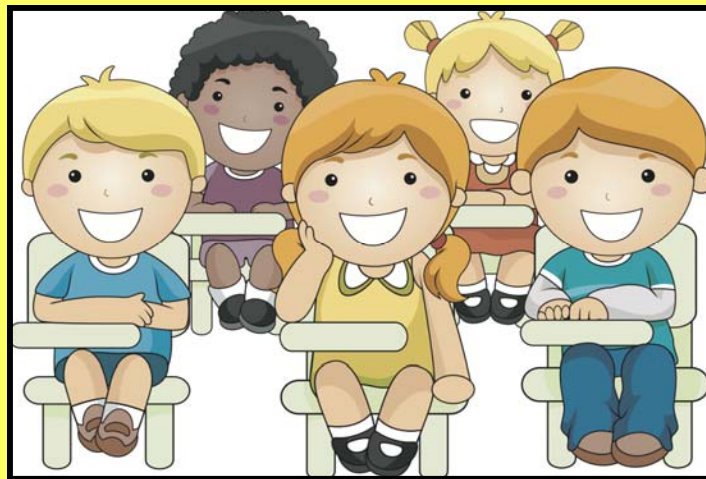


Health and Career Education

Grade One (Part One)



By Jean Roberts



Health and Career Education - Grade One

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Health and Career Education - Grade One (Part 1)

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Part 2 is not yet available.....

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Introduction

Parts of this program can be integrated with other curriculum subjects - the chapters on friendship, goals, interests and responsibilities, and healthy relationships can be correlated with the Social Studies lessons, and the health and personal safety may soon be moved to the P.E. curriculum. I will make necessary changes when the new curriculum is finalized.

Often in our busy schedules the lessons on relationships, health and safety are postponed because of time constraints, and these are some of the most important lessons we can teach. Try to put one or two lessons in your schedule each week and aim for five or six lessons taught each month. Many lessons may need continual follow up discussions as classroom incidents arise. The happiness and well-being of our children is paramount!

The order of lessons in this book is arbitrary. Use the lessons in any order, teaching them when you feel there is a need. Some, especially the healthy relationship lessons, you may want to repeat if there continues to be tattling, bullying or other undesirable behaviours with your children.

You may feel there is a need to modify these lessons for your students. I would suggest that you keep notes on your changes to help you on a following year. If your students are immature, if their English skills are weak or their understanding of the concepts comes slowly, make sure everyone is able to follow the lessons. Some children may not be ready for difficult vocabulary. You may have city children who do not know where the different foods come from, and rural students who do not understand the danger from strangers. Your lessons will have to be adapted to suit your class.

Use some of the additional ideas to make your lessons more fun! Make sure your students understand the point of any hands-on activity. For example, if you make a friendship salad, thoroughly discuss the idea behind the sharing and cooperation.

Have fun! Laugh often and model the behaviours you want your children to develop. Involve everyone in the discussions. Make bulletin boards fun with photographs of the children doing activities and their drawings. Enjoy!





Caring Friendships



This first unit is an excellent one to teach in September. It can be used as part of the Health and Career Education program and Social Studies, as both curriculums begin this way.

You may wish to expand this unit, and the 'additional ideas' will help you do this.

This unit mostly discusses positive relationships. Later in the program, in the unit called 'Healthy Relationships' the children will learn about more negative behaviours.

Expected Outcomes for this unit:

Learn the names of the teacher and the classroom friends.

Learn the meaning of the word 'friend'.

Know how to be a good friend and what good friends do.

Understand that we have many different emotions, and be able to recognize them

Learn the meaning of the word 'responsibility' and take responsibility for a classroom chore.

Understand sharing and taking turns.

Vocabulary to learn:

friend, friendship, share, taking turns, caring, kindness



Lesson 1: Getting to Know You

Discussion:

On the first day of school (if possible) take a photo of each child. Take a picture of head and shoulders, against a plain light-coloured background. Print these out. This can be used for a 'Getting to Know You' bulletin board, and for the activity below.

Your children will likely know the names of most of the others in the class - this depends on the size of the school, of course, and whether the same children were in Kindergarten together.

Make up name tags that the students wear around their necks. - and one for you, too. We want the children to not only know all the names, but read them, too.

Sing to the tune of London Bridge -

This is <Emma>

We're glad she's here, glad she's here, glad she's here!

This is <Emma>

We're glad she's here.

Say "Hello" to <Emma>. (and we take a minute to all say hello)

Then have each child think of something he/she likes to do. It could be colouring, playing on the playground, being with a friend - whatever the child says. Write these down as each child tells you.

Activity:

Draw a self-portrait doing the activity.

Follow-Up Exercise:

Put the photograph on the top of a page on your computer, and at the bottom print the child's name and the activity. Print all the sheets - printing in colour is nice, but black and white printing is fine, too. Staple or bind these sheets with a cover.

Tomorrow bring out this book as a very big surprise! Do a guided reading lesson, teaching a few words that come up frequently. This new book can go into the class library.



This is Emma.

Emma likes to play
outdoors with her friends.

Additional Activities:

Play the 'Getting To Know You' game. It works great with a snack like pop corn, pretzels, etc. Each child takes a handful, while sitting in a circle. For each piece they have to tell something about themselves. This is a delicious way to break the ice!

Hickety, pickety bumble bee

Who can say this name with me? (child's name)

Let's all say it (child's name)

Let's all clap it (child's name)

Let's all whisper it. (child's name)

You can call it the "Name Game". It's super easy... just go around and say each student's name and then challenge other students to do the same thing...lots of fun!

Names, names:

Buy foam letters and the students make a name plate for their desks - or - have the students use alphabet beads to make bracelets. Make the names using different stencils. Use the computer to make names using primary font.

Print the names in fingerpaint.

Use alphabet sponges to print names.

For your first day with your new children, here are some ideas:

Play the 'Name Game': Sit everyone in a circle. The teacher begins with, "My name is Ms. _____, and I like to _____". The student to the right of the teacher repeats, "Her name is Ms. _____ and she likes to _____. My name is _____ and I like to _____." Repeat just what the person before you said, around the circle.

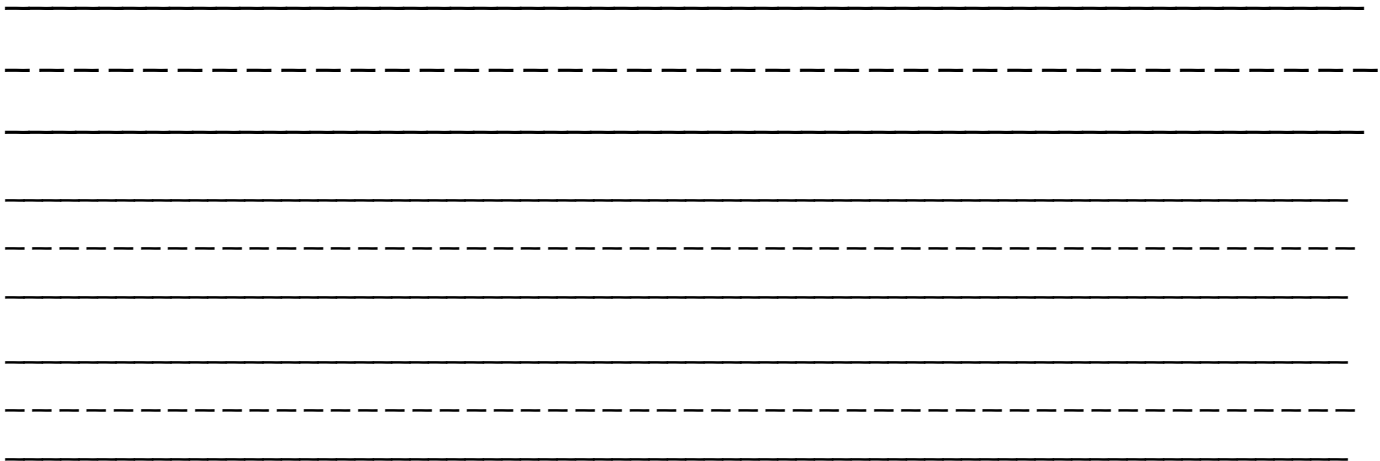
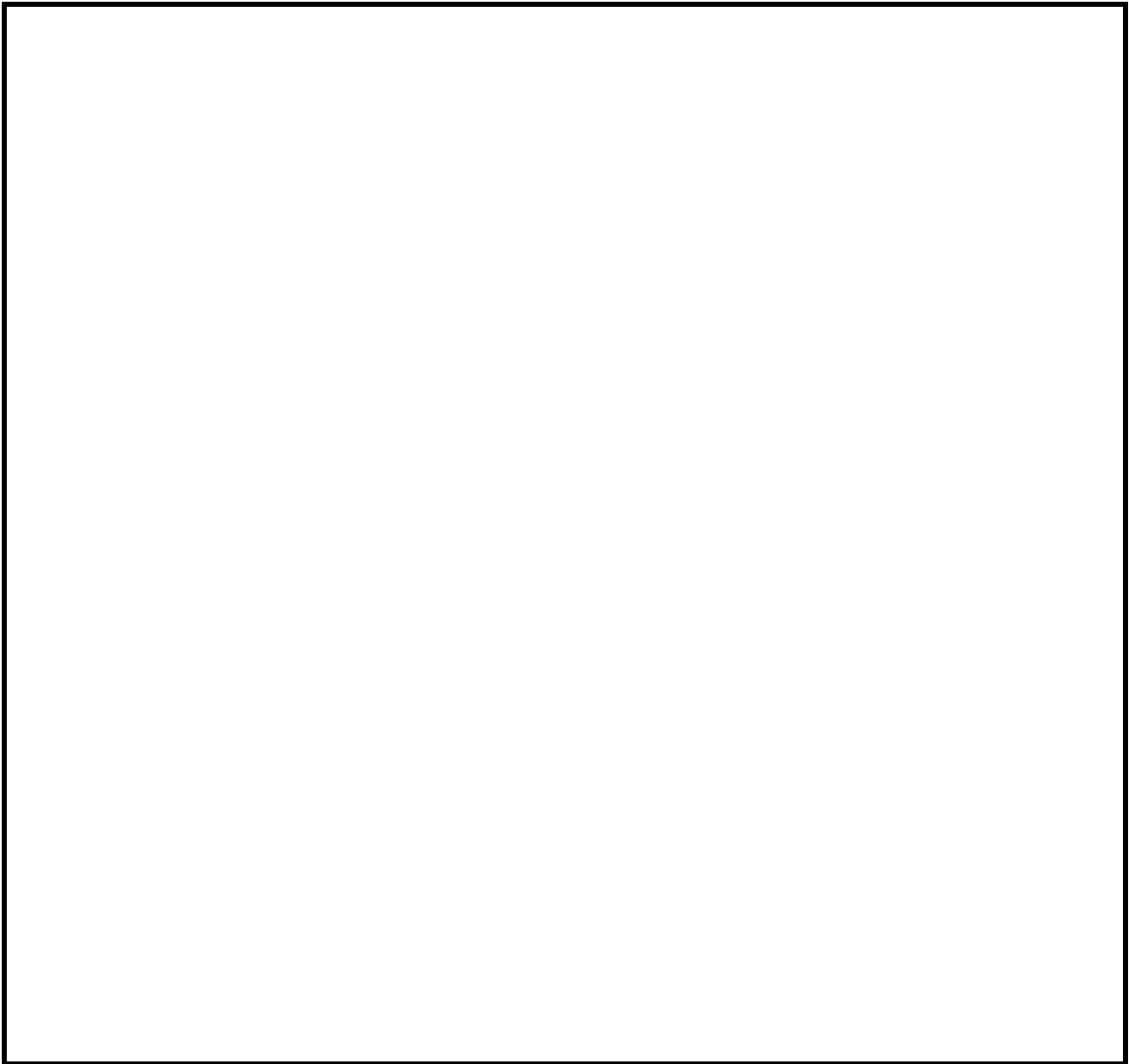
More ideas for the book on the previous page:

You could scan each child's drawing of the favourite activity and add that to the page - or perhaps an easier way would be to photograph the drawings.

When photographing a child's work, make sure you have the page in the camera viewfinder with two of the edges matching the viewfinder edges (not angled). If you are careful with the photography, cropping the pictures won't be necessary.

These pages could also be on a bulletin board.





My name is

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

My name is

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

Lesson 2: Good Friends

If you are a good friend, you will have lots of friends!

Discussion:

What is a friend? Ask for the students' opinions.

What do good friends do? Write down the children's answers - good friends are kind, help one another, share and cooperate, take turns, are there when needed, don't hurt each other's feelings, etc. Good friends make us feel good! Friends are interested in each other.

Do you think that you are a good friend? Do you make others feel good? Have each student talk about the positive things he/she does to be a good friend. Do one for each child - using the framework:

_____ is a good friend because _____.

Michael is a good friend because he shares his toys.

Katelyn is a good friend because she is kind to everyone.

Eric is a good friend because he takes turns.

Marie is a good friend because she is nice to everyone.

Alice is a good friend because she plays with everybody.



This could be done with the children talking about other children - but if you have new students this may be too early an exercise, as these students will not know each other well enough.

Activity:

Have the students draw themselves and print their sentence underneath. These can be made up into a book.

This book could also be made by you - with the child's photo or artwork and the sentence put beneath it on the computer. The activity for the next day could be to read the book together.

Do the 'Find a Friend' activity. Talk about the pictures and words, and let the students go around the classroom and find a friend who likes each activity,

Follow-Up Exercise:

Read the little book. You could enlarge each page on the copier, and use the pages as a wall story or as a 'big book' on your chart stand. Teach the words. Discuss the little poem and memorize it. Each child can have a copy, and they can read it to each other - friends reading together!

The pictures can be coloured, and the little books taken home.

This one lesson can be expanded and taught for several weeks - this is a great opening theme.

Additional Activities:

Some of your students may be new to the school or the class. How can the rest of the children make them feel welcome?

Put the students into pairs. Have one student trace the other child's hand on brightly coloured paper—then trade and the other child traces the friend's hand. Show the children how to do this by modeling the procedure—keeping the hand perfectly still on the paper, holding the pencil straight up and down, keeping the pencil always touching the hand as it is being drawn, etc. Help children who find this difficult. Then the hands are cut out — again, some help will be needed.

The hands can be put into a 'Friendship Wreath', put on a bulletin board linked together by overlapping a bit, put on a friendship rainbow on the door, put in fall colours on a 'friendship tree', etc.

Notice whenever a student behaves as a good friend to another child, and compliment him/her.

Meeting new friends

Is fun to do

My name is _____

How about you? (child points to another child)

The More We Get Together

The more we get together,
Together, together,
The more we get together,
The happier we'll be.

For your friends are my friends,
And my friends are your friends.
The more we get together,
The happier we'll be.



Our Book of Friends

Have each child draw a self portrait. On the top of each page print the words:

Our friend _____.

Have each student print his/her name on the line. Bind the pages together to make a favourite book.

Friendship Web

"We made a friendship web. We had a ball of yarn and sat in a circle. The first student held the end and said something about himself/herself, and then rolled the ball to another student, who held the yarn and rolled the ball to another. When everyone had a turn we raised our hands and held the web up high in the air."

A Friendship Salad

"Each year we make a fruit salad. I bring in beautiful fruit and a big bowl. We talk about how wonderful the fruit looks and how sweet it will taste. As we are talking we create a fruit salad. I cut the fruit up, we taste a bit and add the rest to the bowl. As we add each fruit we mix it up and talk about how nice it looks and how tasty it will be. At the very end I bring out two very black over-ripe bananas. The children are horrified and I ask them what's wrong. They tell me the bananas are rotten and eventually the discussion gets to the idea that those two rotten bananas will ruin the whole fruit salad if we put them in. Now we equate the fruit salad to our classroom. What happens when something is added that is not pleasant? When something unpleasant is added to the salad it is spoiled, and when something unpleasant is added to the classroom it is spoiled for everyone."

"To make a friend, be a friend. To keep a friend, be a friend."

Read Alouds

Some favorites are "The Giving Tree" (Shel Silverstein), "The Rainbow Fish" (Marcus Pfister--sp.) and "Andrew's Angry Words." These books can help develop discussions of desirable character traits such as kindness, generosity, and friendship.



The Giving Tree: Create a classroom's "giving tree" with butcher paper and pass out leaves for student to write what they can "give" to the class (tangible and intangible things such as helping friends in need, sharing supplies, being a good friend...). Glue the leaves onto the tree and headline it "The Tree of Friendship." Google "images for the giving tree" for lots of ideas!

"The Rainbow Fish" by Marcus Pfister

Have each child colour a scale for a bulletin board fish.

<http://lessons.atozteacherstuff.com/78/the-friendship-fish-rainbow-fish-book-activity/>

Read Eric Carle's "Do you want to be my friend?"

More concepts to discuss:

- A friend is someone I like and who likes me.
- My friends are special to me.
- We have friends at school.
- Our brothers and sisters can be our friends.
- Friends can help us with our work.
- We play with our friends.
- We share and learn with friends.
- Friends talk and listen to us.
- A pet can be a friend.
- Friends can be boys or girls.

Fill Your Bucket

Using the 'fill your bucket' analogy is a great idea - but not mine!

Google it - there are lots of ideas for good lessons - and of course, the song below.

https://www.youtube.com/watch?feature=player_embedded&v=WaddbqEQ1NE

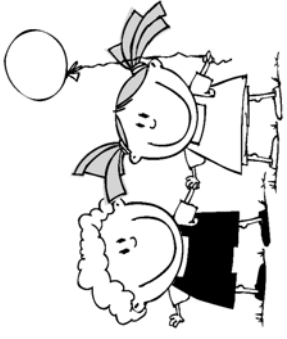
















I am _____.

I am a good friend because _____

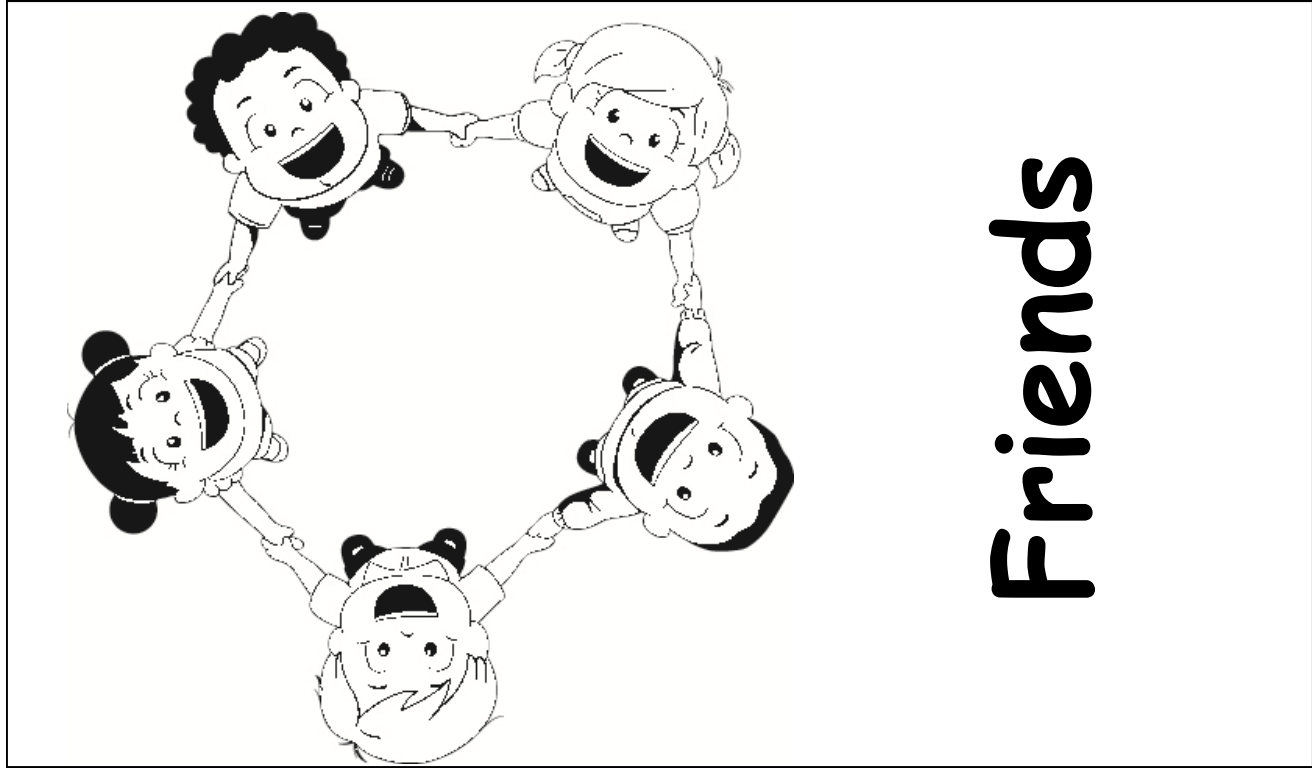
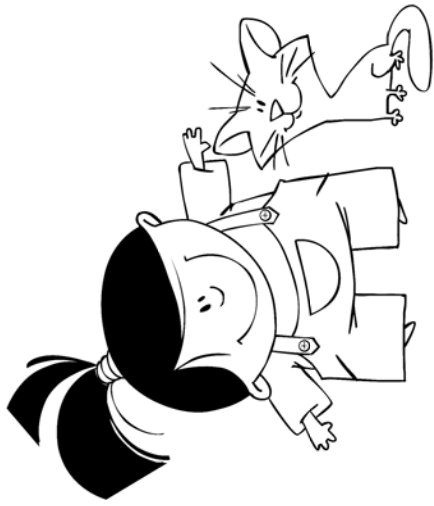
Find a Friend



Find a friend who likes:

dogs		swimming		hockey		pizza	
lizards		video games		cats		running	
broccoli		reading		drawing		cookies	

Name _____



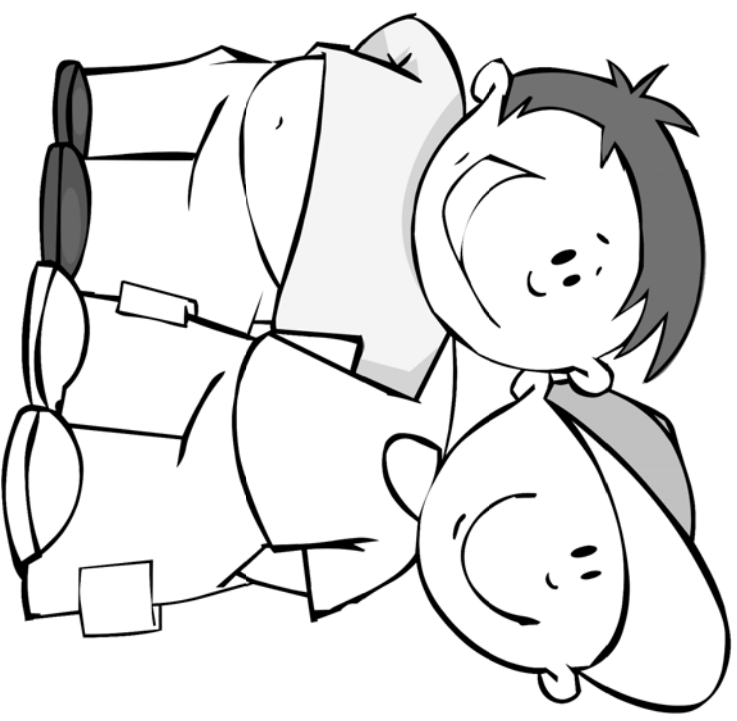
Friends



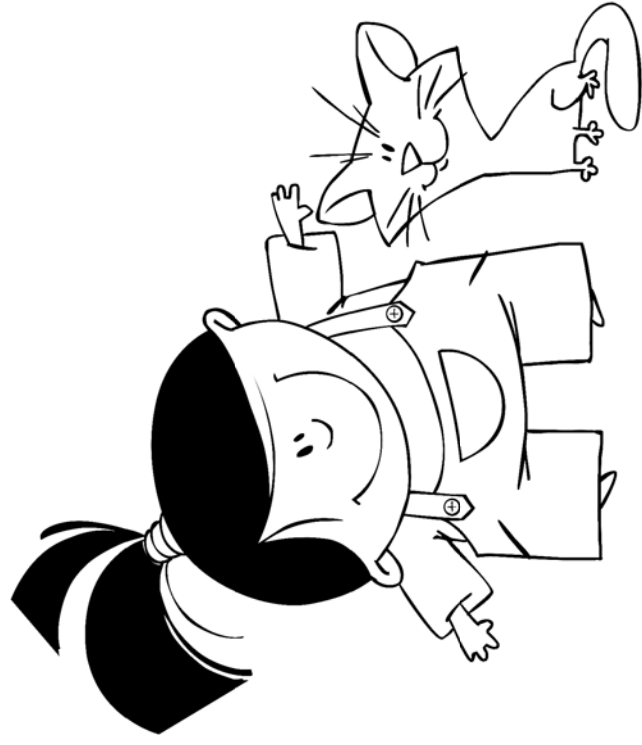
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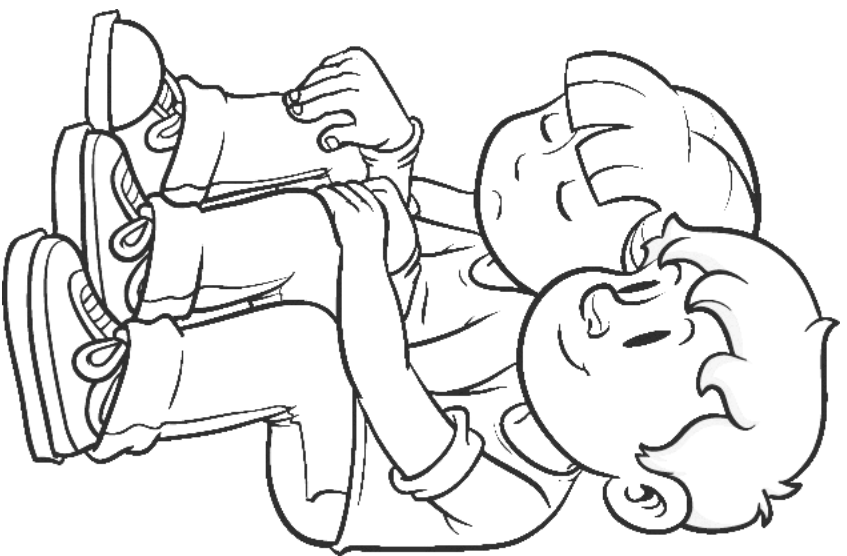
A friend is nice.



*Most of all friends like
to play,
Laughing together
every day!*



Helping out is friendly,
too.



If you are feeling sad,
a friend won't mind.



