could divide into four groups - each group representing a season. The children would then prepare contributions to a class catalogue with their own drawings, or a collage of the various clothes to wear throughout the year. Children may enjoy staging a fashion show from their own wardrobes to represent the different seasons.

Curriculum Connections

French Language Arts: *Cataradi 3 - Thème 1 - Une distraction qui fait mal.*
(La bicyclette)

Other Resources

<i>Je sais rouler à vélo</i>	Koper et Delcoigne, Héritage Jeunesse
<i>Prudence</i>	Blakely et Drinkwater, Editions du Trécarré
<i>La trouvaille de Julien</i>	Jutta Baue et Kirsten Boie, L'école des loisirs
<i>Les pompiers</i>	Paulette Bourgeois, Scholastic
<i>Sur le chemin de l'école</i>	Gaëtan Duchaine et Joanne Perron, Editions Secure inc.
<i>Canadian Tire Child Protection Foundation - La Fondation pour la protection des enfants de Canadian Tire</i> 1-(800)-748-8903.	

Grade 3/Troisième année

Health/Santé

Mental Health

It is expected that the child will:

- recognize that hobbies contribute considerably to knowledge, skills and well-being
- understand that choice of hobby is not dependent on whether you are male or female
- understand that personal recognition makes us feel good
- understand the importance of respect for self and others
- understand how to cope with anger and frustration
- recognize that some problems can be solved more easily in a group
- understand that decisions have consequences

La santé mentale

L'enfant pourra:

- comprendre que les passe-temps contribuent considérablement à améliorer ses connaissances, ses compétences et son bien-être
- comprendre que le choix d'un passe-temps ne dépend pas du fait que l'on est un garçon ou une fille
- comprendre que la valorisation de sa personne par les autres contribue à son bien-être émotionnel
- comprendre l'importance du respect de soi et des autres
- savoir comment venir à bout de ses sentiments de colère et de frustration
- comprendre que certains problèmes peuvent être résolus plus facilement en groupe
- comprendre que les décisions ont des conséquences

Suggested Resource

Quelle journée
Eugenie Fernandes
Scholastic

Primary Health in French Immersion

Quelle journée deals mainly with the kinds of feelings the main character experiences when she has a bad day. Children may consider how they would cope in similar circumstances. They could share stories and discuss how they dealt with their own feelings. Children could propose strategies for dealing with anger and frustration. They may wish to talk about how they helped a friend or sibling who was in distress. Who are the people who can help in these situations ?

Children may wish to role play or create a series of pictures to show how to deal with difficulties. Children may make a list of ways to avoid having a bad day such as having a good night's sleep, eating a good breakfast, completing homework on time, talking to someone who can help, and getting regular exercise. Children may wish to explore how hobbies and pastimes relieve frustration and make them happy.

The school guidance counsellor may wish to participate in exploring this topic.

Curriculum Connections

French Language Arts: *Cataradi 3 - Thème 12 - Si Gerry était là..*

Other Resources

<i>Parlons en ... Divorce</i>	Angela Grunsell et al, Editions Gamma
<i>Cholé la copieuse</i>	Peggy Rathmann, Scholastic
<i>Comment te vois-tu?</i>	Hélène Racicot Drouin, Les Editions "Un monde différent limitée"
<i>Pourquoi Jérôme a-t-il une nouvelle famille?</i>	Barbara Seuling, Les Deux Coqs d'Or

Grade 3/Troisième année
Health/Santé

Nutrition

It is expected that the child will:

- learn that foods contain nutrients
- understand that food gives the body strength and energy to do things
- know how to plan a well-balanced meal by choosing at least one food item from each of the food groups
- understand that their own food habits are related to those of their family and to the environment
- identify some foods that are grown and some that are manufactured
- learn that many foods can be prepared at home rather than be purchased ready made
- identify healthy snacks that can be prepared at home

La nutrition

L'enfant pourra:

- apprendre que les aliments contiennent des éléments nutritifs
- comprendre que les aliments donnent au corps la force et l'énergie dont on a besoin pour être actif
- savoir comment planifier un repas bien équilibré en choisissant des aliments de chaque groupe alimentaire
- comprendre que ses propres habitudes alimentaires sont liées à celles de sa famille et à l'environnement
- identifier quelques aliments que l'on cultive et quelques-uns qui subissent une transformation
- apprendre que de nombreux aliments peuvent être préparés à la maison plutôt que d'être achetés tout préparés
- identifier les collations saines qui peuvent être préparées à la maison

Suggested Resource

Pas encore des légumes

Don Gillmor

Héritage Jeunesse

Primary Health in French Immersion

Pas encore des légumes provides a good starting point for exploring the importance of eating the right foods and having a balanced diet. Children may wish to plan and possibly prepare a meal using Canada's Food Guide. Preparation of the meal could occur at school or at home with adult supervision. This would also be an opportunity for children to practise safe food handling and storage.