Sharing is what good
friends do.

Lesson 3: Our Feelings

Review:

Talk briefly about the good friends in our classroom.

Discussion:

Sometimes others hurt our feelings. We say this and hear others say it - but what are feelings? When we feel things with our fingers - the surfaces feel different to us. Feel some surfaces next to you. Some things feel smooth, some feel bumpy, some rough, some cold or hot. When we talk about 'feelings', though, we are talking about the way we feel inside, and we feel many different emotions.

What are some of our feelings? We can feel happy or sad, angry or calm, puzzled or thoughtful, upset or content, surprised or scared or excited, interested or bored. Have your students show faces to go with these! Say, "How would you feel if..... you got a wonderful birthday present? if a friend said something that hurt your feelings? if the teacher said there would be no recess? if you are having a good day? if your Mom came to school to help out? if your cat suddenly grabbed your ankle? if you fell off your bike and scratched your knee?" Etc.....

Draw cartoon faces on the board that exaggerate the faces the children made.

Finish a few sentences of each: I feel happy when I feel sad when I feel angry when I feel scared when, etc.

Again, talk about the words 'feel' and 'feelings'.

Activity:

Teach the words on the activity paper - upset, mad, happy, bored, surprised, sad. Have the students do the exercise sheet - they can print the word in the right box or cut and paste the words.



Look at the pictures. How does this person feel? He/She feels _____ because..... Brainstorm ideas for each picture. Look at facial expression and also body language.

Follow-Up Exercise:

Read the little book together, as a guided reading lesson. Finish the sentence on the last page and draw a picture that will go with it.

Additional Activities:

The Wrinkled Heart activity is also in the Successful Social Studies Grade One book. (Author unknown)

The 'wrinkled heart' is a graphic way to show how others feel when we say hurtful things.

Bring the class to the circle. Begin talking about things we say that make people feel good or that hurt their feelings. Have a large piece of red construction paper, and as you talk cut out a large heart. Say that we all start with a heart that is as nice as this one.

Have the students tell you things that people might say that are hurtful - not directed at anyone, of course. As the children tell you each one of these hurtful things, fold the heart randomly, until it is all folded and crumpled in your hands. Tell the students that every time they say something mean that hurts another person's feelings, it puts a wrinkle in that person's heart.

Then, have the students tell you things that might make a person feel good. Compliments, sharing, being kind help the heart, so unfold one of the creases for each nice thing said. Soon the heart will be flat again. You will have pressed out all the hurts, except, of course, for the fact that the wrinkles can still be seen even though the heart is now all the way unfolded.

Talk about how we each have those wrinkles in our hearts from things that people have said to us, and that the wrinkles last forever. Stress that we want to be careful with what we say so as to not add wrinkles to anyone's heart.

Put the heart up on the bulletin board and leave it there all year as a reminder to say pleasant kind things. Refer to it and repeat the lesson if the children begin to forget and say hurtful things to one another.

Sing the song, "If You're Happy and You Know It" . Use different emotions, such as sad, angry, silly, etc.

Don't mask your feelings! Talk about what that means. Using a variety of materials, make masks that show different emotions.

Guide the students to understand that all people have feelings. Discuss feelings in the school and home context. Ask students if they think all humans have the same feelings. Brainstorm the way different things make you feel.

Have students create different versions of familiar stories or rhymes and then act them out using appropriate voice tone, facial expressions, and body language. Think up happy, surprising, sad, and shocking scenarios. Discuss feelings in each case and discuss body language, facial expressions, and voice tone that is appropriate.

During your opening time each morning, ask the children how they feel and acknowledge their feelings. Set aside a special Quiet Area for when children feel the need to sit quietly or be alone.



Make a chart contrasting things that make you happy with things that make you sad.

Make an experience story each morning with happy news from the class.

Talk about things that make you angry, and what you can do to deal with anger in an appropriate fashion.

When reading stories to the class, discuss the characters' emotions. Use interesting and descriptive vocabulary to describe emotions. You could make a chart of the emotions in the stories, and the situations that caused them.

Can you tell how people are feeling in a variety of ways? Talk about body language and facial expressions that show emotions. Are there inappropriate ways of showing our feelings?

Put feelings into sentences: "I felt _____ when _____."

Play a game! Put cards with these words on the table face down

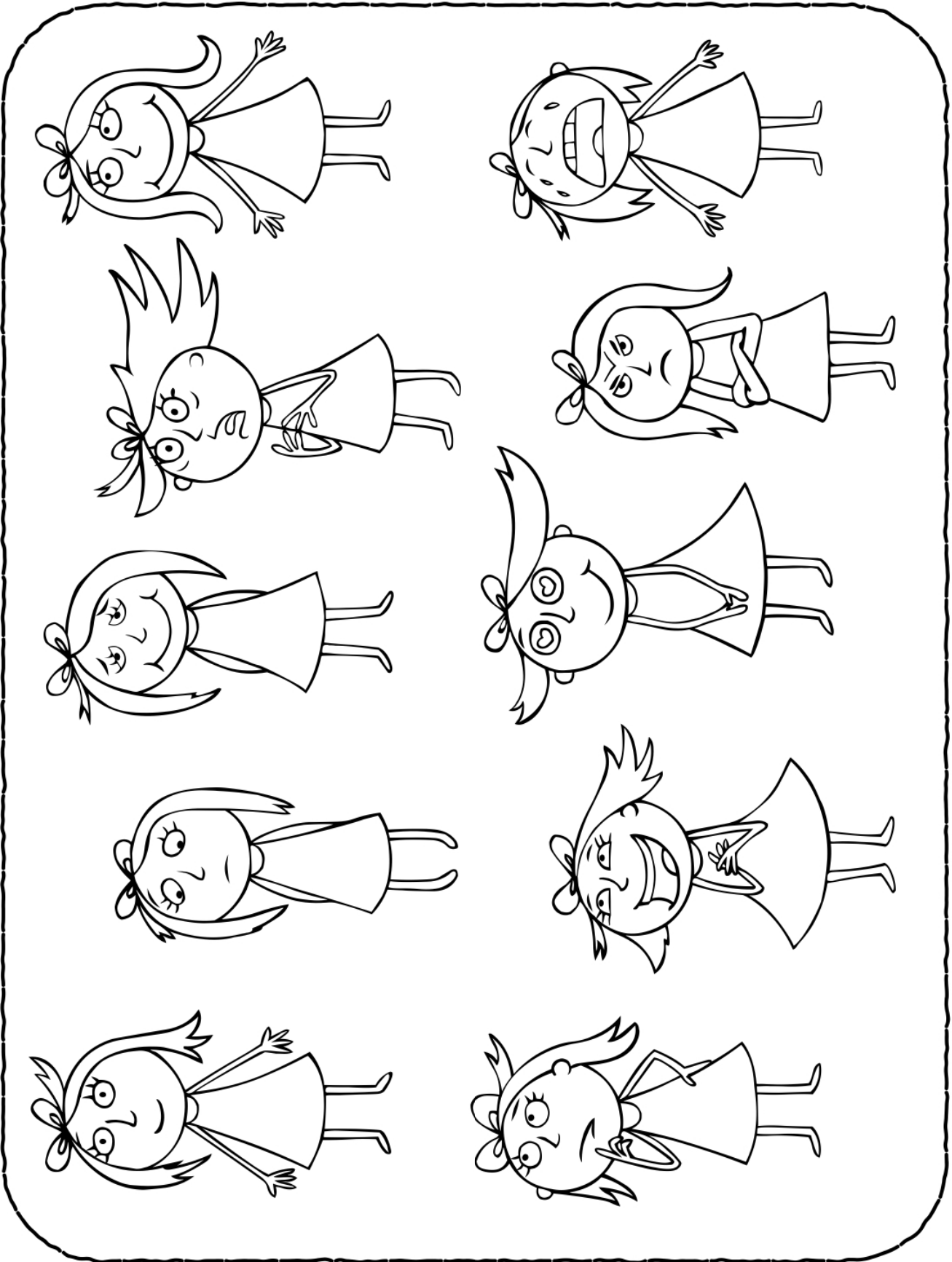
happy, excited, silly, shy, sad, scared, angry, upset, confused (etc.)

Have a child take one from the top of the pile, read the word (or if some children are non-readers, a cartoon illustration with it), and then try to portray that emotion. The other children can guess. Discuss both facial expression and body language.

Make a 'good feelings' book. Brainstorm pleasant feelings: happy, silly, calm, safe, relaxed, proud, excited, joyful, cheerful, etc. What might make us feel these good feelings? Make a list with each word. Draw a picture of each word and the situation that could inspire it.

Sometimes we have to be careful with our feelings so that we do not hurt others. Sometimes our feelings can lead us to do or say hurtful things. Discuss angry or hurt feelings and how we can show them appropriately.







Name _____

I Feel...

Put the feeling word under the matching picture.

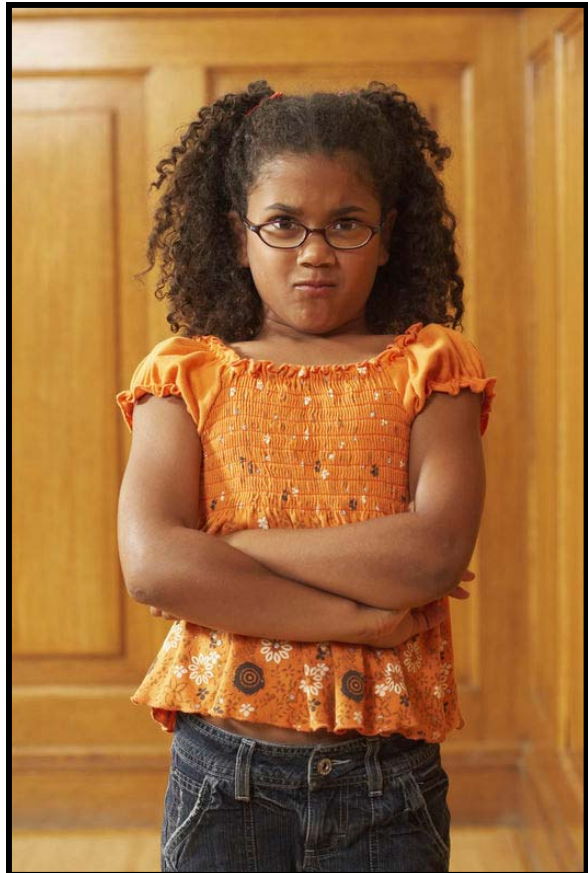


upset	mad	happy
bored	surprised	sad

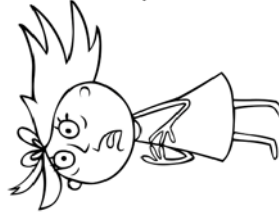
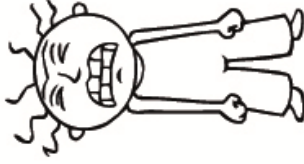
Notes:











Feelings



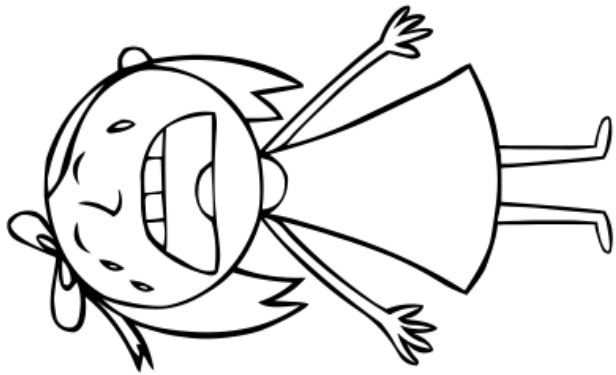
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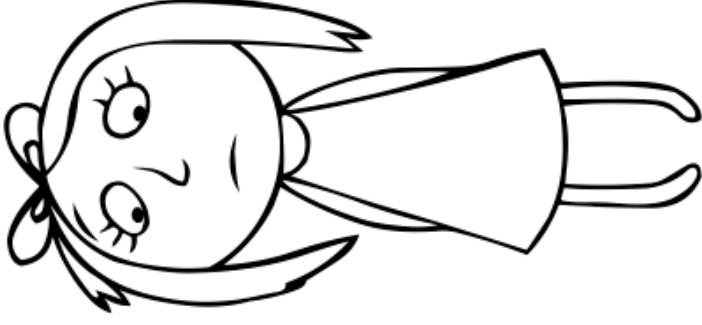
I feel excited when it's
my birthday.

I feel happy when I

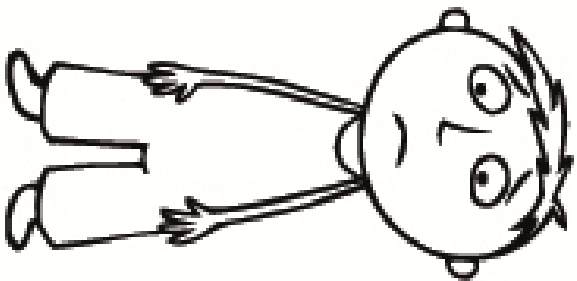
_____.



I feel sad when my
mom's away.

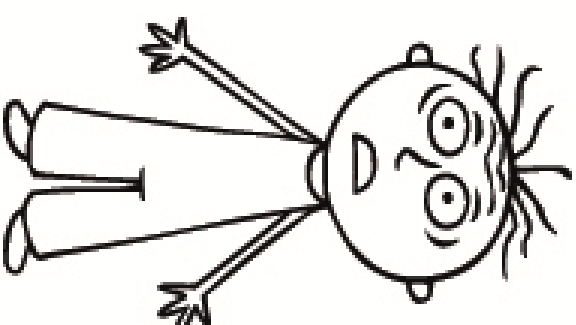


I feel upset when I
can't go out to play.



I feel hurt if someone
is mean.

4



I feel scared at
Halloween!

5

Lesson 4: Being a good friend

Review:

Talk briefly about the different feelings.

Discussion:

What can friends do to make us feel good? What can you do to make your friends feel good? Brainstorm to make a list of things you could say. Compliments, listening to others, playing nicely, sharing, being kind, taking turns, helping, understanding the feelings of others make your friends feel good.

Brainstorm a list of things that friends might do that may hurt our feelings or make us feel sad or upset. When someone says things that hurt your feelings, if someone is bossy and always want his/her own way, if a person doesn't share or play kindly or learned to take turns or help, if someone talks but doesn't listen, and doesn't think about your feelings, you will not enjoy playing or working with them.

Talk about conflicts the children may have on the playground. (This is done in depth in the chapter on healthy relationships, with lessons on tattling, bullying, etc. You can use any of those lessons when needed.) Feelings are hurt when someone is excluded from play. Talk about good friends including everyone, so everyone feels happy about the play.

Think of conflict situations in stories you have read to the children, and discuss how the conflicts were solved. Talking about them, with both parties listening as well as talking, helps! Use 'I feel....' sentences - sentences beginning with 'I feel', rather than accusing sentences beginning with the name of someone else.

If your class needs further lessons on any part of conflict resolution or about friendship, add them at any time.

Activity:

Do the drawing page - the child him/herself and a friend. Put the friend's name in the blank. Most students can copy one of the 'feel good' things from the list above.

Follow-Up Exercise:

Read the little book together, as a guided reading lesson.



Additional Activities:

Do role play of various situations and how the conflicts can be handled.

Grade One Friends

_____ and _____ have
_____ ears
_____ noses
_____ smiles
_____ buttons
_____ pockets
_____ shoes
and one good friendship!



Good Words, Good Actions

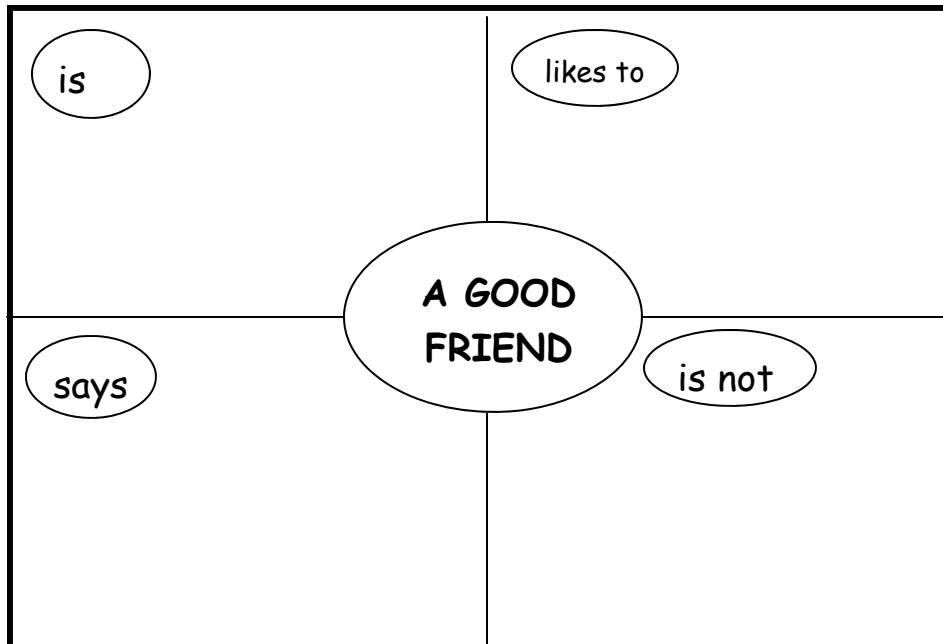
Words have a lot of power! Kind words make others feel happy and strong, and unkind words can hurt and make others feel small and unhappy.

Brainstorm a list of things to say that are kind!

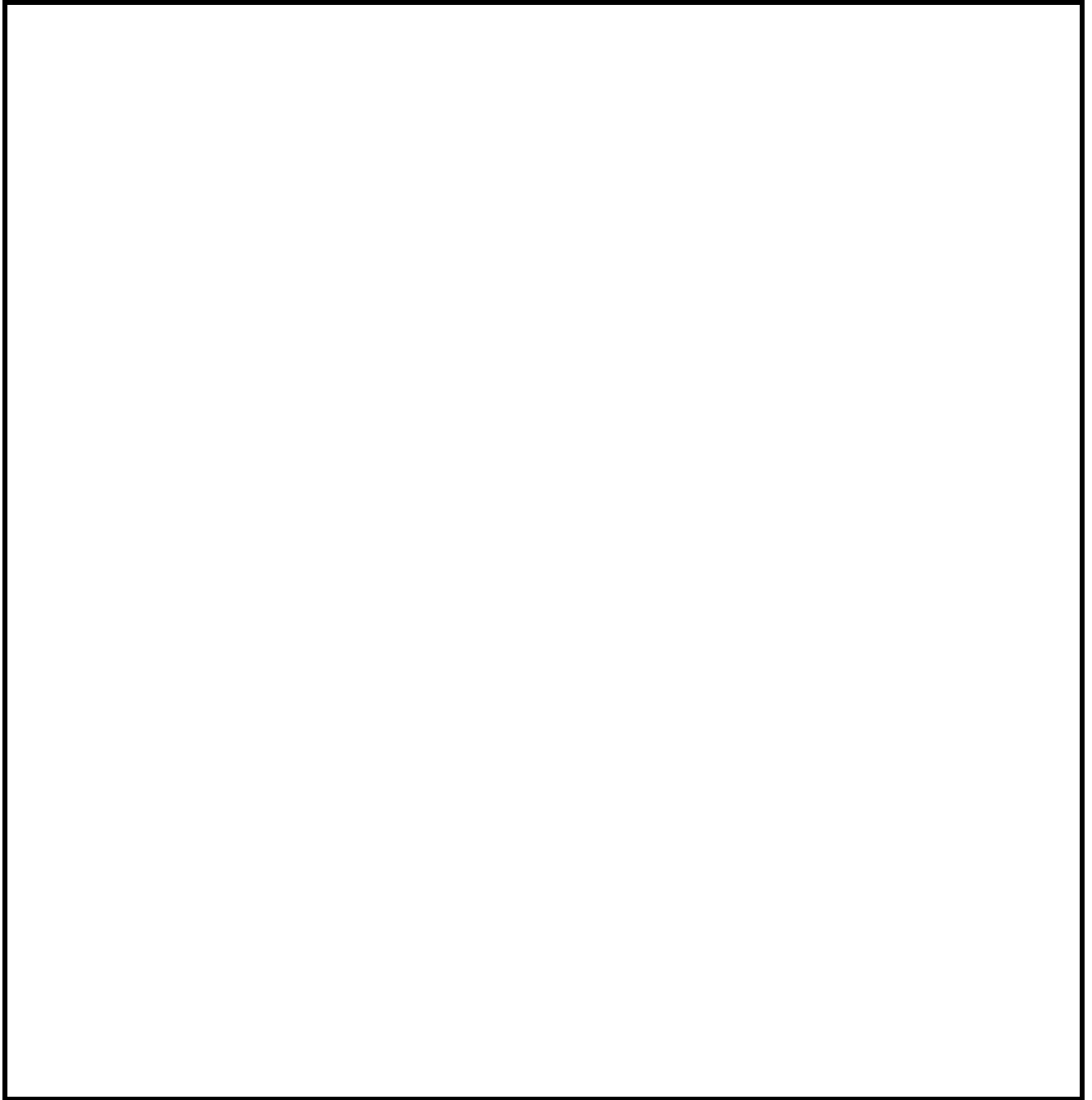
Actions have power, too! How does a smile make you feel? The actions you do can make your friends feel happy and strong.

Do role play of a number of situations. Tattling, excluding a friend, saying good things to a friend, etc.

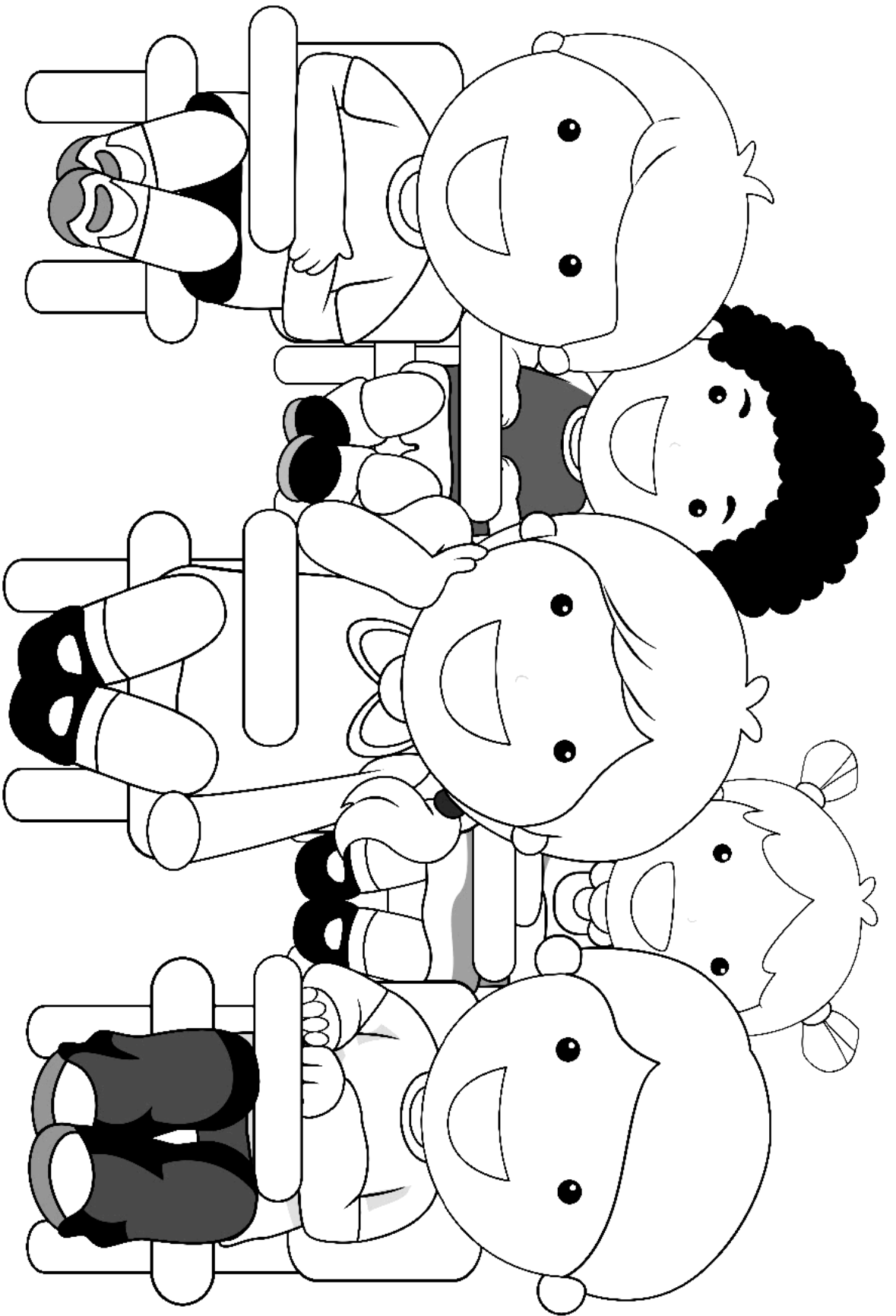
Brainstorm words for the chart below.



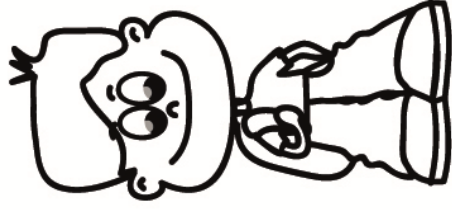
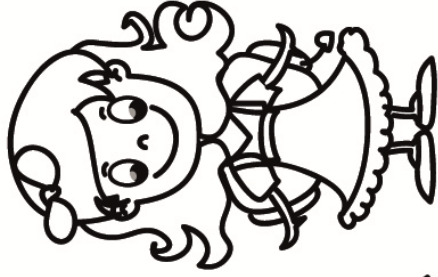
Name



_____ is a good friend because _____

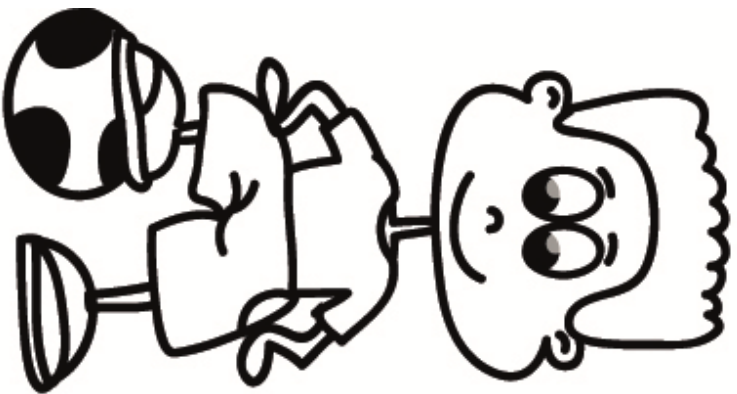


We have good friends at school!



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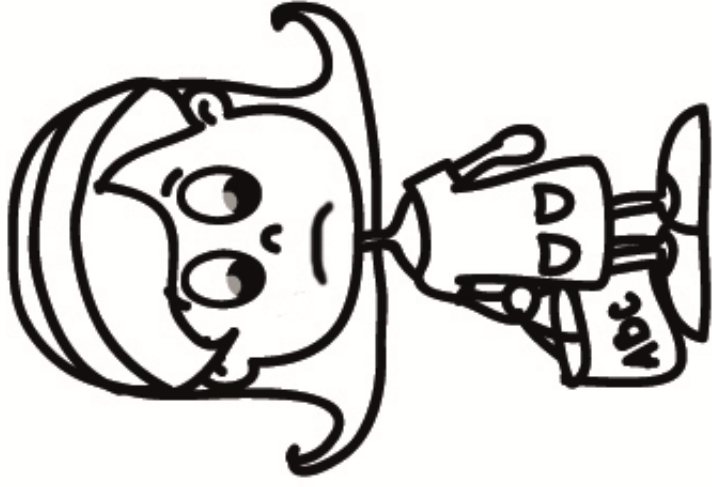
Cool Friends



It's cool to share the
things you like.



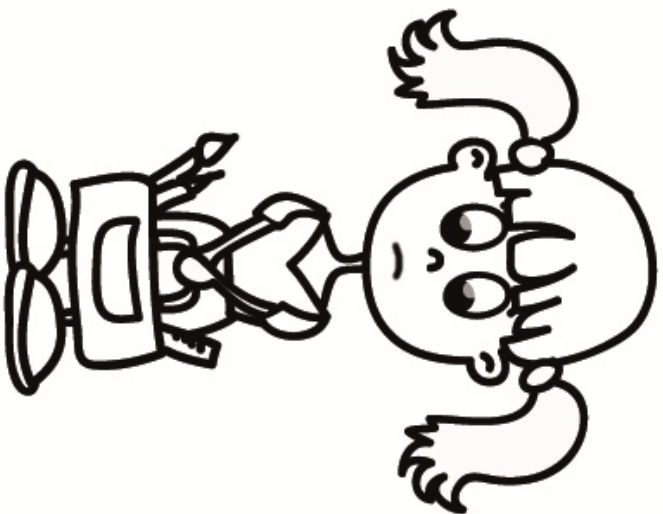
It's cool to be
a good friend!



It's not cool to say
mean things.



It's not cool to call
kids names.



It's cool to say
"I'm sorry" when
you make a mistake.

4



It's cool to let
everyone play!

5

Lesson 5: Feeling Great

Review:

Talk briefly about the different feelings and what good friends do.

Discussion:

What do people do to make you feel great? Do your family members say and do things that make you feel great? Do your friends make you feel great?

How do you feel when people say good things to you? It can give you a little happy glow inside! What people say to you matters, and what they do matters, too. What are some things people do that make you feel great? Brainstorm a list.....

I feel great

- when people help me.
- when friends ask me to play with them.
- when a friend shares with me.
- when someone listens to me if I am feeling sad.
- when someone says, "I'm sorry."
- when friends say nice things to me.
- when I get praised for something good I have done. Etc.



Then, talk about how you feel when you make others feel great! Being a good friend will make you happy, too! Do you know that being a good friend will help you to have lots of friends? It is like a smile.....

- You can never give a smile away
- No matter what you do.
- Every time you smile at me
- I'll give it back to you!

Every time you make someone else feel great, you get something back that makes you feel great.

Activity:

Read the little book together, as a guided reading lesson. Talk about the things mentioned in the little book do these things make you feel great?

Follow-Up Exercise:

Draw a picture about something that makes you feel great. Finish the sentence below the story, with or without teacher help. On the 'I FEEL GREAT!' page, draw yourself with a big smile.

Additional Activities:

You can also use 'Feeling big, feeling small' as a way to illustrate the way we feel at different times. This lesson is from BC LifeSkills Book One.

The BC LifeSkills book uses this example, "I feel big when my older brother lets me use his computer. I feel small when my legs get caught in the skipping rope." This lesson could be much expanded from the one in this book. Children could be taught that some things that happen make you feel big and give you power. Some things that happen make you feel small - hurt or embarrassed. This happens to everyone! Even adults have this happen.

Brainstorm things that make you feel big, and things that make you feel small. Try to make the connection that when we make someone else feel needed or happy or included - we are also making ourselves feel big, too.

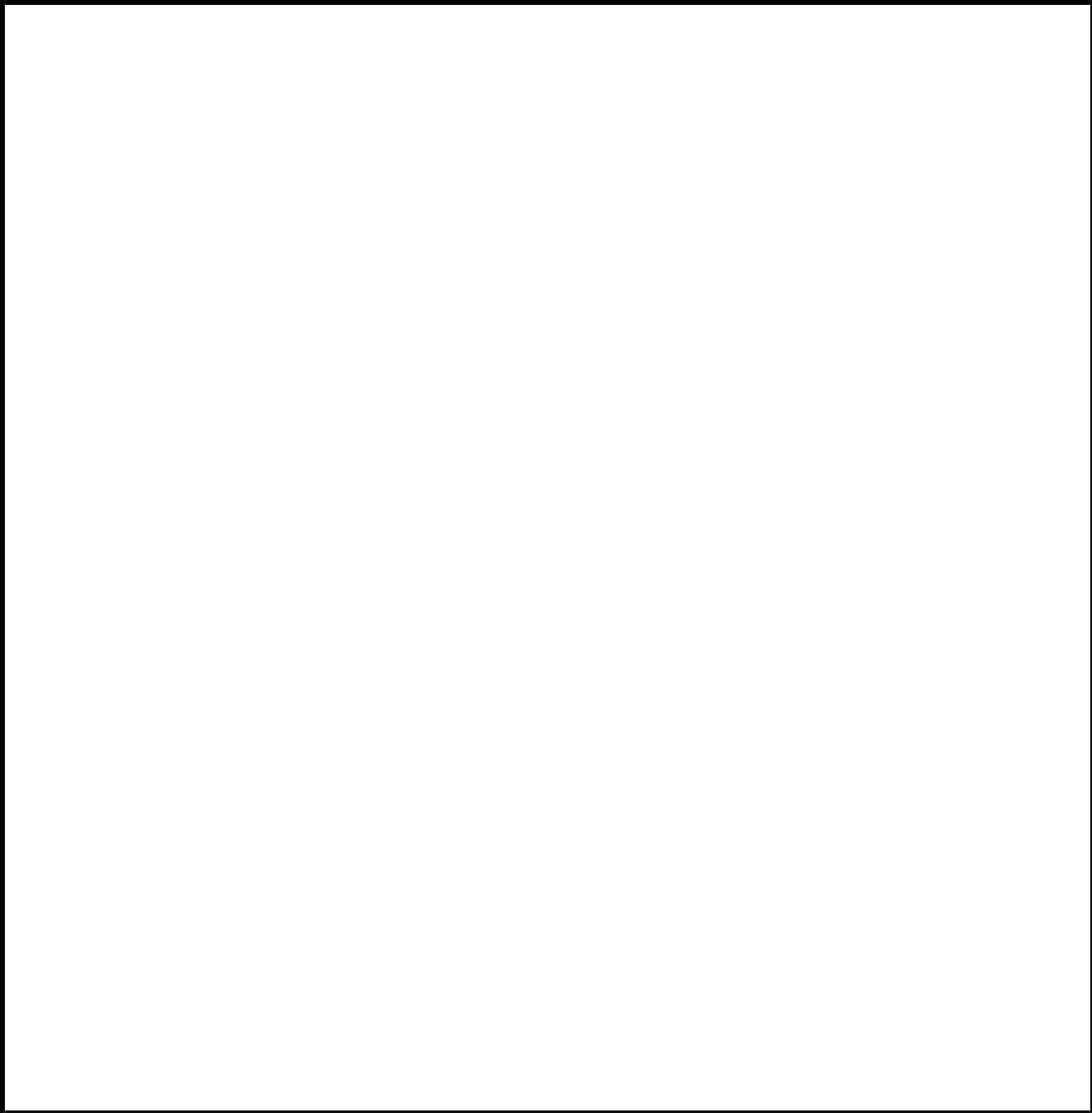
When you are reading the daily story to the class, pick out things that make the characters feel big or small. Ask, "How does _____ feel now?" "How would you feel if it happened to you?"

What about people who are bullies? They say mean things or do mean things to make themselves feel bigger. Do you think this works? It may make them feel more powerful at the time, but it does not make them feel big in a happy way. Remember, like the smile, what you do comes back to you.

Use a basket or bucket - when you do something nice or someone does something nice to you, your basket gets filled.



Name

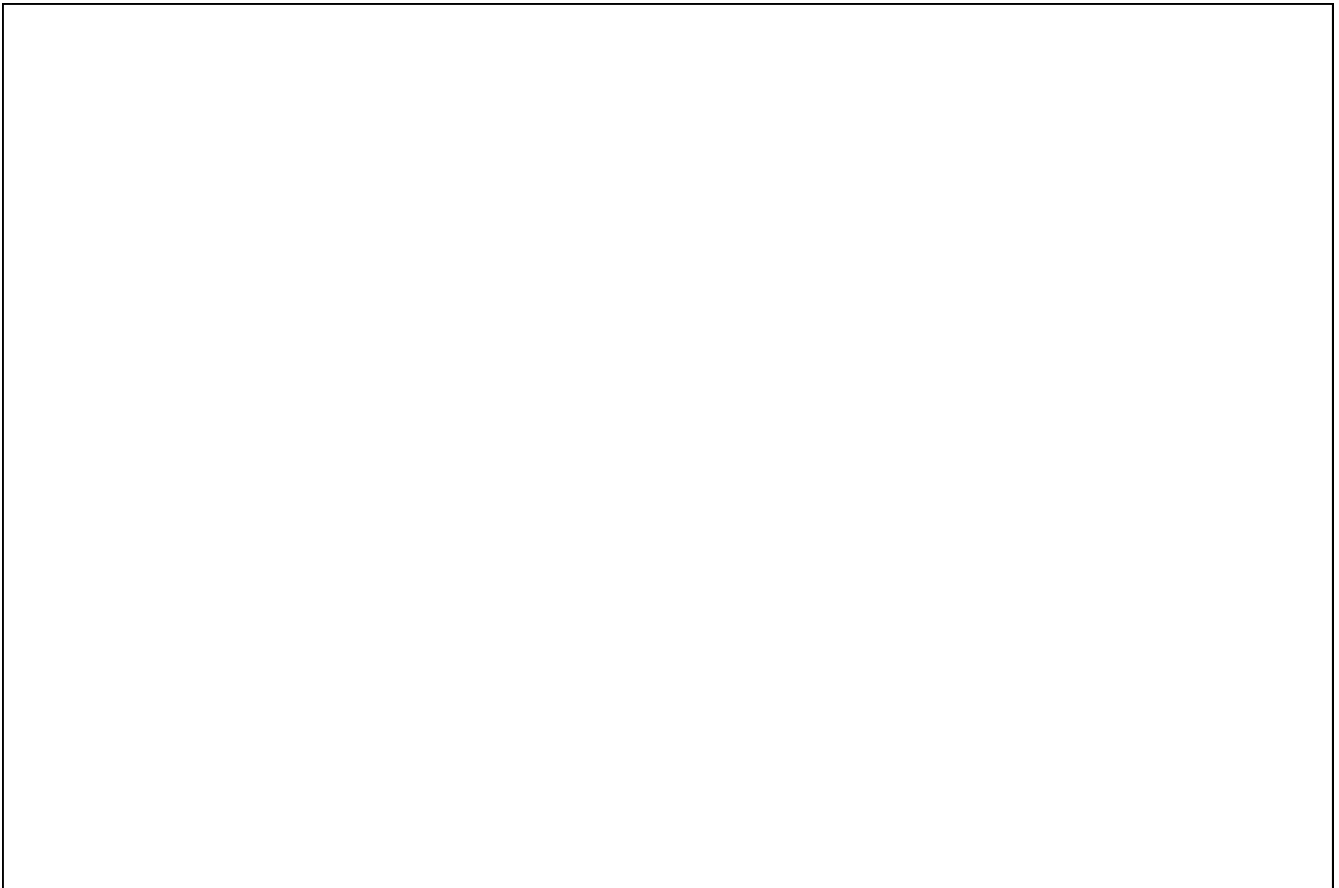


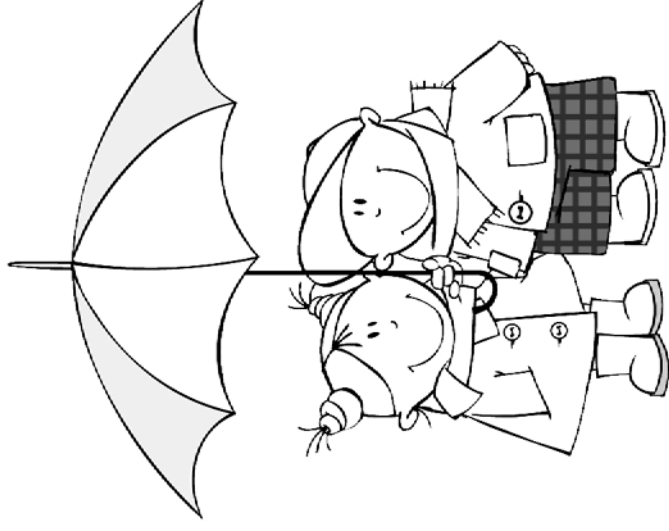
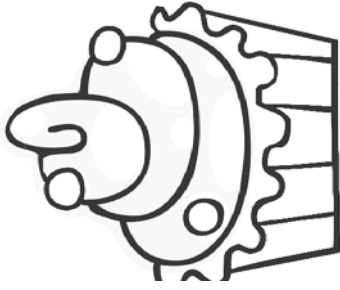
I feel great when _____

Name _____

I FEEL

GREAT!

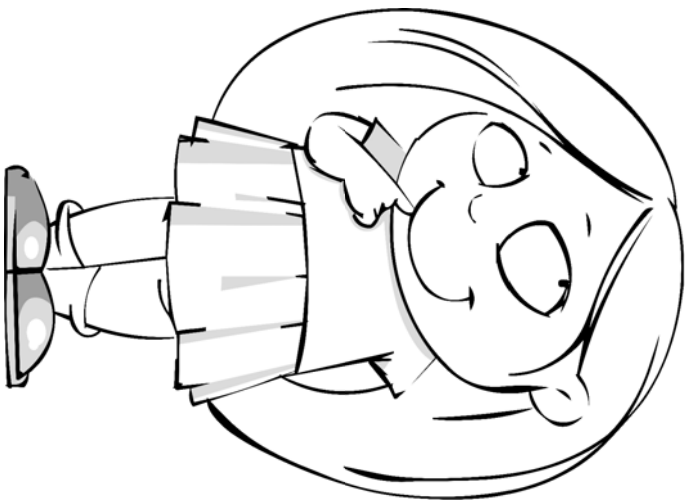




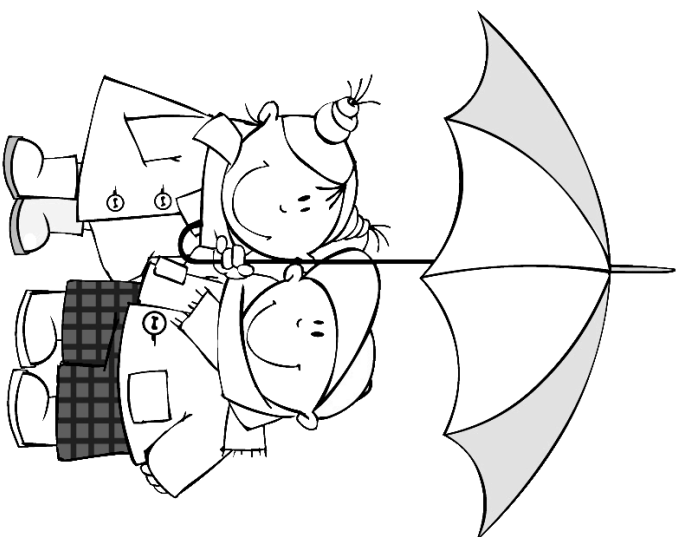
Primary
Success
Publications

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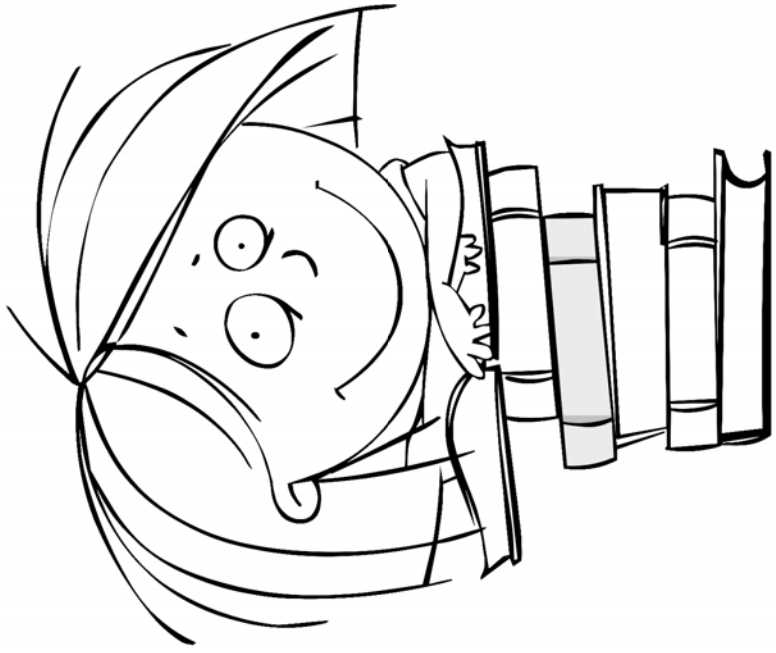
Feeling Great



**I feel great when my
friend says she likes
my dress.**



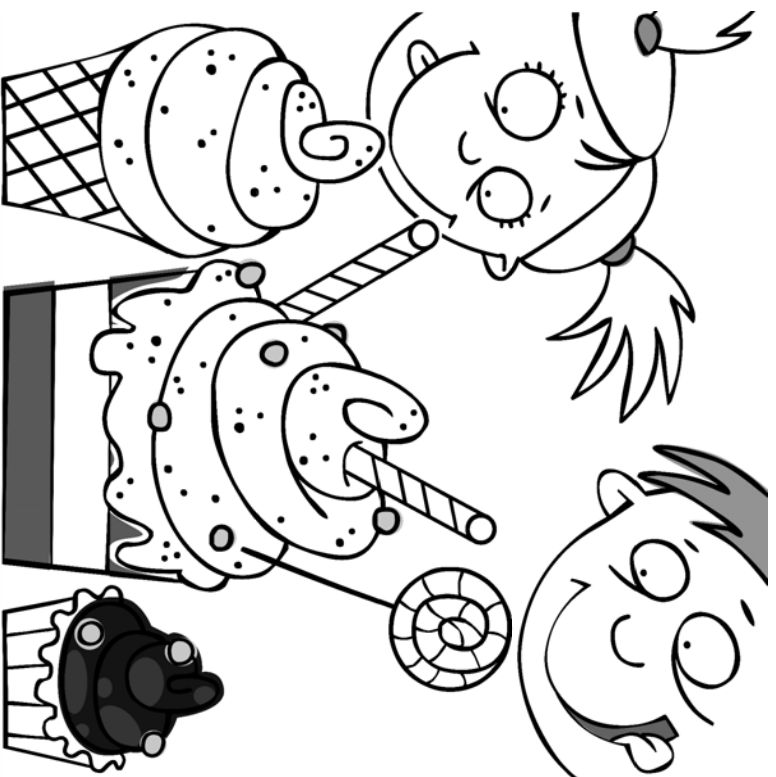
**I feel great when I am
a good friend!**



I feel great when my
teacher tells me I'm
a good reader.

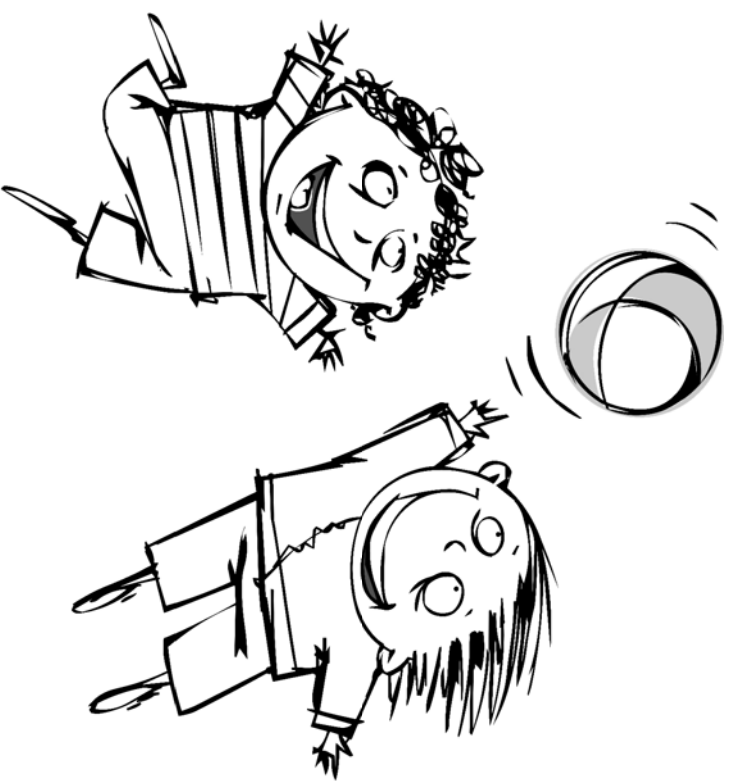


I feel great when my
mom says "good job!"
when I clean my room.



I feel great when
my friend and I
share a treat!

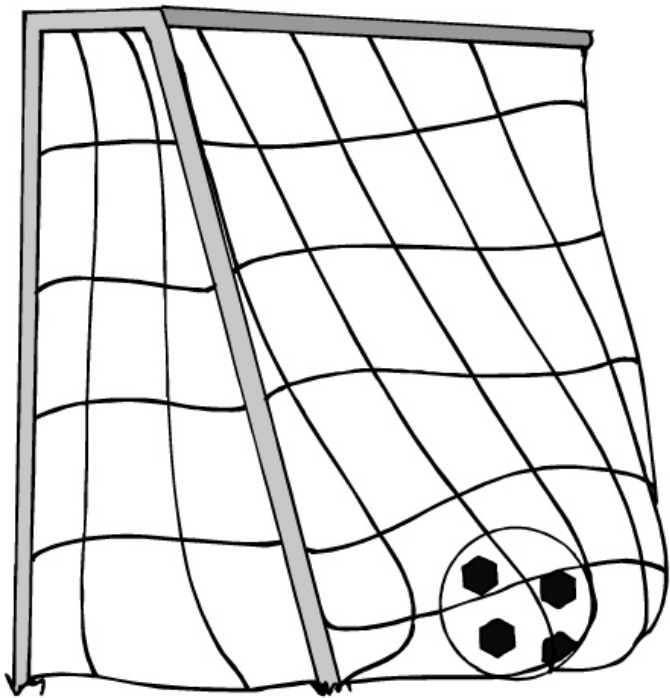
4



I feel great when my
friends invite me
to play.

5

Goals and Decisions



The lessons on goals and decision making can be repeated through the year, as well as the lessons on the people in the family, school and community that can help when serious decisions must be made or advice is needed.

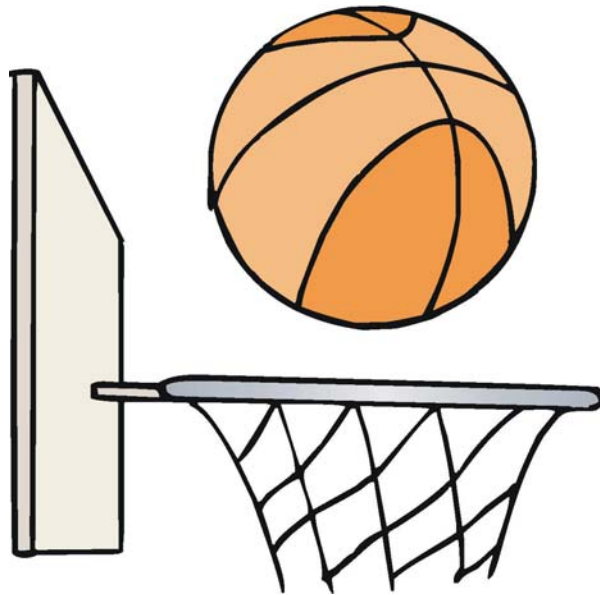
Expected Outcomes for this unit:

This unit teaches the meaning of a 'goal' and talks about personal and group goals. There are steps to follow when we make a goal for ourselves. Learn why we set goals for personal or group accomplishments.

What is a decision? Who can help us make good decisions? People in the family, in the school and in the community can help us when there is a problem.

Vocabulary to learn:

- goal
- decision
- community
- practice
- plan
- steps
- helpers
- community



Lesson 6: What is a goal?

Review:

Briefly discuss being a good friend, what good friends do, and how this makes us feel.

Discussion:

What is a goal? Talk about goals in hockey or soccer. This the 'end result' of some hard work! In games the players must work together and play well to score a goal.

If we are talking about goals in other things - it means to finish something that we have had to work to accomplish. Talk about a couple of your goals - how you worked hard in university to become a teacher, how you learned to bake a pie or to skate, how you accomplished something that took work and planning. Just like in a game - if we don't finish what we start, we did not score! A goal is successful if it is completed.

For example - perhaps a girl or boy could have a goal of learning to skip. Learning to skip takes a lot of work and practice..... for a long time you might not be able to turn the rope and jump at the right time, but if you practice each day, soon you will learn. If your goal was to skip 20 times without stopping and you did it - you have successfully reached your goal. Perhaps a girl or boy wanted to be able to turn a cartwheel well. If he or she practiced every day - it still might take a long time, but it can be done. A person should be pleased and proud when it is well done.

There are steps in setting a goal. You must know what is at the end, and that must be realistic and there must be a criteria to measure success. It needs to be broken down into smaller steps, a timeline is needed, the sources for help known, the steps carried out and then the success evaluated. And be proud of the success, too! Discuss whether any of your students have had goals, and how they were reached. What was your goal? What did you have to do? Did someone help you? How did you know when you reached your goal? How long did it take? Was that longer or shorter than you thought it would be?