Children could be asked to look at the labels of foods at home and notice the amount of sweeteners and artificial ingredients. Children may wish to reflect on what makes foods nutritious.

The school health nurse or another community health worker may wish to participate in the planning of this unit

Curriculum Connections

Social Studies: Chapter 1 - Lethbridge - Farms

Other Resources

<i>Madame Trompette veut maigrir</i>	J. Murphy, Centurion Jeunesse
<i>Je n'ai pas faim</i>	Frédéric Stehr, L'école des loisirs
<i>La tartine</i>	H. Ray, Bordas

Grade 3/Troisième année
Health/Santé

Physical Growth and Development

It is expected that the child will:

- identify the main external parts of the eye
- identify the external parts of the ear
- recognize the importance of reproduction as the beginning of new life
- understand that living things reproduce the same kind
- identify seeds and eggs, as the source of life in plants, animals and humans
- understand that fertilization is essential to new life
- compare the length of time needed for the human species to mature with that of a plant and an animal

La croissance et le développement physique

L'enfant pourra:

- nommer les principales parties externes de l'oeil
- nommer les parties externes de l'oreille
- comprendre l'importance de la reproduction comme étant le début d'une nouvelle vie
- comprendre que les espèces vivantes se reproduisent
- identifier les graines et les oeufs comme la source de vie des plantes, des animaux et des êtres humains
- comprendre que la fertilisation est essentielle à la vie
- comparer la durée du processus de maturation pour un être humain avec celle d'une plante et d'un animal

Suggested Resources

Le corps et la santé, Françoise Detay-Lanzmann/Nicole Hibert, (Mango)

et

Un oeuf extraordinaire, Leo Lionne, Ecole des loisirs

Le corps et la santé provides a good overview of the body and good health practices and responds well to many of the outcomes for this topic. However there is limited information on the ear.

Primary Health in French Immersion

Un oeuf extraordinaire helps children to predict what kinds of animals come from eggs and to associate animal parents with their young. It allows children to see the differences between animal and plant life.

Children may wish to draw and label the different parts of the body - with particular attention to the eyes and ears. This is also an opportunity for children to explore the action verbs associated with the different parts of the body. The teacher could play a game where she/he would say a phrase such as “Je vois avec.....” or “J’écoute avec” where the children would supply the responses orally. These phrases could also be written on cards with the matching answers written or illustrated on another series of cards.

Together both resources provide important information on reproduction. As a class activity the teacher may arrange for the children to plant seeds and watch them grow into plants. Spring is a good time for such an activity. As a field trip children could visit a farm or a fair where they may have an opportunity to see chickens hatched.

Children may also enjoy reflecting on their own growth and how they have developed physically, emotionally and intellectually since they were babies.

Curriculum Connections

Sciences: Les plantes et les animaux.

Other Resources

<i>Nous ne sommes pas nés dans un oeuf</i>	Ruth Hetter, Scholastic
<i>Les poules ne sont pas les seules...</i>	Ruth Heller, Scholastic
<i>Le bébé de Julien</i>	Anne-Marie Chapouton, Centurion Jeunesse
<i>Qu’est-ce qu’il y a à l’intérieur de mon corps</i>	Gamma Jeunesse

Grade 3/Troisième année
Health/Santé

Relationships

It is expected that the child will:

- understand the role of the family as a group which provides love and care for its members
- understand that everyone has a responsibility for self and others as members of a family
- understand the contribution that a pet can make to a family and the responsibilities associated with it
- understand the need for protection programs such as Neighbourhood Watch Program, Block Parent or similar protection plans
- understand the need for outside intervention when incidents of violence or abuse occur with the home
- identify trusted adults who can provide assistance in abusive situations
- make connections between feelings related to touches and skills for personal safety
- define child abuse
- understand the reasons why to tell, who to tell and how to tell

Les rapports personnels

L'enfant pourra:

- comprendre le rôle de la famille en tant que groupe qui donne de l'amour et des soins aux personnes qui la composent
- comprendre que chaque membre de la famille a une responsabilité vis-à-vis de lui-même et des autres membres de la famille
- apprécier la place qu'occupe un animal domestique dans la famille et les responsabilités qui y sont associées
- comprendre l'utilité des programmes de protection comme le programme de surveillance de quartier, le programme Parents-secours ou les programmes de protection semblables
- comprendre pourquoi une intervention extérieure est nécessaire lorsque des incidents de violence ou d'abus se produisent à la maison
- identifier les adultes en qui il a confiance et qui peuvent l'aider dans une situation d'abus

Primary Health in French Immersion

- établir le lien entre les sentiments provoqués par les touchers et les habiletés de sécurité personnelle
- définir ce qu'est l'abus des enfants
- comprendre les raisons pour lesquelles il faut parler des situations d'abus et savoir à qui et comment en parler

Suggested Resource

Benjamin veut un ami
Paulette Bourgeois
Scholastic

Benjamin veut un ami provides a good starting point for a number of activities for promoting positive relationships with family, peers and others. Children can begin to appreciate the contribution that a pet can make to a family and the responsibilities associated with it.

As an activity the children may choose five potential pets and evaluate the pros and cons of each indicating the needs of the pet such as an aquarium for fish or a fenced yard for a dog, and the requirements for cleaning and care. Children may wish to comment on the companionship of a pet, and the potential dangers from bites or the possibility of allergic reactions to pets. Children can talk about the relationships they have with animals. Children may discuss why they do not have pets.

The teacher may set up a “Pet/Animal Information ” centre where children may display information about their own pets or animals they like. Children could circulate from one display to another and ask each other questions.

Many occasions throughout the year give teachers an opportunity to let children know they are important such as celebrating children’s birthdays, and asking them to talk about important events in their lives such as the birth of a sibling, the acquisition of a new pet, their participation in a sport, a hobby or an organization.

The teacher may wish to involve guidance personnel or the school nurse in activities related to appropriate and inappropriate touching and street proofing.

Curriculum Connections

French Language Arts: *Cataradi 3* - Thème 6 - *Chez papa ou chez maman*

Other Resources

<i>Quelle amitié.</i>	Bordas
<i>Ma petite soeur</i>	A. Amoros, Bibliothèque des cadets - Bordas
<i>Martha et Edouard</i>	Maryann Kovalski, Scholastic
<i>Anne et le gorille</i>	Anthony Browne, L'École des loisirs
<i>Mon hamster</i>	L. Sanchez, Bordas
<i>Maman et le chat</i>	Shirley Lalonde, Scholastic
<i>Vive Moi! Mon petit chien et Moi</i>	Mercer Mayer, Editions des Deux Coqs d'Or
<i>Ta sécurité</i>	L. Dupont et M. Fortin et J. Henno Editions Gamma, Tournai, 1989
<i>Balibar et les oursonnes</i>	Martine Beck et Marie H. Henry, Pastel
<i>Benjamin et la nuit</i>	Bourgeois et Clark, Scholastic

Grade 3/Troisième année
Health/Santé

Self-care

It is expected that the child will:

- explain some effects of sleep on health
- understand the importance of regular sleep patterns
- accept some responsibility for regular bathing and grooming
- know why overexposure to the sun is harmful to the skin

Les soins personnels

L'enfant pourra:

- expliquer certains effets du soleil sur la santé
- comprendre l'importance d'adopter des habitudes de sommeil régulières
- accepter la responsabilité de prendre son bain et de faire sa toilette régulièrement
- savoir pourquoi une trop grande exposition au soleil est dangereuse pour la peau

Suggested Resources

Dormir
Paul Showers
Aux couleurs du monde
et
Quelle Journée
Eugenie Fernandes
Scholastic

Both these resources provide a good starting point for discussing healthy sleeping habits with children and emphasizing the importance of regular grooming and overall self care.

As an activity, children may decide to track their sleeping habits for a week and discuss the effects on their behaviour. They could compare their sleeping habits during the school week with those during the weekend or during holiday breaks. Children could imagine how a daily routine would be affected by a bad night's sleep as opposed to a good night's sleep. They may enjoy developing a humorous sketch to show the differences.

Primary Health in French Immersion

Teachers should remind children of the dangers of overexposure to the sun especially when the class is participating in outdoor activities.

Curriculum Connections

Physical Education- Developing and maintaining wellness and fitness requires good self care habits and routines.

Primary Health in French Immersion