Activity:

Decide on a manageable goal for the class. Go through the steps above, and decide how it can be accomplished. See the next page for ideas.

Follow-Up Exercise:

Read the little book. You could enlarge each page on the copier, and use the pages as a wall story or as a 'big book' on your chart stand. Teach the words. Discuss the little poem and memorize it. Each child can have a copy, and they can read it to each other - friends reading together!



Discussion of the goal.....

1. Choose a goal. Why this goal? (It will be fun, help us to become good readers, more healthy, etc.)
3. Break the goal down into manageable short term steps. (What should we try to do each day? Week?)
4. Create a timeline. (How long will it probably take us to reach the goal?)
5. Identify challenges and ways to overcome them. (What could go wrong?... rain, holidays, etc.)
6. Will we need help and support from others? Who might help us?
7. Work to attain the goal.
8. Evaluate and adjust the time line or other facets as needed.

Possible Goals for the Class

Reading goals - set a number of books to read by a certain date. The students could have paper slips to take home and the parents could sign that books have been read, listing the titles, etc. Make a graph - perhaps with a racing car on a track to show how many the class has read, moving it forward for each book. Have a smaller goal of so many a week for the whole class, and at the end of the week discuss this with the children and see if that is a sensible amount - and extend that to the end of the time you have allotted.

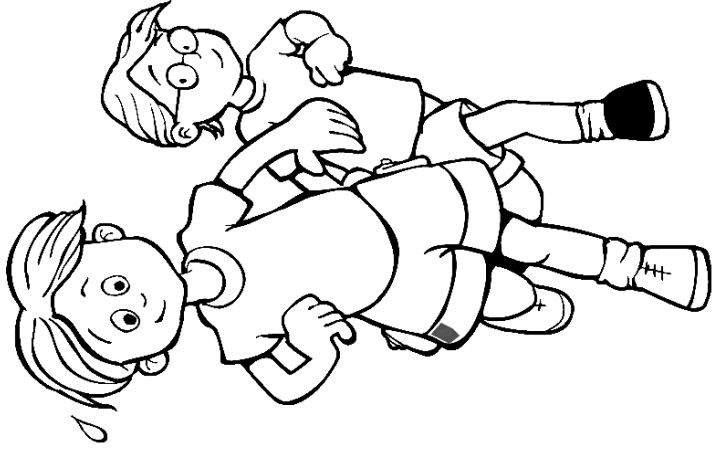
Run, run, run! Measure how many laps around the field or the school yard makes one kilometre. If the class set a goal of 100 kilometres a week, can it be done? Have a cut-out runner on a strip of 'highway' and move it each day with the kilometres run. Students who are unable to run can add the kilometres and look after the chart - and cheer, of course. This is the little book for the lesson.

Run to! Think of a place where the class would like to go, find out the kilometres and run that far as a class. Run to a nearby city or vacation place. If they make the goal, have a day reading and writing about the place, looking at pictures and discussing it. Have food treats, etc.

Additional Activities:

Talk further about goals. Goals can be short-term or long-term..... A goal could be something you want to get done today - clean your bedroom, mow the lawn, make cookies. A goal can be something you achieve over many years - learn how to be a teacher, be a great hockey player, write a book, etc.





Our Goal



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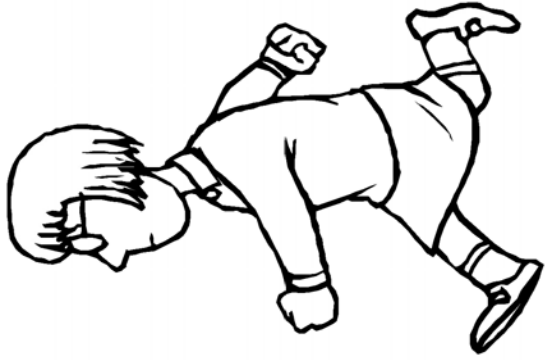
The class likes to run!
We wanted to have a goal.
The teacher said that running
four times around the school
field is one kilometre.

2



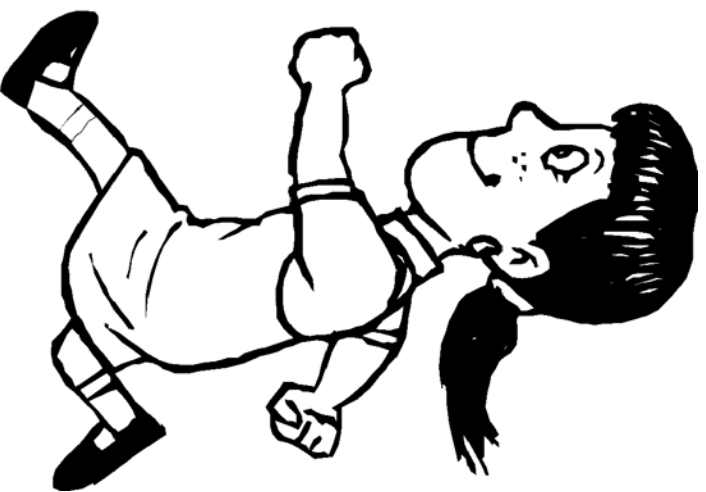
By Thursday afternoon we had
run 82 kilometres.
Friday is our last day.
Do you think we will run 100?
Yes! We made our goal.
Even the Principal helped us.
It was fun, too!

7



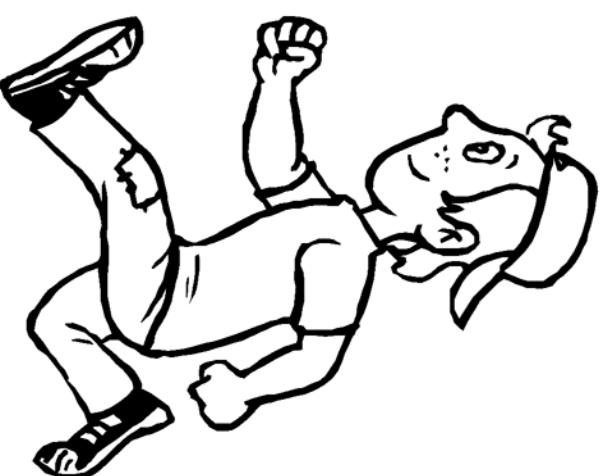
Everyone in the class ran every day at noon and in P.E., too. Our teacher ran, too! Every day we added the times we ran around the field. Four times around the field is one kilometre!

Let's have a goal!
Can we run 100 kilometres in one week if we all help?



There are 5 school days this week.
If we ran 20 kilometres each day that would be 100 kilometres.
Can we do that?

4



Liz cannot run, as she has a sore knee.
Mike is a very good runner and he likes to run and run.
Jenna likes to run and run, too.
I think we can run 20 kilometres each day!

5

Lesson 7: Practice Makes Perfect

Review:

Talk briefly about the word 'goal' and discuss the goal on which the class is working.

Discussion:

Talk about any sports team that individual students have joined - or other extra-curricular activities, They may go to hockey practice, gymnastics or dance practices, etc. What does the word 'practice' mean?

Why do we practice hockey, music, dancing or gymnastics? To improve our skills, of course, and as we practice we improve and find it easier to do. Have the students tell you about some things they have done where practice has improved the performance. We may practice running or skating or swimming - and we also practice reading and math and other skills in school. The more we practice, the better we are able to do it!

Print on a chart (or whiteboard) - "I practiced and practiced and now I can _____." Brainstorm words that will fit in the sentence..... skip, do a cartwheel, skate, spell a list of words, add to 10, play the piano, read, etc. We can learn to do things with practice that we can't do in the beginning..

Sometimes we hear people say "I can't _____." What are some things you can't do that you would like to do? How might we be able to do this? Yes, by lots of practice! Practicing helps us to reach our goals. What is wrong with saying "I can't"? Change it to "I can if I practice!"

Connect the word and action of practicing with the class goal from the previous lesson. If, for example, the goal was to run a certain distance - the more each person runs, the easier it will be.

Talk about the saying "Practice Makes Perfect".

Activity:

Read the little book together.

Follow-Up Exercise:

Draw a picture of something that you have practiced.

On the picture page, the children can colour the things they would like to be able to do.



Additional Activities:

Talk about practicing reading, and why reading at home every night helps each person to become a better reader. Teachers ask students to read at home every day so they will become better readers. We can practice reading in class, too.

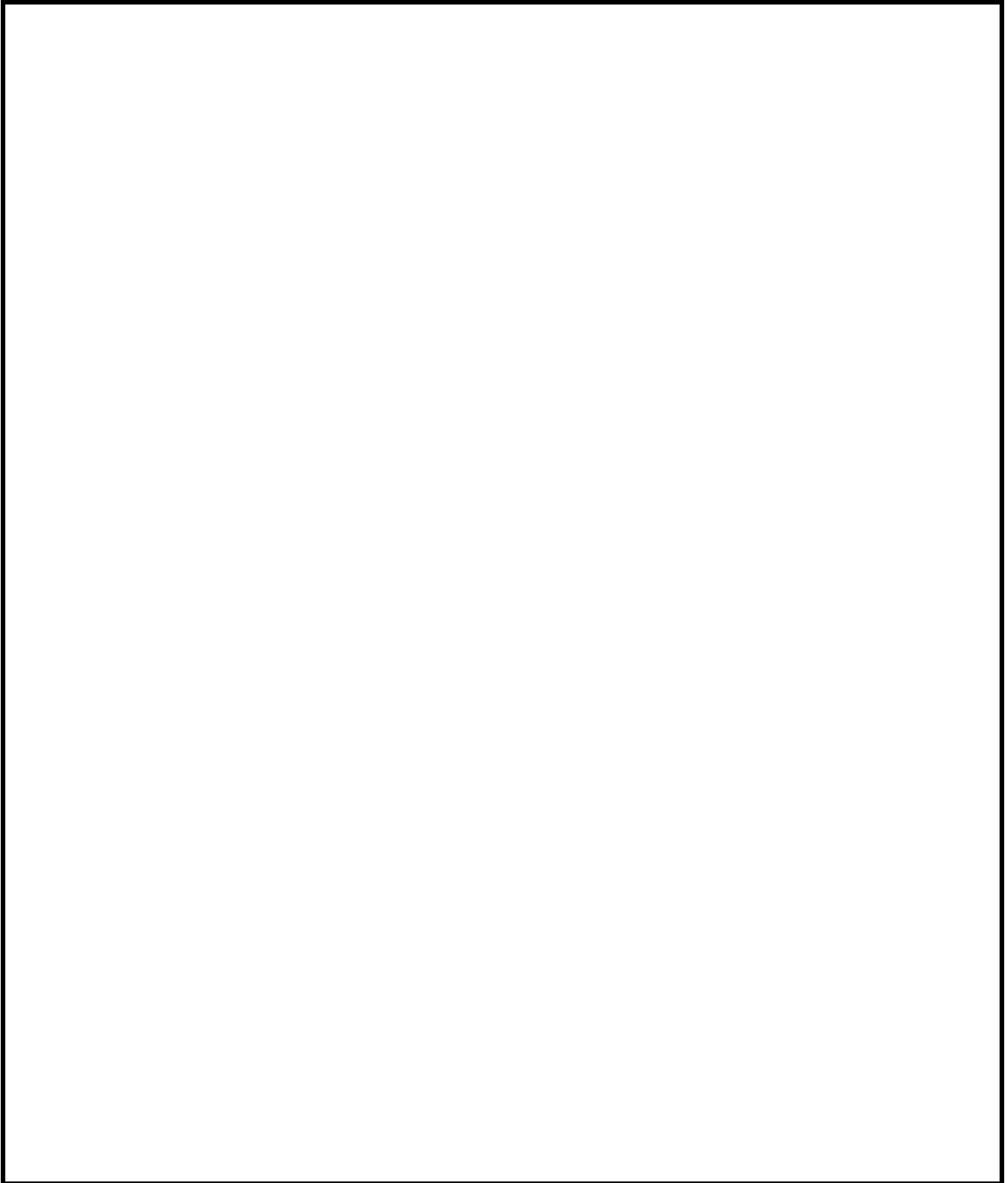
Do an exercise in gym - it could be skipping or bouncing a ball, jumping jacks or other skill. Practice it every gym period. Have each student keep a record of the number of times the skill is done. Can the students see improvement?

Is there something each student wants to draw well? Spend a minute every day to practice. Is the drawing improving?

Sing every day with your class! If you do, both you and your students will see that the practice has improved the singing.



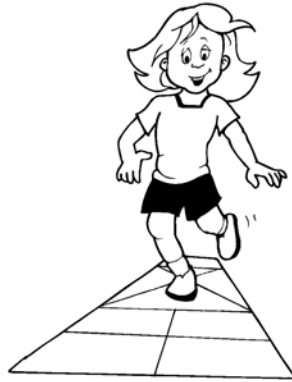
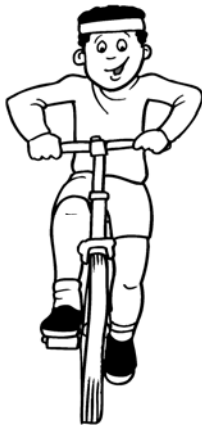
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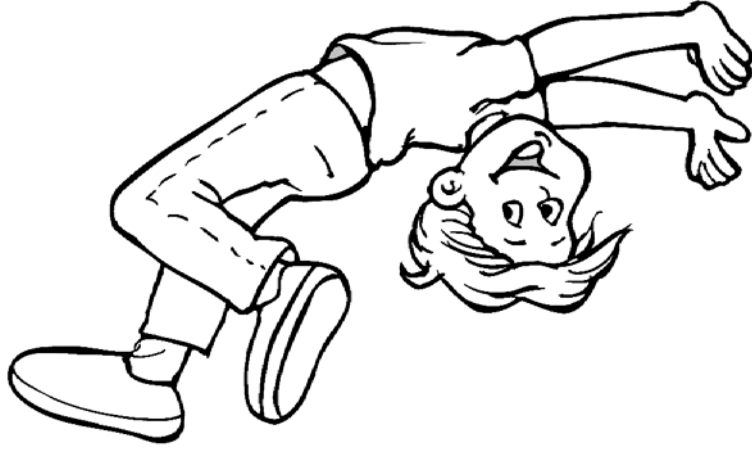


I like to practice _____.

Things We Practice

Name _____

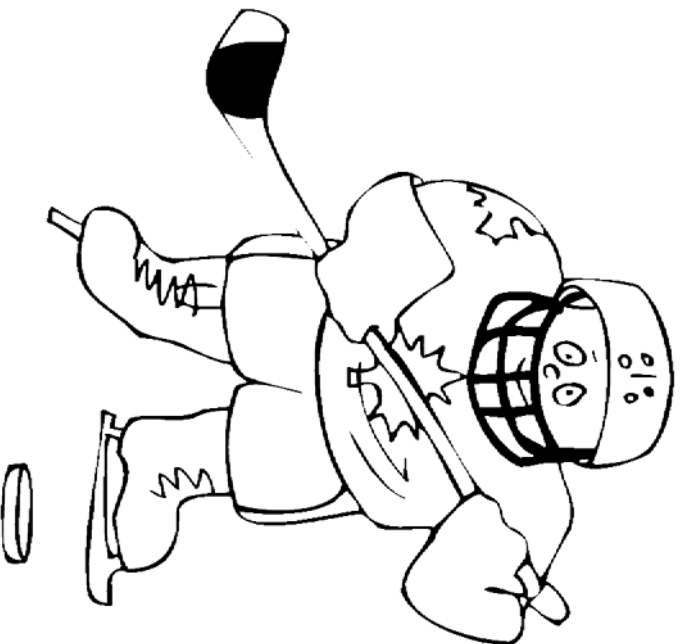




I Practiced And Practiced



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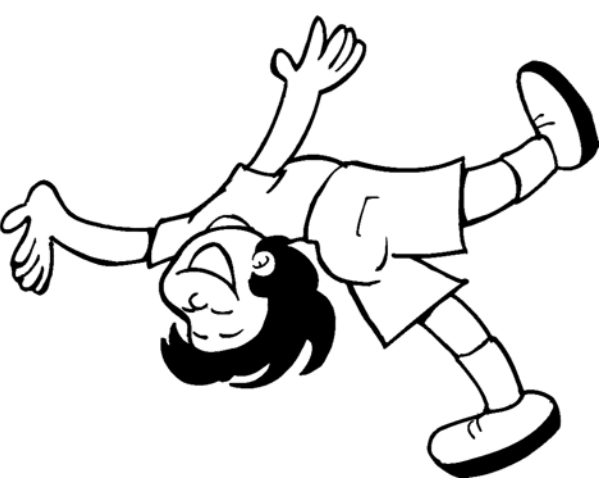
I wanted to be on a hockey
team.

I practiced and practiced!
I went to hockey practices and

I tried my best.

Now I am on a team!

2



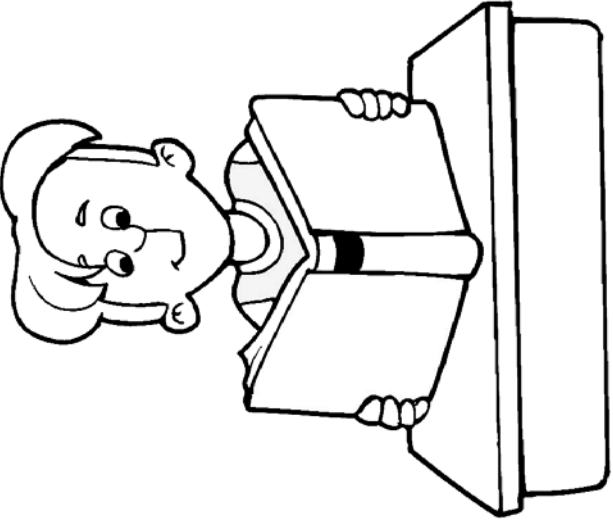
My goal was to do a cartwheel.
It was hard to do.
I fell down lots of times.

I practiced and practiced!

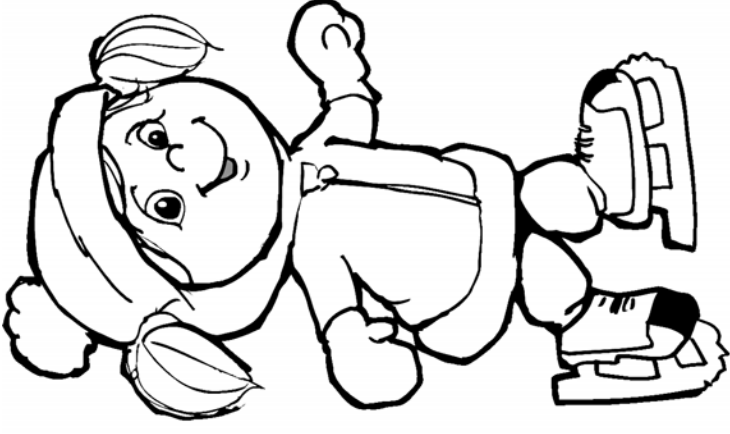
Now I can do a cartwheel and
it is fun!

Can you do a cartwheel?

7



I wanted to learn to read well.
My teacher said that I had to
practice reading, too.
I practiced reading every day.
I practiced and practiced!
Now I can read lots of books.

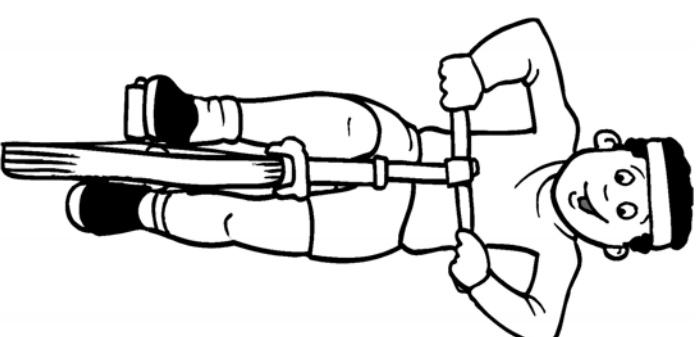


My goal was to learn to skate.
I took lessons every Saturday
and I practiced a lot.
I practiced and practiced.
Now I can skate fast!



I have a new skipping rope.
My friend can skip and I wanted
to skip, too.
I practiced and practiced.
Now I can skip 100 times!
I like skipping!

4



I got a new bike, but I didn't
know how to ride it.
My brother helped me.
I practiced and practiced.
Now I can ride my bike and go
with my brother!

5

Lesson 8: School Helpers

Review:

Talk briefly about the word 'goal' and what it means.

Discussion:

Teach the words 'decide' and 'decision'. When we make a goal, we have to decide or make a decision about what to do. Sometimes we need help to make this decision.

If this is a goal we make at home, who would help? Parents, brothers and sisters, other relatives and friends could help. If the goal was to keep your bedroom tidy - who would help you with this decision and this goal? If your goal was to learn to catch a ball, who would help? If your goal was to read every night and improve your reading, who might help you at home? People at home can help you make the goal easier and help you if you have problems.

We are talking about goals at school. Who can help with these goals? If our goal is to run 100 kilometres, who at school might help us with the goal? With what might we need help? Another teacher or the principal might tell us how far one kilometre is on the school grounds. Teachers may run with us and help us to be encouraged as we practice. The recess monitor may keep track of our running. Other students in the school may run with us or cheer us on.

If our goal was to read 100 books - who in the school could help us? If the goal was for everyone in the class to learn to skip - who in the school might help? The librarian might help us choose books, the teacher would help, and maybe the principal or other teachers. If the goal was to decorate the hall for Halloween, who might help or give advice?

At the end of the project, the goal should be discussed. Did you make good decisions?

This will tie in with the unit in Social Studies about our school. The lessons can be blended to fit with both Health and Careers and Social Studies.

Activity:

Read the little book together, as a guided reading lesson. Talk about the school helpers, and how they can help with goal decisions and accomplishing our goals. These school people can help in other ways, too. Talk about the ways they help us every day.

Follow-Up Exercise:

Draw a picture of your favourite school helper.



Additional Activities:

Who can the students go to at school for information and assistance? Make a list - teachers, assistants, counsellors, principals, playground monitors, etc..

Talk about the immediate family as the closest helpers, the first people for children to go to for help for many things. The parents, siblings, other relatives can help the child solve many problems, and also help with goals.

Of course, the people in the school can help children in many ways. They are always there if children have problems. Have the children brainstorm when you would talk to a playground monitor, to your teacher, to the librarian, the principal, etc. Talk about some of the problems that the children might have and who you would talk to about that problem.

Have the different people in the school into the classroom to talk about their work, and how they can help the students. The principal, secretary, librarian, etc., can talk about their jobs and the things they do. Can they be of help to achieve goals?

The students can make a picture with themselves in the centre, family members, the closest people in the school nearest, and then further out the people who are also there to help.

Make up charts or books about the different school personnel. The students can interview the person to learn what they do, and then write about it.

Successful Social Studies Grade One has more on the school and the people who work there.

There are two little books..... The second one has no pictures. You could take photos of the people at your school and add them to the book.



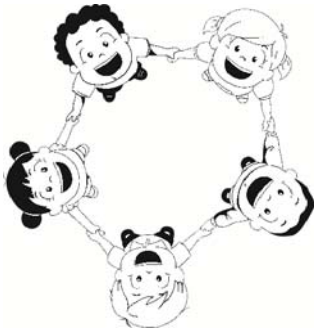
Name

A large, empty rectangular box with a black border, occupying most of the page. It is intended for a student to draw or write their name and other information.

Here are some school helpers!

Notes:

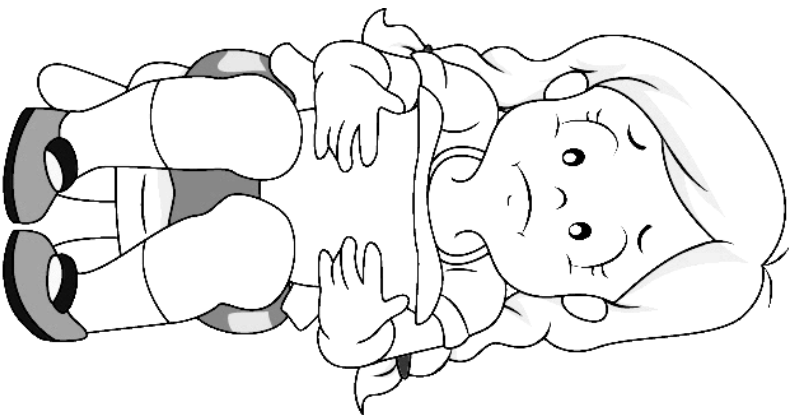




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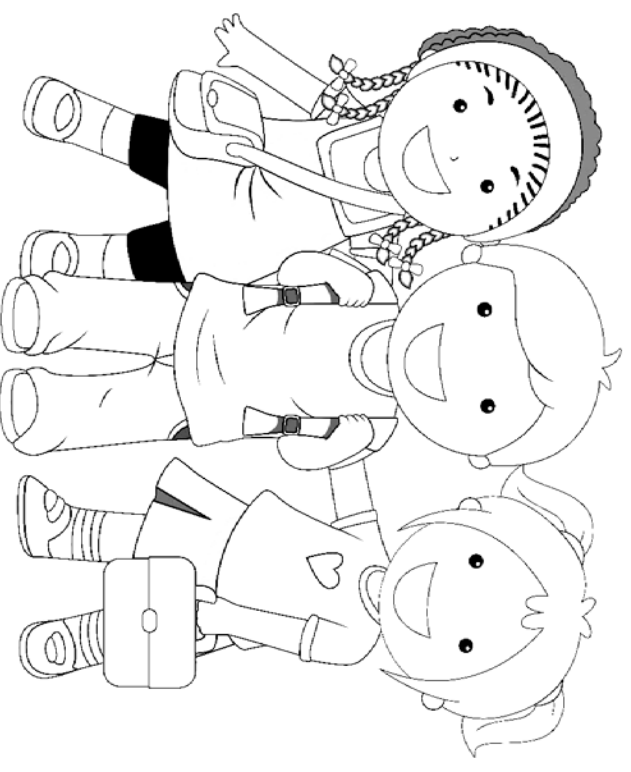


At School



Sometimes at school we
need help. Who can help?

2



Lots of people can help
at school!

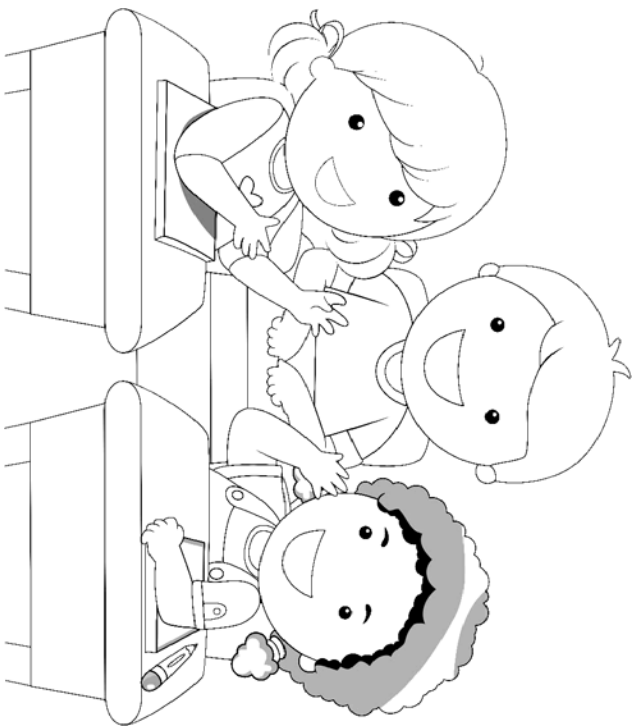
7



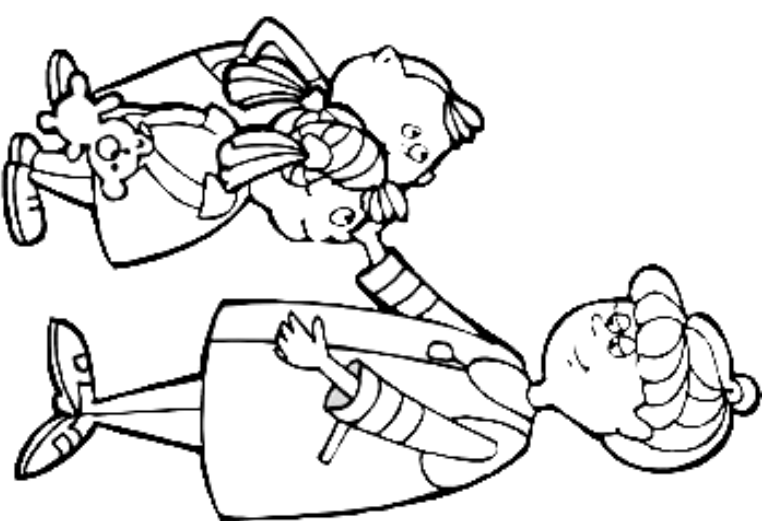
The principal can help.
I can talk to the
principal.



My teacher can help.
I can talk to my teacher.



**My friends can help.
I can talk to my friends.**



**The playground adult can
help at recess.
I can talk to the adult on
the playground.**

This is my school.

At School



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Me! I am at school.

Sometimes at school we
need help. Who can help?

Lots of people can help
at school!

This is my principal.

This is my teacher.

The principal can help.

I can talk to _____.

My teacher can help.

I can talk to _____.

This is my friend.

This is the playground.

My friends can help.
I can talk to my friend

_____.

On the playground I can
talk to _____

_____.

Lesson 9: Community Helpers

Review:

Talk briefly about the word 'goal' and what it means.

Discussion:

Review the words 'decide' and 'decision'. When we make a goal, we have to decide or make a decision about what to do. Sometimes we need help to make this decision.

Sometimes the people in the community can help with the class or individual goals - or in other ways. With what kind of goal could a policeman help? A fireman? A nurse or doctor? A dietician? Someone trained in fitness? A librarian? A dentist? A teacher?

Collect books from your school library on community helpers. Read these together, and talk about the different jobs, duties and equipment. What do these people wear? Think of things that go with each work - clothing, tools, building, vehicles, etc.

How do some of the people in the community help us with our goals? Coaches for hockey players, dance and gymnastic teachers can help with goals. Community librarians can help us to find books for a reading goal. People in the community help us to learn many skills.

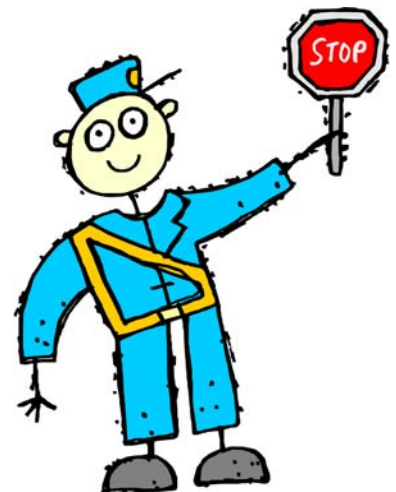
While some community helpers do not actually help with goals, learning about their jobs fits with Social Studies and our community. If possible, visit your local fire station, police station or clinic and talk to these helpers about their jobs. Would you like to do this job some day? If you go to visit a helper, take pictures and when you return to the classroom write a chart story and illustrate with the photos.

Activity:

Read the first little book together, as a guided reading lesson. Talk about the helpers in the community, and how they help us and our families.

Follow-Up Exercise:

The second little book can be done in writing time or on a different day. If your children are able to write well enough to complete the sentences, let them tell how each person in the book helps them, If not, brainstorm answers to each and let the children copy their favourite answer.,



Additional Activities:

Who can you go to in the community for assistance? Discuss the ways police officers, block parents, elders, other community members and friends can help us in different ways.

Talk about the immediate family as the closest helpers, the first people for children to go to for help for many things. The parents, siblings, other relatives can help the child solve many problems, and also help with goals.

Of course, the people in the school can help children in many ways. They are always there if children have problems. Have the children brainstorm when you would talk to a playground monitor, to your teacher, to the librarian, the principal, etc. Talk about some of the problems that the children might have and who you would talk to about that problem.

Have the different people in the school into the classroom to talk about their work, and how they can help the students. The principal, secretary, librarian, etc., can talk about their jobs and the things they do. Can they be of help to achieve goals?

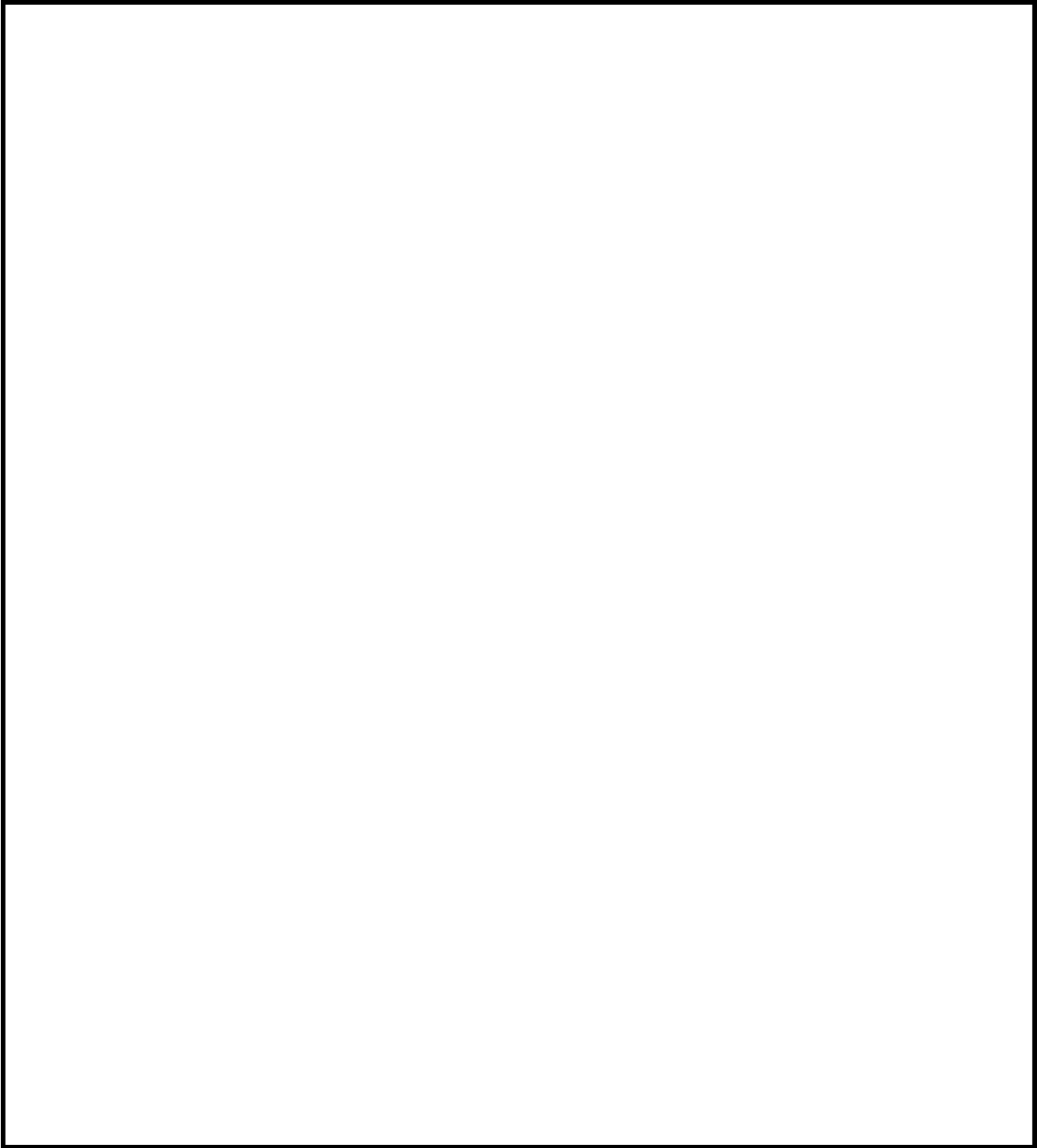
The students can make a picture with themselves in the centre, family members, the closest people in the school nearest, and then further out the people who are also there to help.

Make up charts or books about the different school personnel. The students can interview the person to learn what they do, and then write about it.

Are there more helpers in our community? Talk about the garbage collector, the librarian, the grocer, the people in the stores, the postman (if you still have one), etc.

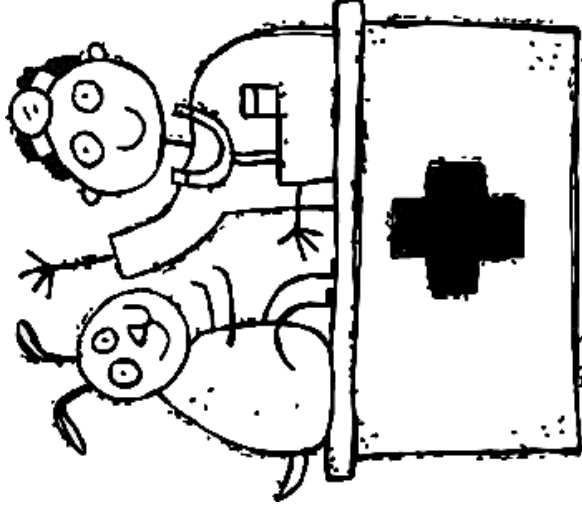
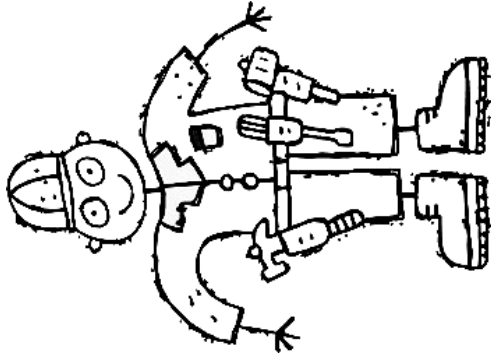


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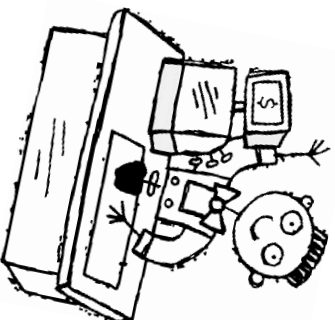
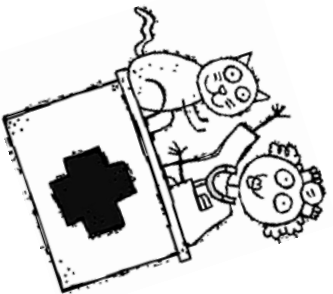
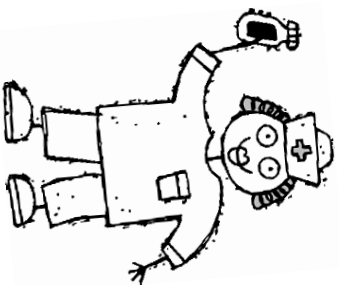
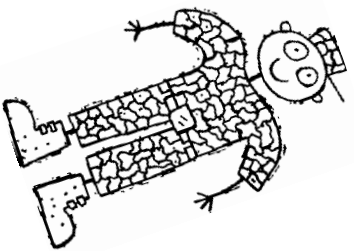
A _____ is a helper in
our community.

Notes:

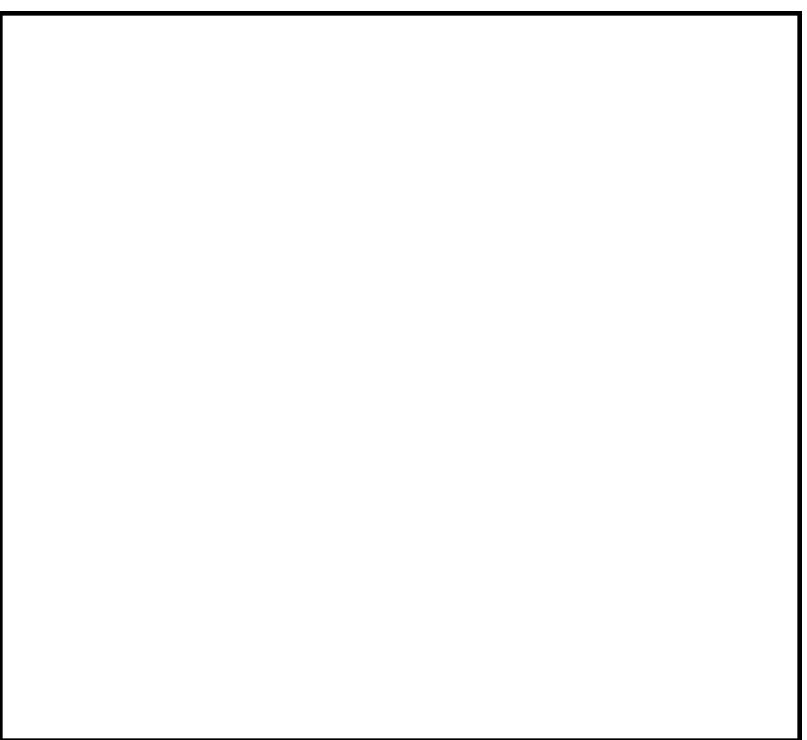


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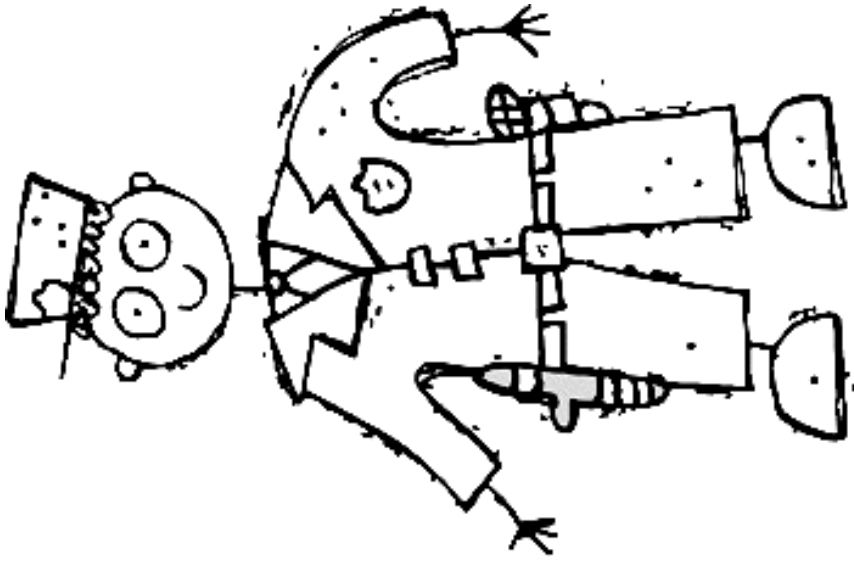
Community Helpers



In our community there are many people who help us.

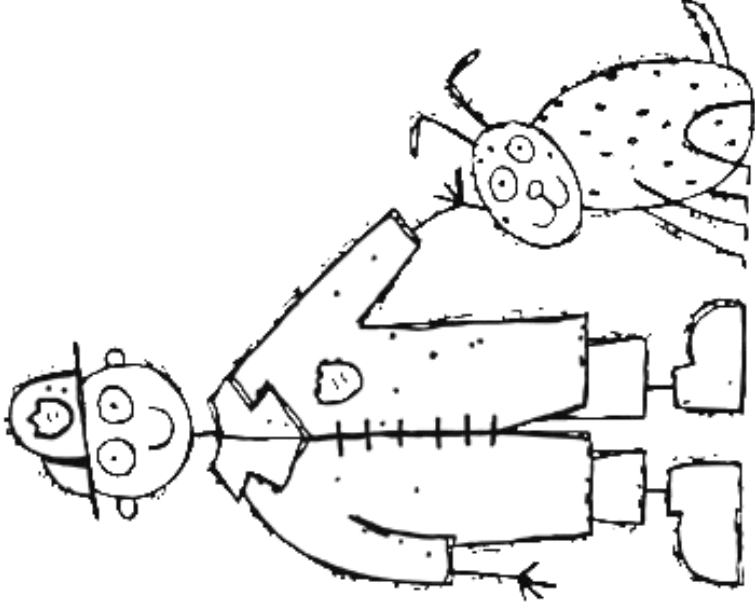


*It's great that there are so many people that help in our community.
Who else can help you?*

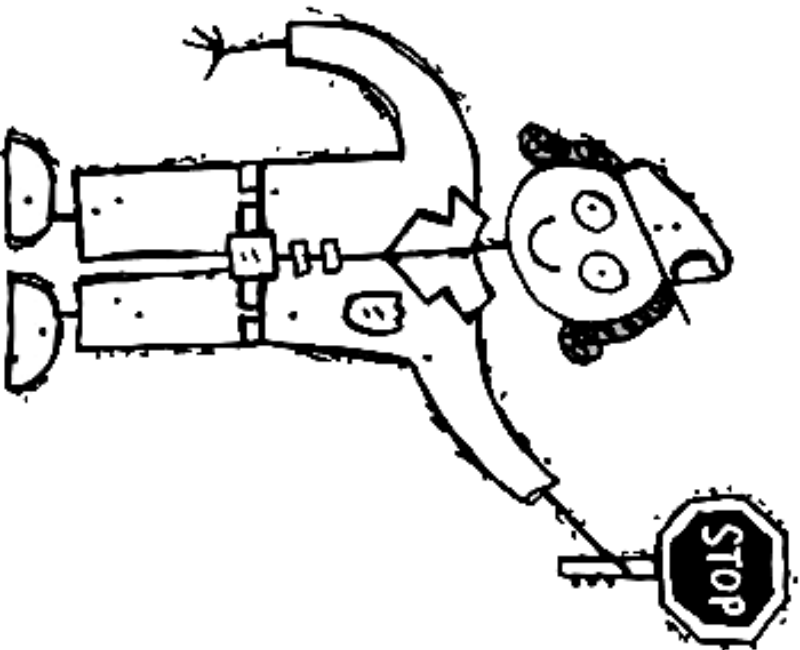


The police help keep us safe.

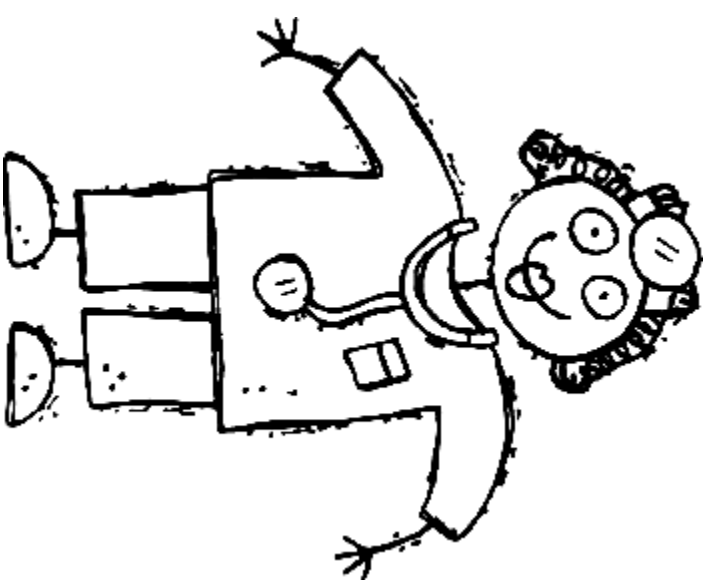
We can call 9-1-1 if there is a big problem.



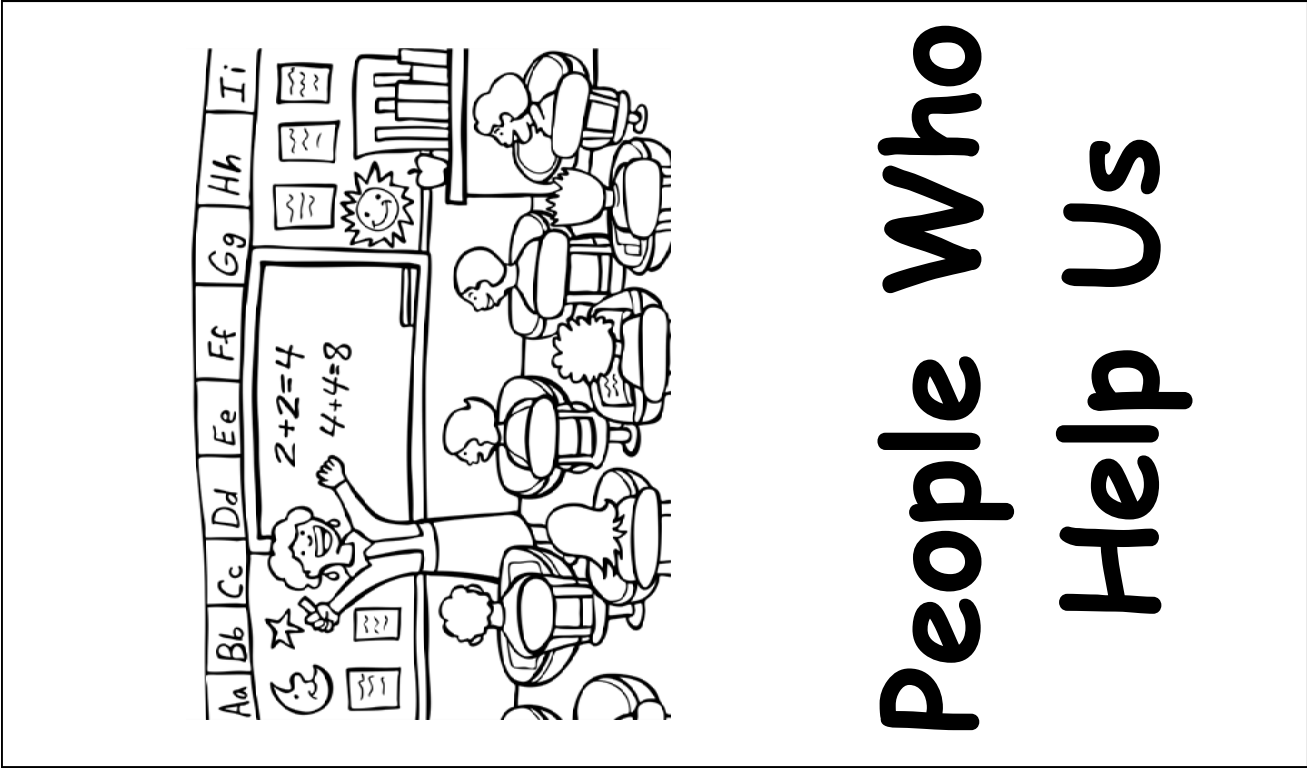
Firefighters help by putting out fires and teaching kids how to stay safe in a fire. We call a firefighter by phoning 9-1-1.



Crossing guards help us
cross the street safely.



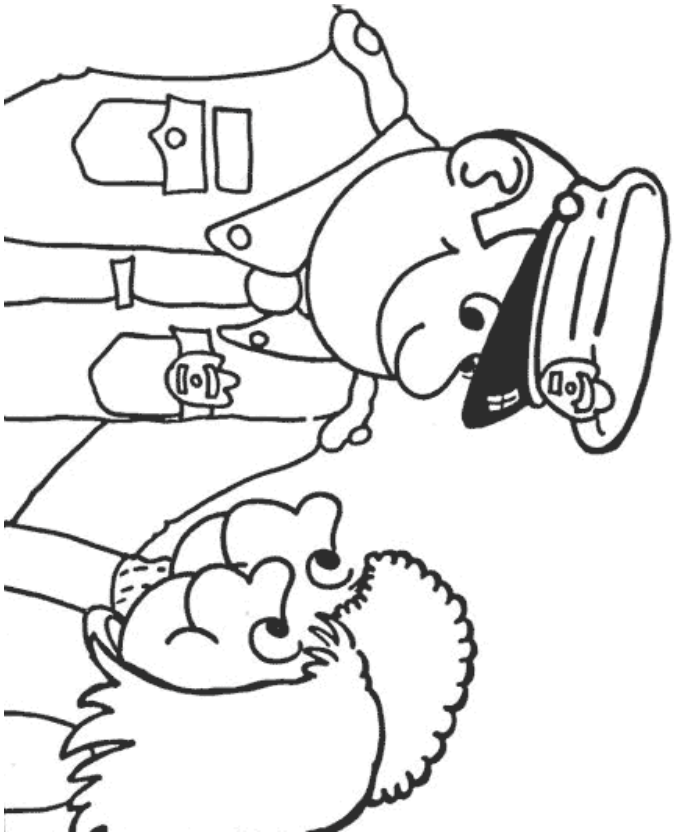
Doctors help keep us
healthy and they also help
when we feel sick.



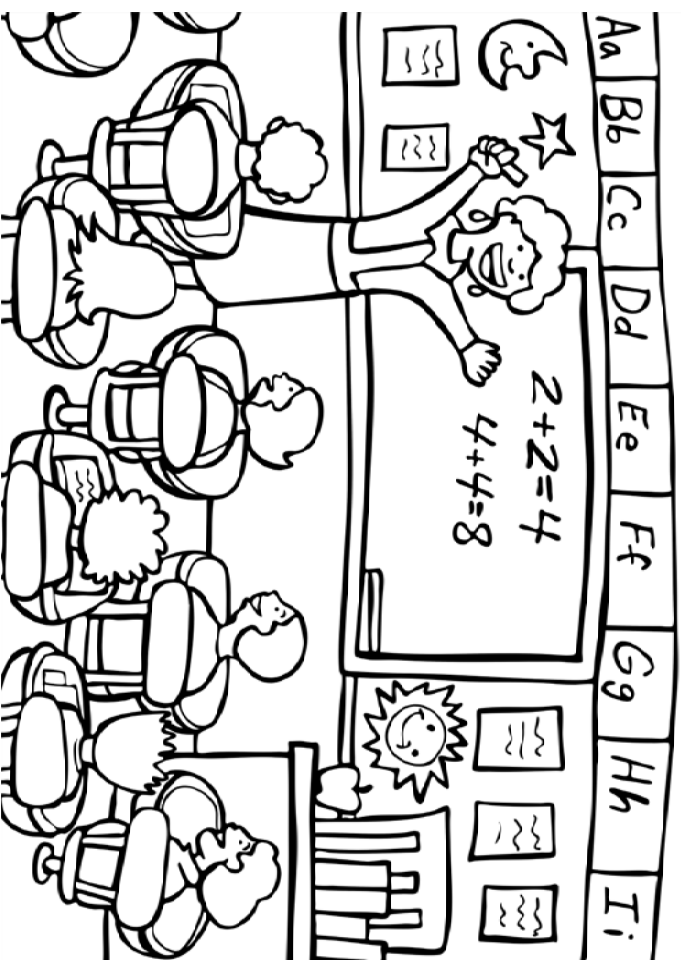
People Who Help Us



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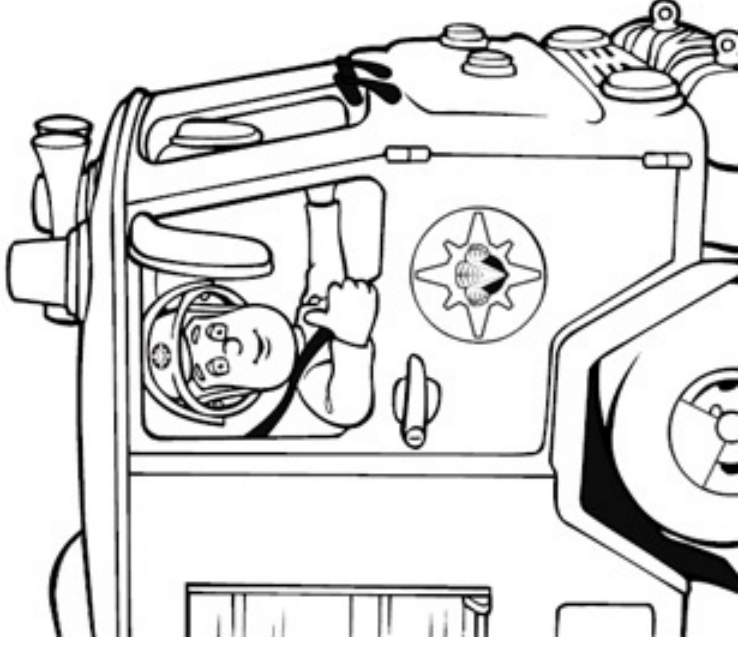
A policeman _____



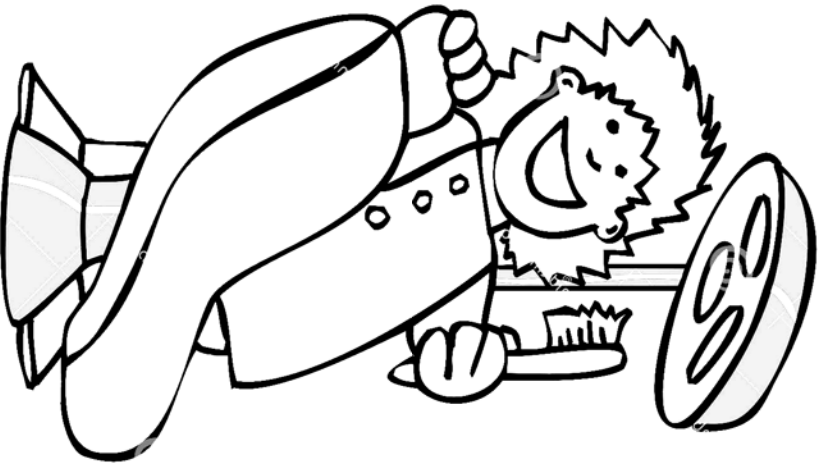
A teacher _____



A principal _____

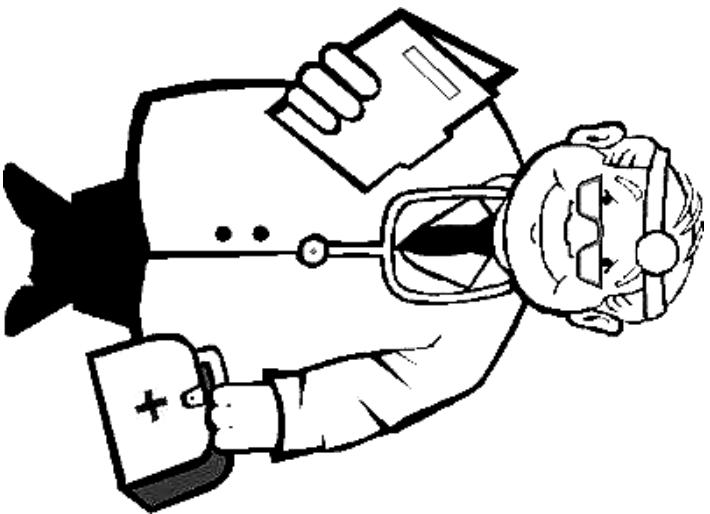


A fireman _____



A dentist _____

4



A doctor _____

5

Interests and Responsibilities



The lessons in this unit are the beginning of making career choices. We want our students to expand their knowledge and skills in the areas that interest them - and possibly, one day, they could make a career doing work that is very interesting to them.

Expected Outcomes for this unit:

In this unit the lessons are designed to show the students that interests are individual and different for each person. From reading to playing hockey, and from learning about the planets to playing school - our interests are important.

It also talks about the things the children are good at - this may or may not be the same as the interests. Everyone has talent, and again, this will be different for every child. They may be good at sports, reading or writing, dancing or drama, art or getting along with others.

The interests and talents will likely shape the goals he or she makes.

This unit also teaches the words 'responsible' and 'responsibilities', and shows the students that everyone has responsibilities both at home and at school - both tasks and behaviours.

Vocabulary to learn:

interest
interesting
responsible
responsibilities
learn



Lesson 10: Things You Like To Do

Review:

Briefly review the goals set in the previous section.

Discussion:

What are your favourite things to do? When you have free time, or when you are at home or at school, what gives you pleasure? Talk about your own interests.

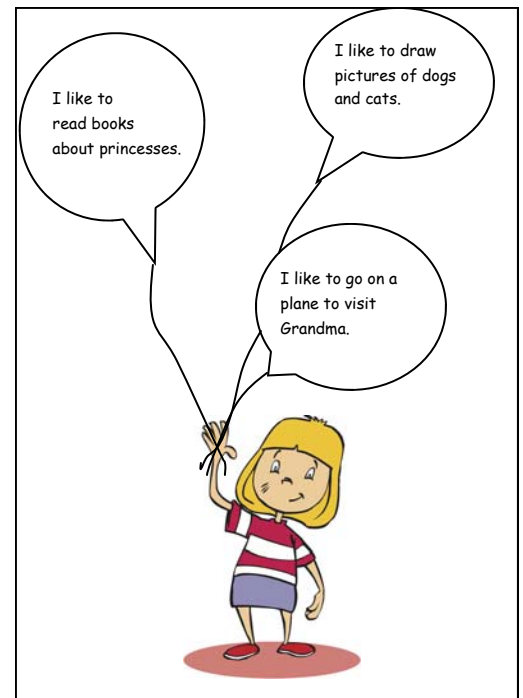
Have the children brainstorm things they like to do, and write a list on a chart or the board. When you are doing a favourite thing, it makes you happy and feel good. It could be as simple as playing with friends, hugging your dog, wearing a pretty dress, or reading to yourself - or as specific as going on a cruise, playing at the beach, being with grandma, drawing pictures, doing addition, dancing or turning cartwheels. Take all suggestions.

Give out 11" x 17" white paper, put it the tall way on the table, and have each child draw him/herself in the bottom third. Illustrate this. Then at the top of the page draw three large balloons with strings down to the hand of the child. Then a favourite thing the child likes to do is printed in each balloon. The students can find their favourite things on the chart and copy, after the words 'I like to'.

Share the pictures, and say positive things about each.

Activity:

Talk about the things the students wrote on the pictures. Can you think of an adult job that would fit these things you like to do? For the one here - perhaps librarian, artist, or pilot or plane attendant - or someone who looks after older people.



Grown-ups are happy when they do jobs that they like! Why are you a teacher? Draw and fill in the blanks on the practice sheets.

Follow-Up Exercise:

Read the little book.

Additional Activities:

Talk about the adult jobs available that are associated with the things the children like to do.

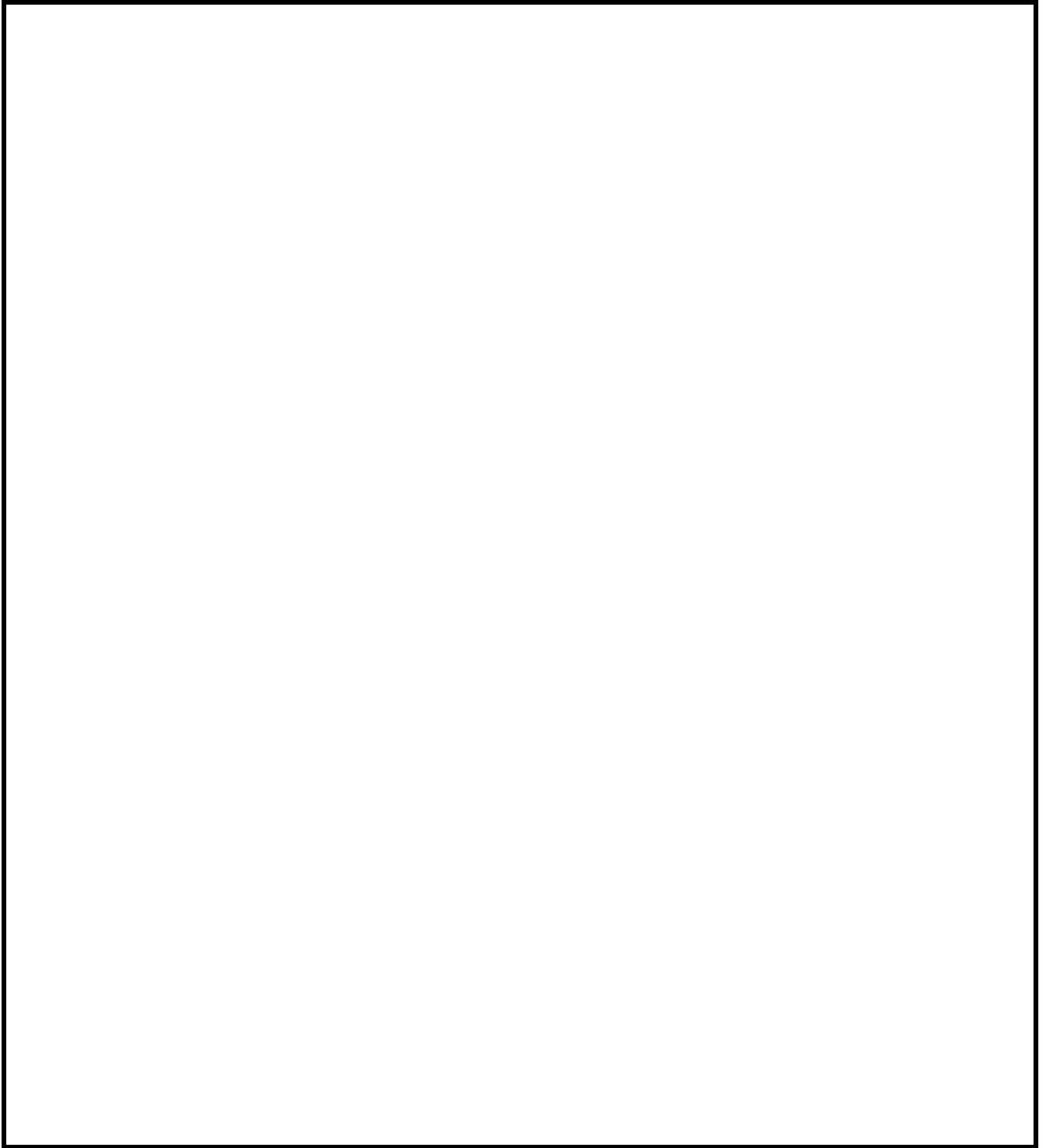
They might be a hockey coach if they enjoy playing hockey, a teacher if they like playing school, a dancer or dance instructor, an airplane pilot if they like to fly, a gardener if they like to plant seeds, etc. Do the children think they would like these jobs? Why?

Continue to add to the 'I like to' brainstorming list. What gives people pleasure? Talk about giving, sharing and being kind, and how being a good person gives us pleasure. Discuss doing well at something - whether it is a sport, in school or being a good friend - and how this is also a pleasure.

Bring in a collection of simple books from the library that illustrate some of the items on the 'I like to' list. Talk about the books, and read some of them to the class.



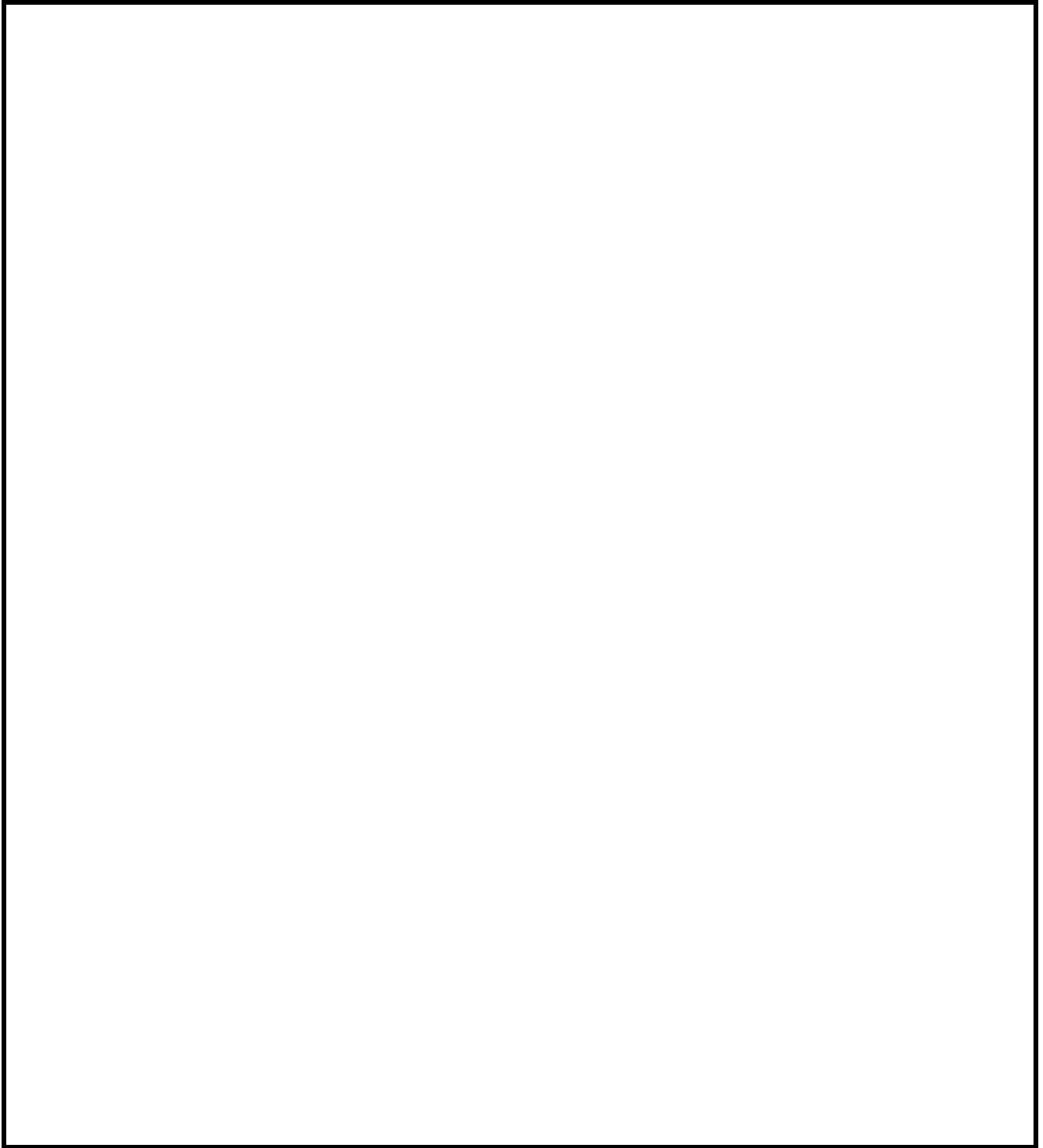
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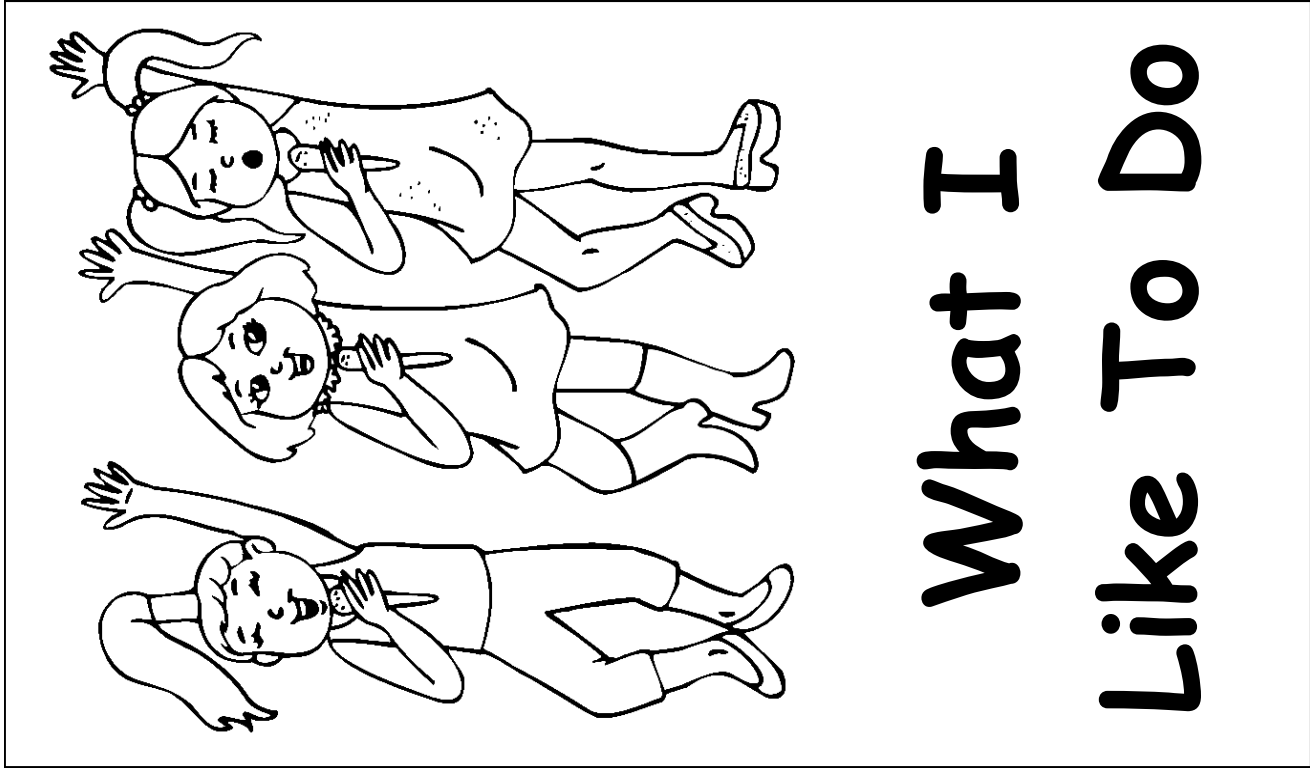
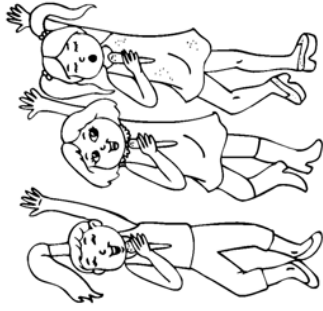
I like to _____

_____.

Name



When I grow up I might like to be a _____



What I Like To Do



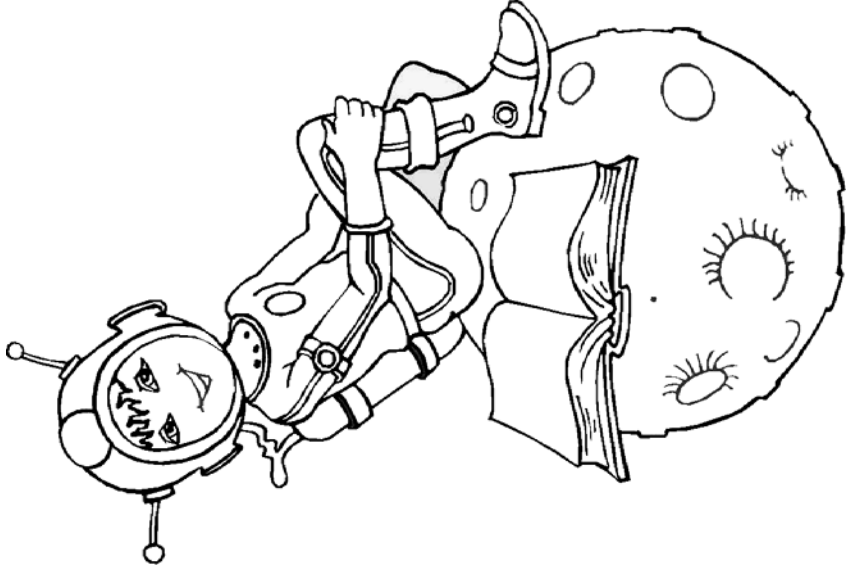
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Pat likes to read books, lots
of books!
She likes to read exciting
stories about adventures.

I like to _____

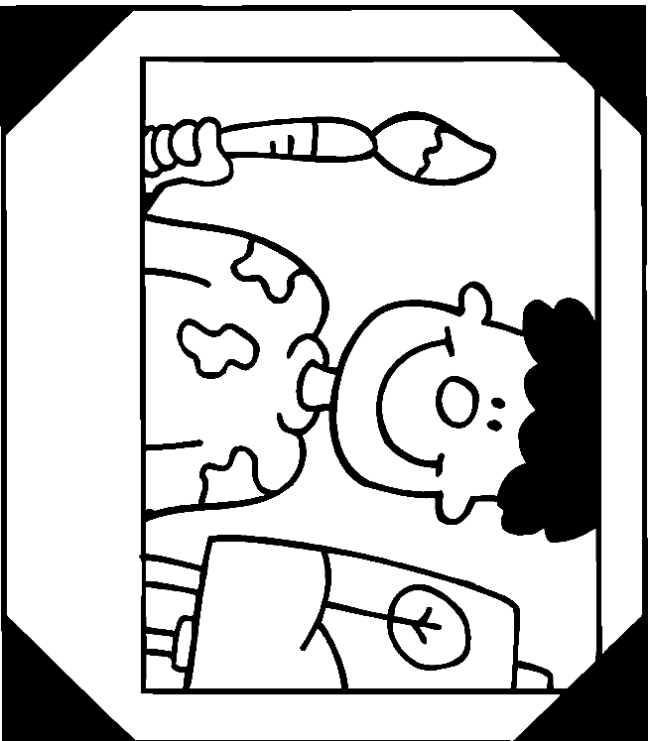
_____.



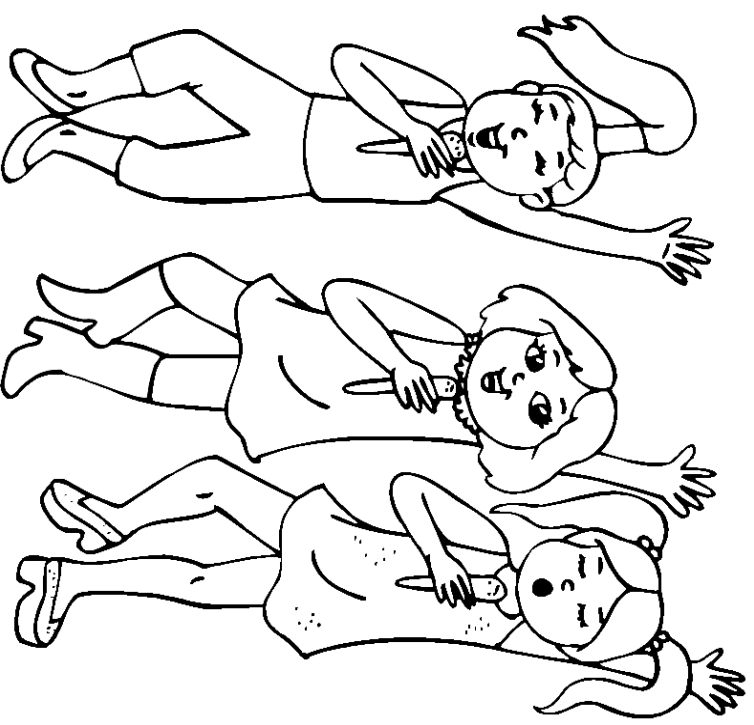
Mac likes to learn about space. He reads books about space travel and astronauts.



Matt likes to play soccer. He practices moving the ball with his feet. He is on a team that wins some games.



Mike likes to draw and paint.
He likes to draw pictures of
people and animals.



Kate likes to sing and dance.
Kate and her friends
practice together.

Lesson 11: Things That Interest You

Review:

Briefly discuss things the children like to do.

Discussion:

Today's lesson is close to yesterday's - but slightly different. This time, talk about things that interest you. This may be something you do, but will also be something that you learn. For example, a boy or girl may like playing hockey, and be interested in learning about famous players or winning teams. "Doing" is more physical, and being interested is a mental exercise.

Talk about your own interests - perhaps you sew or do things on the computer, garden or travel or go curling. Discuss the meaning of 'interesting'. If you find something interesting, you will likely want to learn more about it and do it often. Doing interesting things makes you want to do more and gives you pleasure.

Again, brainstorm ideas with the class, and write the answers on a chart or board. At the top, put.... "_____ is interested in _____." Give each child a chance to complete the sentence. The answers should be quite varied - from sea creatures or insects to reading or writing; from dogs to playing hockey, from building with lego to learning about space.

Can the children give reasons why they are interested in these things? Are the answers different to the ones of things they like to do?

"I am interested in _____ because _____."



Activity:

Put names on the paper. Have each child trade papers with the person to their left. That person fills in the first sentence with his/her name and interest. Hand back to the owner, and then pass papers to the person on the right, and that person fills in the second sentence. Hand back to the owner, and that person can illustrate the interests of the friends.

The students can do a picture similar to the last lesson. When finished, share the answers. If you continue to be interested in these when you become an adult, is there a job you could do that you would find interesting that matches the interests you have now?

Follow-Up Exercise:

Read the little book.

Additional Activities:

Take a few of the interests the children have written and discuss the jobs in the adult world that would match. For example, if the child is interested in animals, he or she might become a veterinarian, a farmer, a dog trainer or groomer - or simply own a pet. If the child is interested in writing stories, perhaps he or she could become a real author - and someone who likes to draw pictures could do the illustrations for children's books and become a well-known artist.

Find fiction or non-fiction library books that match some of the interests in the class. Could other children become interested in these subjects because of the books?

This can tie into beginning research. You could have each child pick one interest, and then go to the library and find an interesting book on the subject. These could be shared, or simply give the students time to look at the book. Did they discover one thing that they didn't know before that they find interesting?



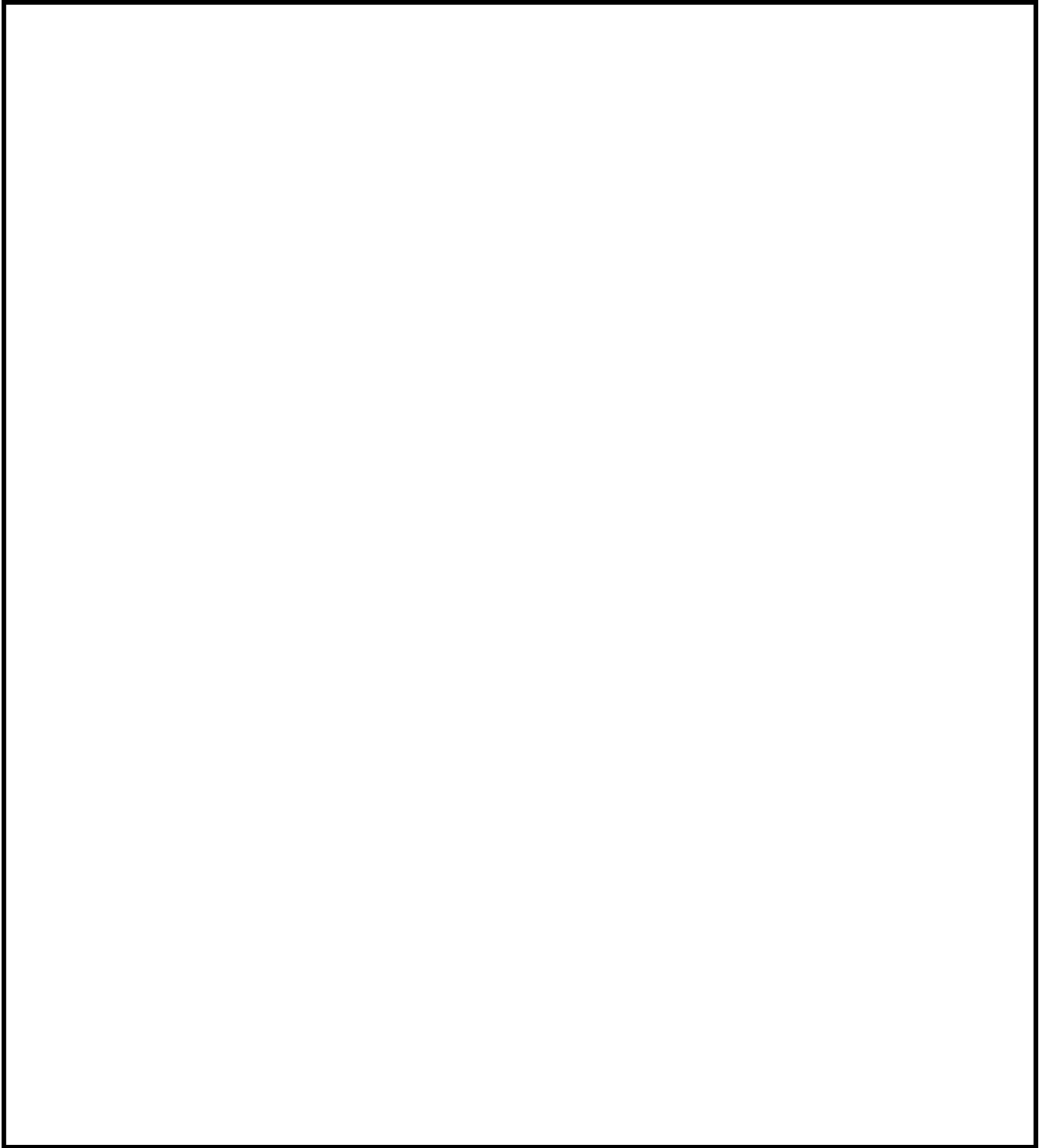
My Friends Have Interests

Name _____

_____ is interested in _____.

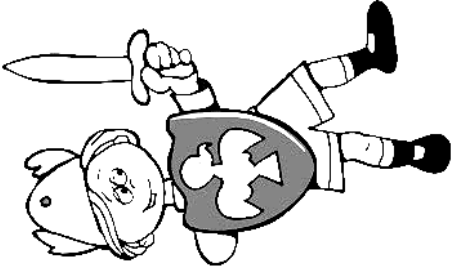
_____ is interested in _____.

Name



I am interested in _____

_____.



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So Many Interesting Things!





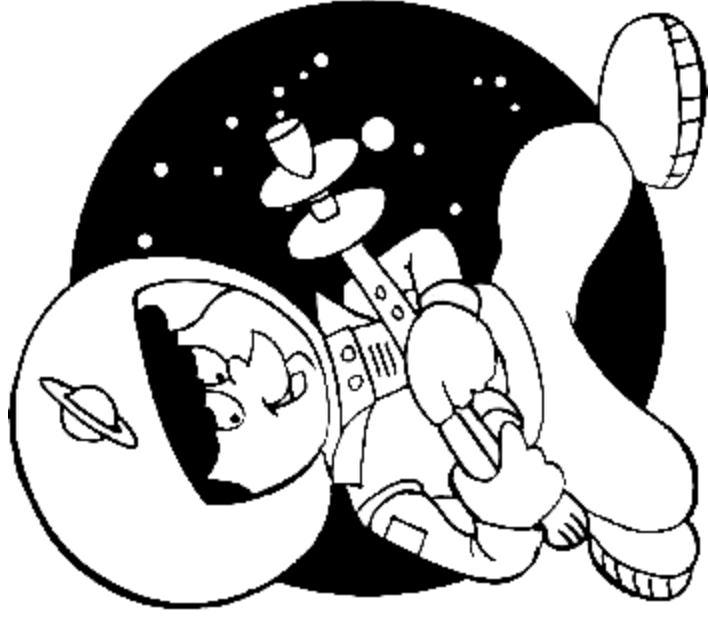
What do you find interesting?
Do you think sports are
interesting?
What sport do you like best?

What do you find
interesting?



Do you think art is interesting?

Do you like to draw or paint?

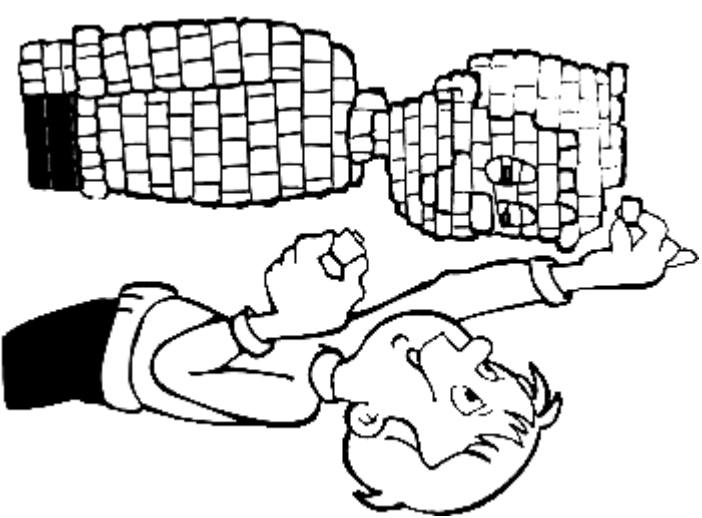


Do you think space and stars and planets are interesting?



Do you think science is interesting?
Do you want to learn about plants, animals or the earth?

4



Do you think it is interesting to build things?
What would you like to build?

5

Lesson 12: Things You Do Well

Review:

Briefly discuss things we like to do and things that interest us.

Discussion:

Everyone has strengths! A strength is something you are good at. We think of strengths at school as being good at reading, math or writing, but this is only a tiny bit of the many strengths we may have.

There are also other obvious strengths - being good at sports, or artistic pursuits, music, art, drama, being good at learning, building things, or public speaking.

The not so obvious intrinsic strengths are just as important. Here are some: having common sense, being patient, enjoying adventures, compassion (feeling for others), fairness, being curious, having a sense of humour, finishing things you start, leadership, etc.

Children might be very good at looking after pets, being kind to younger children, keeping their rooms clean and tidy, helping others, being kind to friends, sharing, keeping secrets, doing what you say you will do, etc.

Brainstorm a list of possible things a person can be good at, writing them down on a chart or board. Put these in short sentences as you write them down..... 'I am a good friend.' 'I am good at math.' 'I am curious about things around me.'

Have your children think about their own strengths. Have them each write six strengths in a list. They can copy the sentences they choose from the brainstorming list. If a few students have problems choosing their strengths, give assistance.

When your students do the exercise below, it is interesting to see what they choose as strengths.

Activity:

Print these strengths into the little book (perhaps on another day to follow up), and illustrate each.

Cover: just the child's name and a self-portrait.

Pages 1 - 6: Print this, filling in the blanks...

I am good at _____.

Illustrate with a simple picture.

Follow-Up Exercise:

Share the little books with friends.



Additional Activities:

Every school day, the student of the day could have all the other children say what that person is good at doing. For example: I think Katie is good at printing. I think John can run very fast, I think Peter is a really good friend. Etc.

Discuss having pride in our strengths. You can be proud of your reading ability, your ability to play hockey, and your social skills, too.

How could these strengths translate into a career when you grow up? We enjoy doing the things that are strengths, and perhaps you will choose a career that matches your strengths.

Draw a pictures of yourself doing one or more of these strengths.

Discuss developing new strengths. You need to be interested in improving, and be able to practice in order to be good at it. You could have the students complete the sentence:

I wish I was good at _____.

Talk about how this wish might come true.

Discuss our individual differences and similarities. The students are all very different people, and so their strengths are all different.



Name _____

I am good at _____.

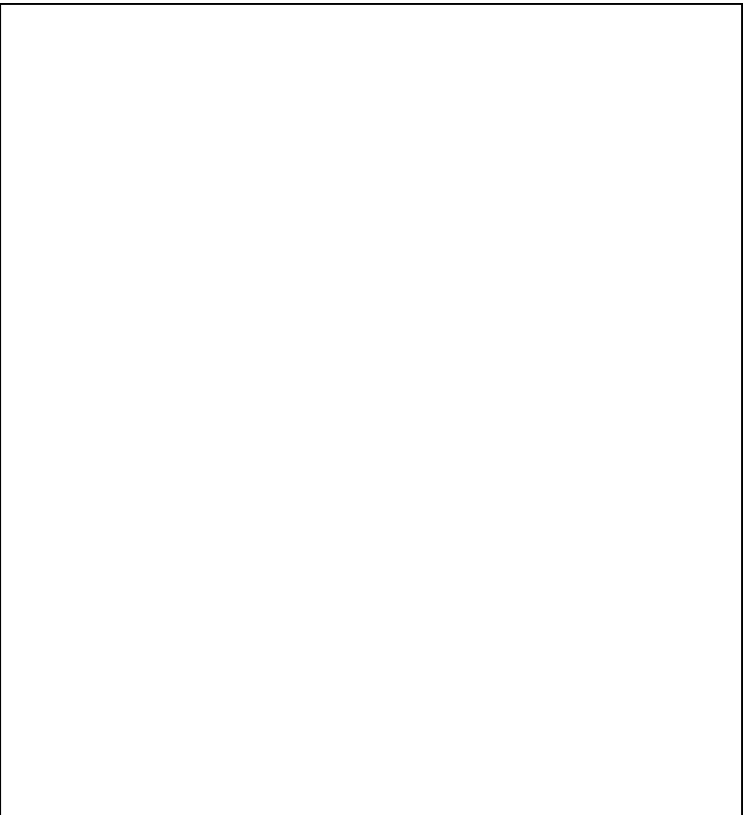
I am good at _____.

Notes:



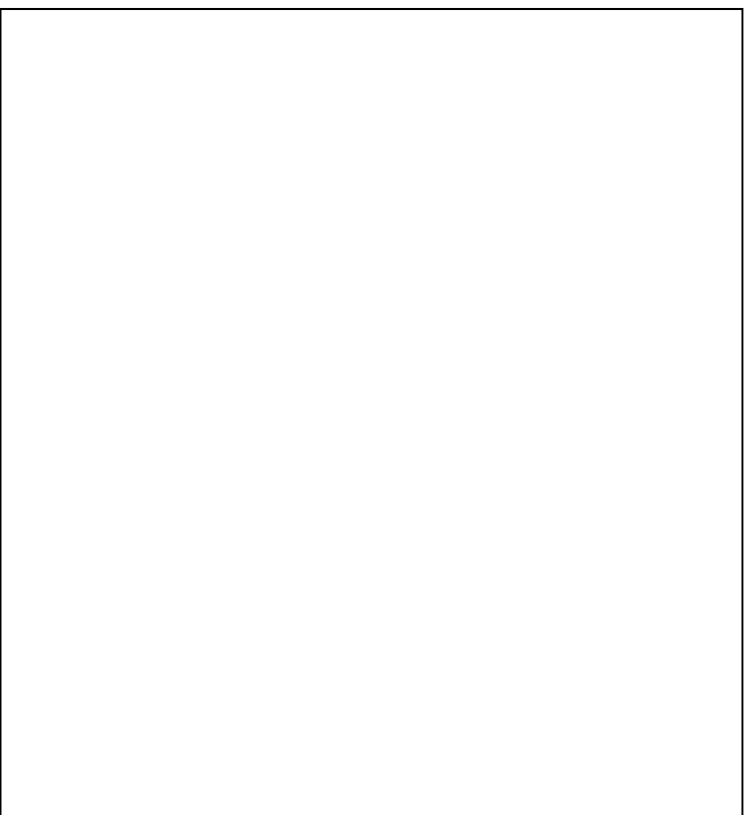


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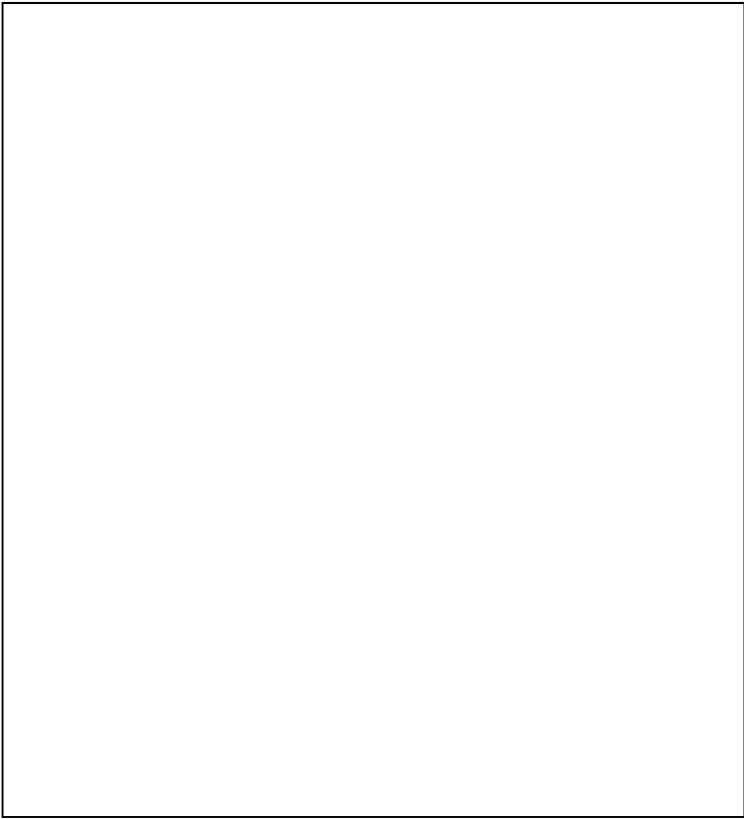
I am good at

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A small dot is positioned at the end of the bottom line.



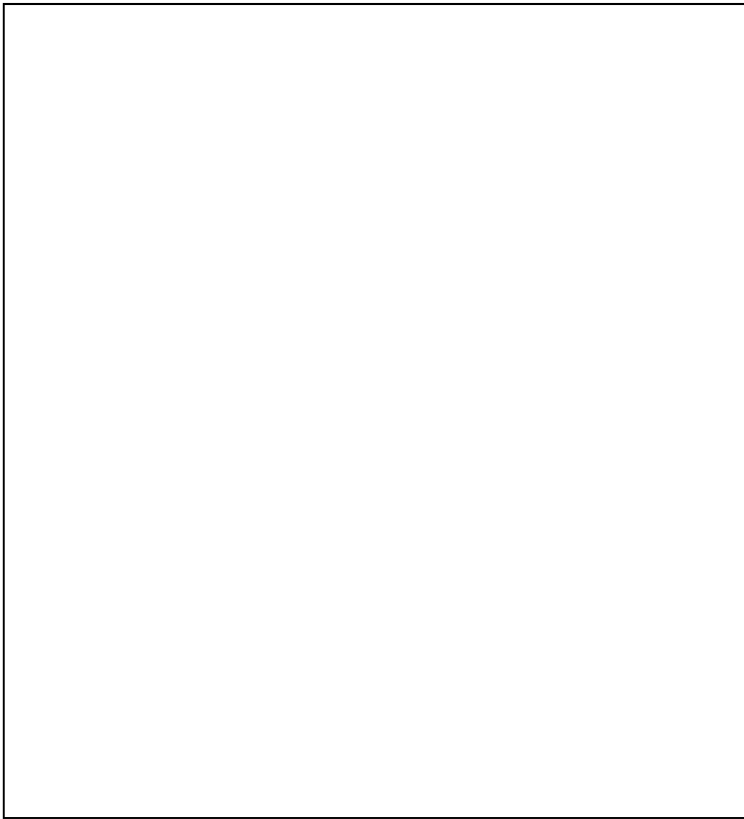
I am good at

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A small dot is positioned at the end of the bottom line.



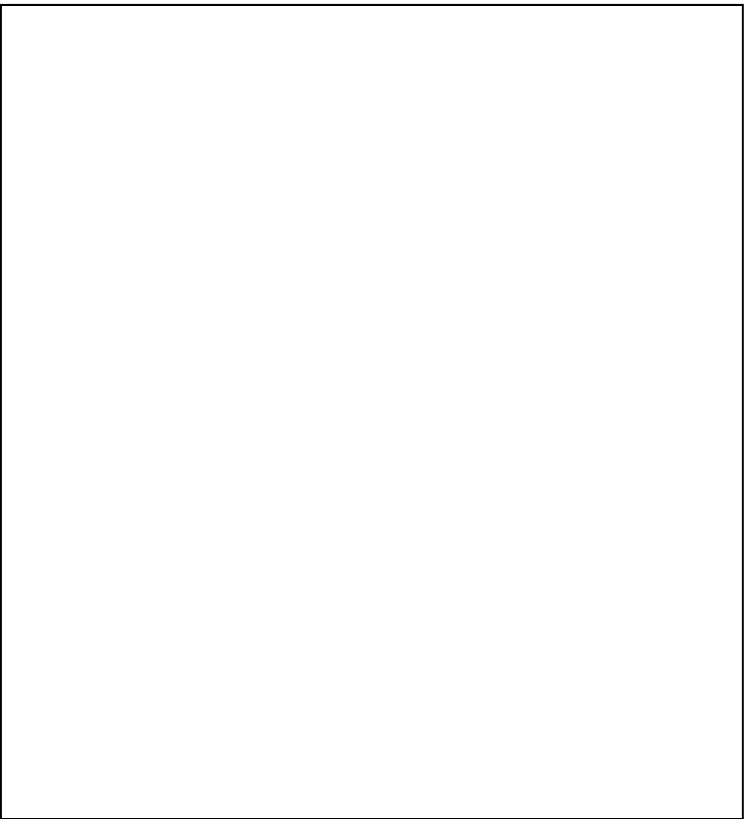
I am good at

_____.



I am good at

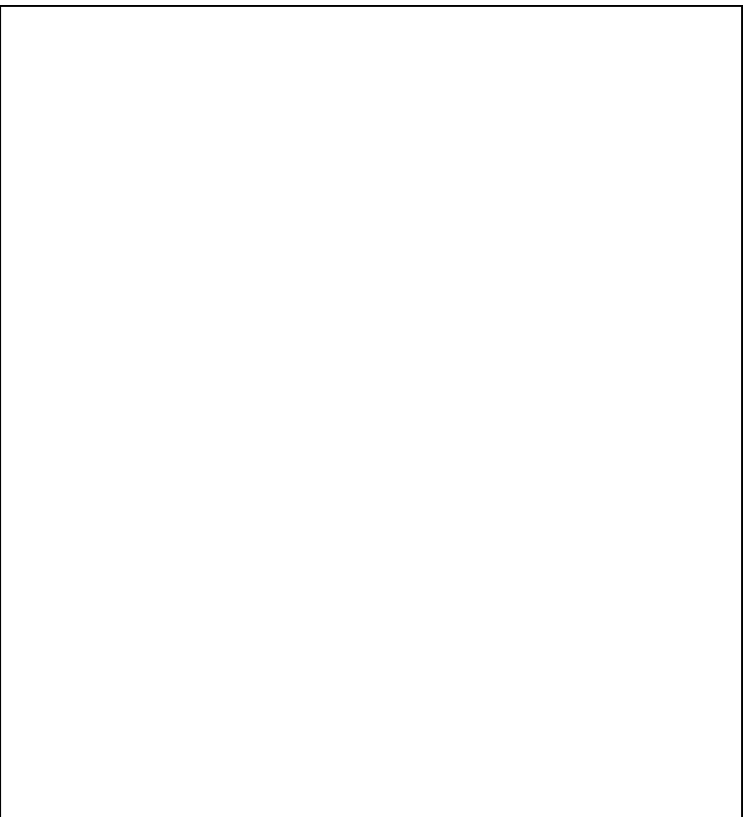
_____.



I am good at

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

4



I am good at

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

5

Lesson 13: Things You Would Like to Learn

Review:

Briefly discuss interests and strengths.

Discussion:

Children by the age of 6 or 7 have learned a lot! In fact, some researchers say that we learn half of what we learn in a lifetime by the age of 8. The children have learned to walk, they have learned a language, many have learned to read and write - and these are huge amounts of learning.

Discuss the words 'interest' and 'interesting'. We learned the word 'curious' in science, and talked about having curiosity. If we find something interesting, we may be curious and want to learn more about it. Are you curious about things around you? Would you like to know more about the world? It is a strength when you want to learn more about something, and work to find out interesting things. Could this be a goal? We may want to learn to do something - do a somersault, play a card game, do multiplication or learn to knit. If you are interested enough to learn to do that and work to become good at it, that is a strength.

Perhaps you have an interest in science - to learn about insects, plants, animals, space or volcanoes. Some members of the class may be interested in learning about other countries, and some may be especially interested in music, doing art, dancing or sports. This interest may become a strength if you are interested enough to learn things. Sometimes people have such a big interest that they want to work at this when they are adults.

We start knowing little about a subject, and learn with practice and interest. What are some things that the students can do now that they couldn't do when they were younger? Perhaps ride a bike, skate or swim, print, count to 100, etc.

Brainstorm a list of things the children would like to learn. It may be something completely new, or something they know a little about. How might we learn about this? Discuss possible sources.

Activity:

Do the practice sheet individually or as a class project.

Follow-Up Exercise:

Read the little book.



Additional Activities:

Choose a subject from the brainstormed list in the lesson, and do a class research project about it. First, begin with what the students already know, and write this on a chart. Discuss how further information can be found. We can find library books and information on the internet. Perhaps there are videos on-line, too. The information can be put into a class book, arranged on a bulletin board, practiced if it is a skill, photographed, etc. This can be an early research project.

Encourage the students to find out more information about their interests. Have a chart or bulletin board with:

Kate is interested in _____. She knows _____. She wants to find out _____.

In the different subjects and lessons you teach, do small research projects about things the students are interested in exploring.

Discuss the things students like to do, things that interest them, things they do well and things they would like to learn. Talk about linking these, and how these can become a job when they become adults. How did you become a teacher? Are the parents doing jobs that really interest them? It would be fun to have a job doing something you love to do!

Do individual research projects on a subject that really interests each child.



Name _____

I am interested in _____.

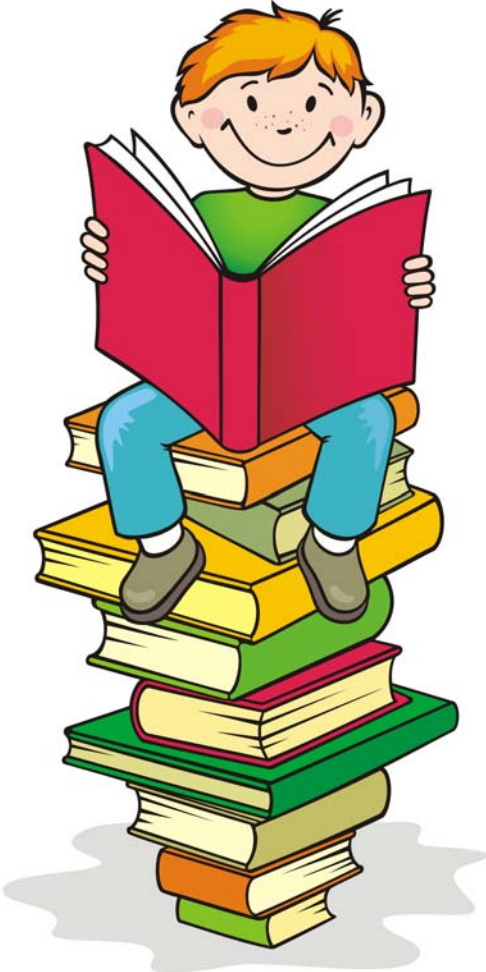
I want to learn about _____

_____.

To find out, I can _____

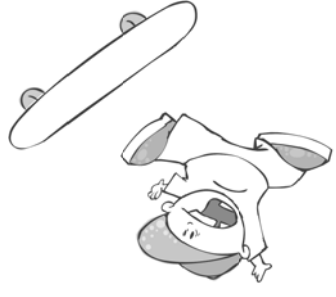
_____.

Notes:





I Like to Learn New Things



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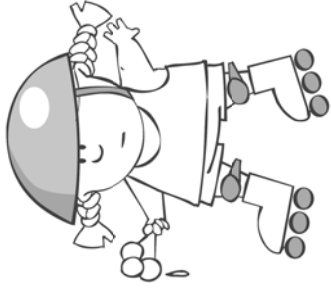
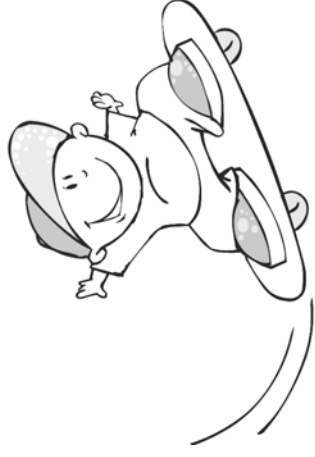


We all know how to do some things.

We all want to learn to do new things.

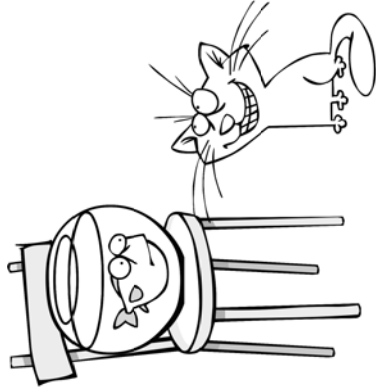
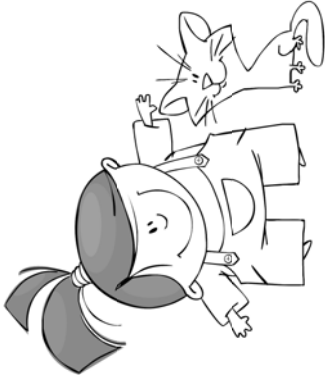
What do you know?

What do you want to learn?



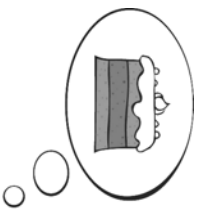
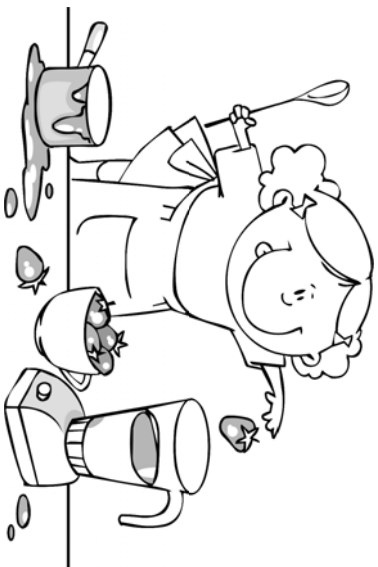
Some kids know how to ride a skateboard.

Some kids want to learn to skate on rollerblades.



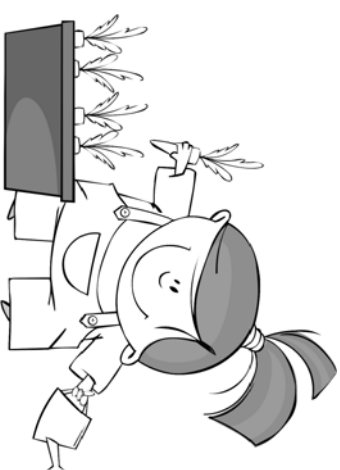
Some kids know how to take care of a pet.

Some kids want to learn to take care of animals.



Some kids know how to cook.

Some kids want to learn to
make a cake!



Some kids know all about flowers.

Some kids want to learn to grow
vegetables.

Lesson 14: What Will I Be?

Review:

Briefly discuss interests.

Discussion:

We have talked about things you like to do, things that interest you, things you are good at and things you would like to learn.

What is a career? When you are in high school and later, you will have to decide on a career for yourself. You will want to choose a career that is something that interests you and something that you are good at doing (your strengths). Grown-ups ask children what they would like to do when they grow up - do you have an answer? Is it something that you are good at doing and something that really interests you? Of course, you may have different interests when you are ready to really choose a career - but it is fun to think about it!

Talk about being a teacher and your own personal interests and skills. What kind of jobs fit your interests? How does being a teacher fit these interests? Talk about some interests and strengths that the students have, and how the jobs that adults do fit these. Print a few of the class interests on a chart, and talk about the different jobs that might fit these.

Activity:

Draw a picture and complete the sentence..... Help students with the word or words they need to complete the sentence and make sure all students can read the sentence. You could print this on a chart, and then print the words the students tell you that would complete it.

I am interested in _____.

When I grow up I might be a _____.

These can be put together into a book for the class library, or put up on a bulletin board.



Follow-Up Exercise:

Read the little book.



Additional Activities:

Go around the school and ask people what they do. Do they enjoy their jobs? Would you like to do that?

Discuss jobs in the community, and community helpers. Why do you think people chose these jobs?

Have the students each pick a profession that is interesting to them, and research it. They could make little books about their chosen profession, draw pictures, write stories or give oral presentations.

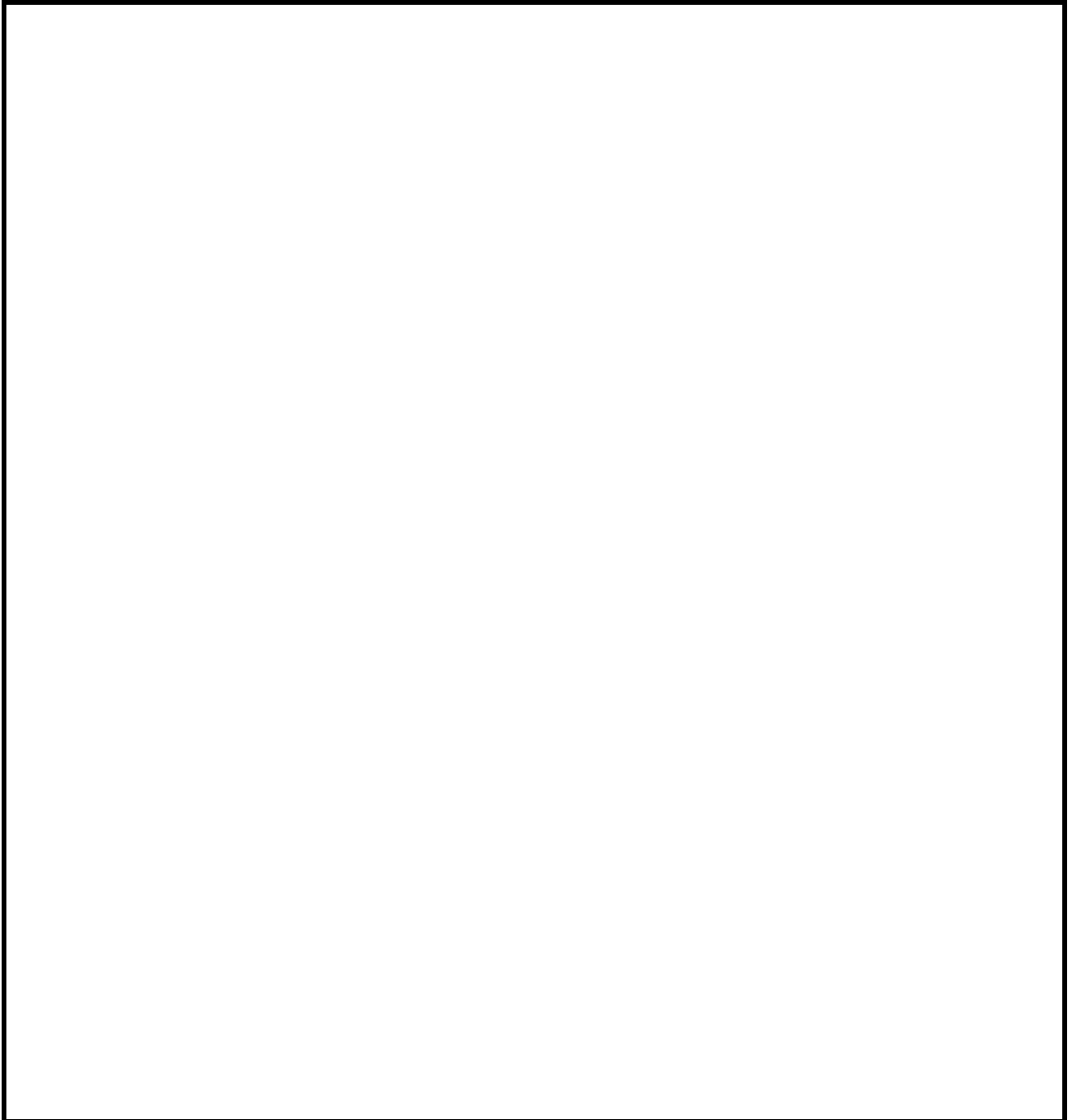
What Will I Be? By Dennis Lee

<http://www.poets.org/viewmedia.php/prmMID/15341>

Read: **When I Grow Up I Want to Be...**, by Blaise Douglas, illustrated by Tania Hurt-Newton



Name

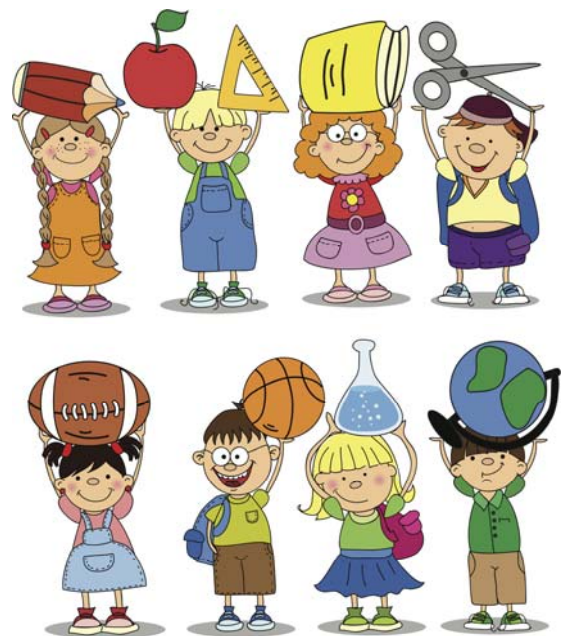


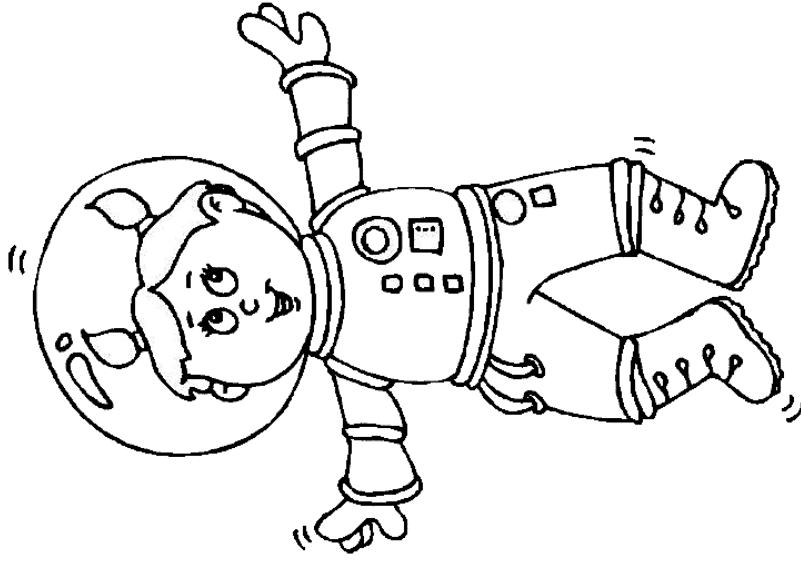
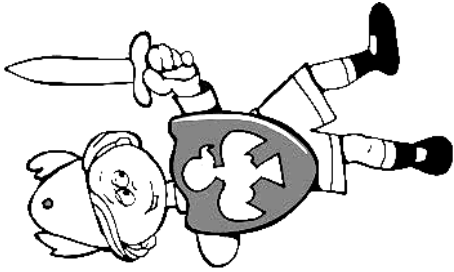
I am interested in _____.

When I grow up I might be a _____

_____.

Notes:





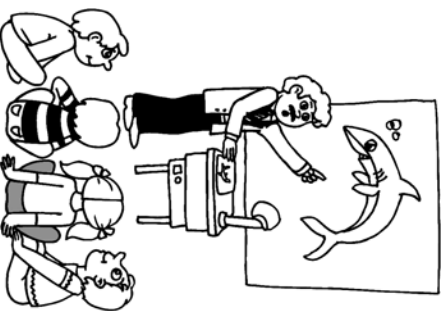
What Might I Be?



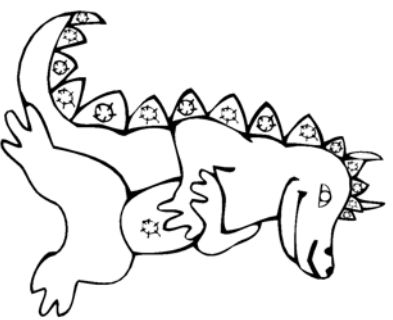
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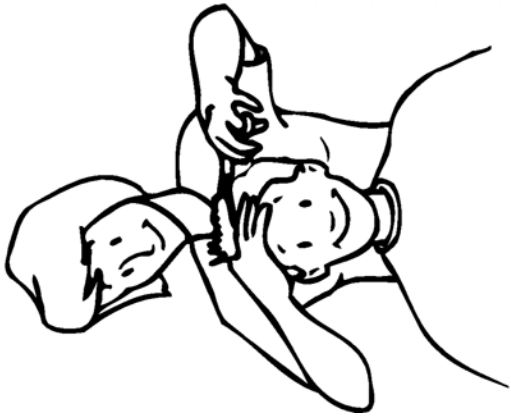
What might I be?
I might be a grade one
teacher,



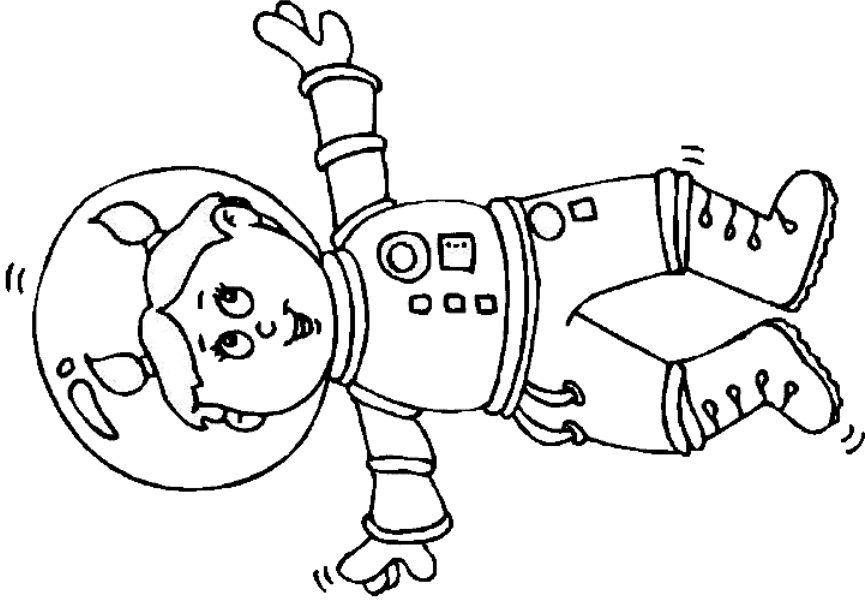
Or make a movie about a
creature.



What might I be?
What interests me?
What do I do well?
What is fun for me to do?

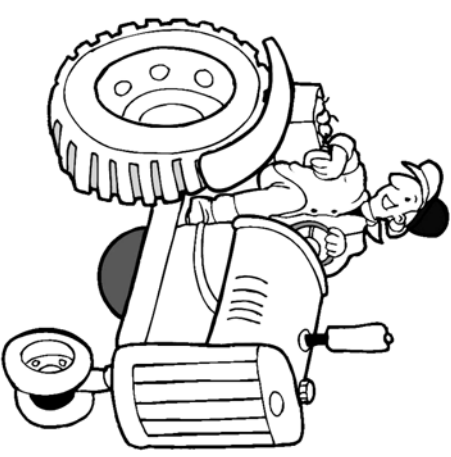
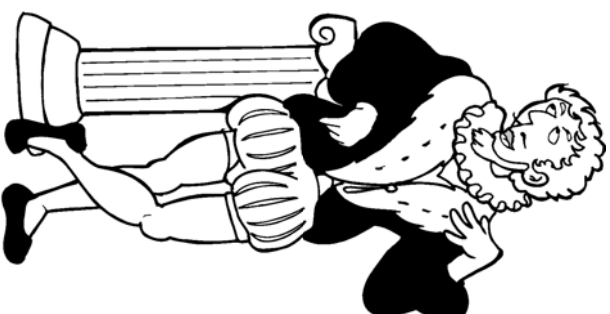
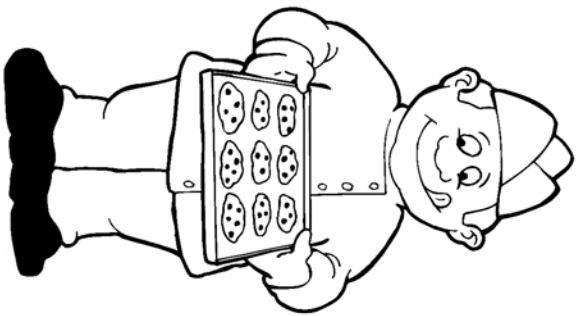


What might I be?
I think I'd like to cut boys'
hair,
Or be a famous hockey
player.



What might I be?
I might be an astronaut,
And fly in outer space a lot.





What might I be?

I think that I might be a

cook,

Or write a great adventure

book.

What might I be?

I think that I might be an

actor,

Or have a farm and drive

a tractor.

Lesson 15 - Responsibilities at Home

Review:

Briefly discuss things you like to do at home.

Discussion:

Teach the words 'responsible' and 'responsibilities'. To be responsible for something means that it is your duty and that you are 'in charge' of this. Others can trust you and depend on you. Talk about your own personal responsibilities at home - cooking, cleaning, looking after your children, etc. Children have responsibilities at home, too! Have the students use the word 'responsible' in sentences.

Not all the children in your class will have the same responsibilities at home. Some kiddies may have a lot of responsibilities - farm children may have chores on the farm, some will have pets to look after, and others must clean up after themselves or help around the house. Make a chart with the children's names and the job - Marie is responsible for tidying her toys. (Etc.)

The children's parents are very busy people! Brainstorm an oral list of the things parents do..... work at a job, cook, clean, shop, drive places, look after children, etc. What are some ways you can help your parents? Even small things you can do will be a big help! You can do some of the things mentioned above - and there is another way children can help. Behaving well is a very big help! Children should be responsible for being kind, for sharing, for being helpful.

What are some ways you can be responsible at home? Do you clean up your messes? Do you put your toys away? Do you put your dirty clothes in a basket? Do you set the table? Do you feed your pets? Do you brush your teeth? Do you read every night? Are you kind and well-behaved and helpful? Doing these things is a very big help!

Activity:

Draw a picture and complete the sentence:
At home I am responsible for _____.

Follow-Up Exercise:

Read the little book.



Additional Activities:

Part of being responsible is having responsible behaviour. We should all try to do what is right, tell the truth, and try to do our best. We should be nice to our friends and help other people.

Being responsible means that we do the right thing even when no one is looking. We do the right thing because it is right and not because we will get credit or praise for doing it.

We are also responsible for looking after ourselves - brushing our teeth, combing our hair, washing often, getting dressed in the morning.

Talk about the usual tasks that need to be done around the house - cooking, cleaning, washing clothes, feeding pets, taking out the garbage, setting and clearing the table, etc. Make a list of these and then talk about how the children can help.

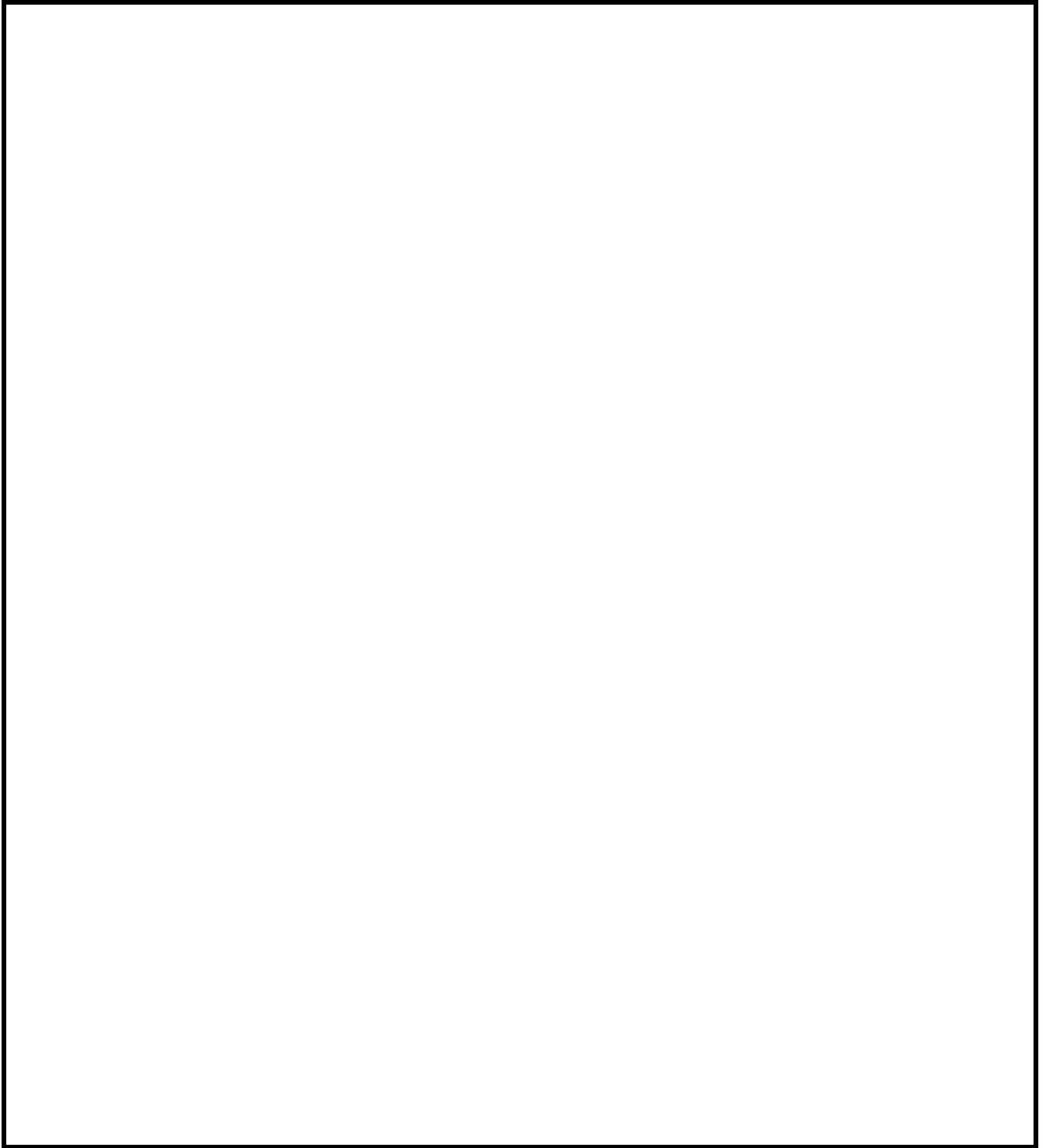
Talk about responsibilities for pets. What must be done to keep pets healthy and happy?

What would you do if.....

- you broke your brother or sister's toy?
- your mother said it was time to read a book?
- a friend wanted to play but you haven't finished cleaning your room?
- mom said you couldn't have a friend visit?
- your mom was sick and needed help around the house?
- mom told you to clean your room but you are watching TV?



Name

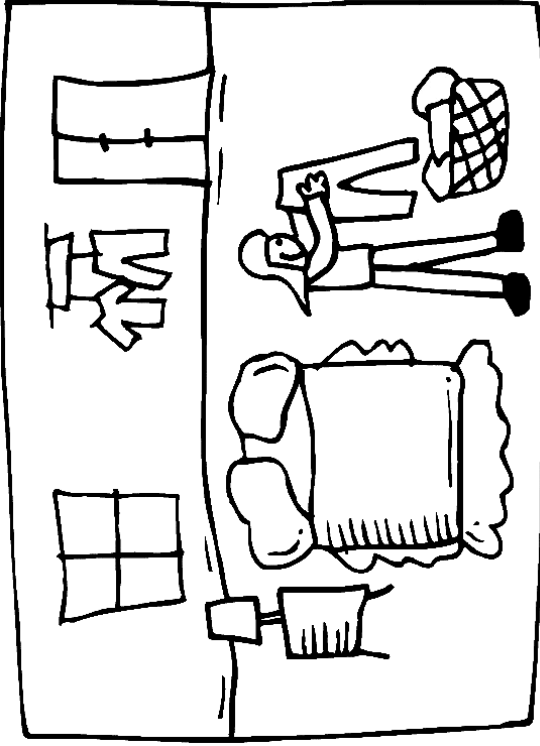
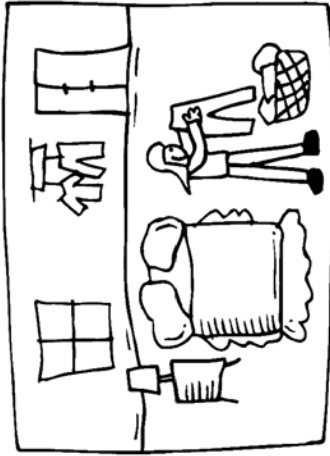


At home I am responsible for _____

_____.

Notes:

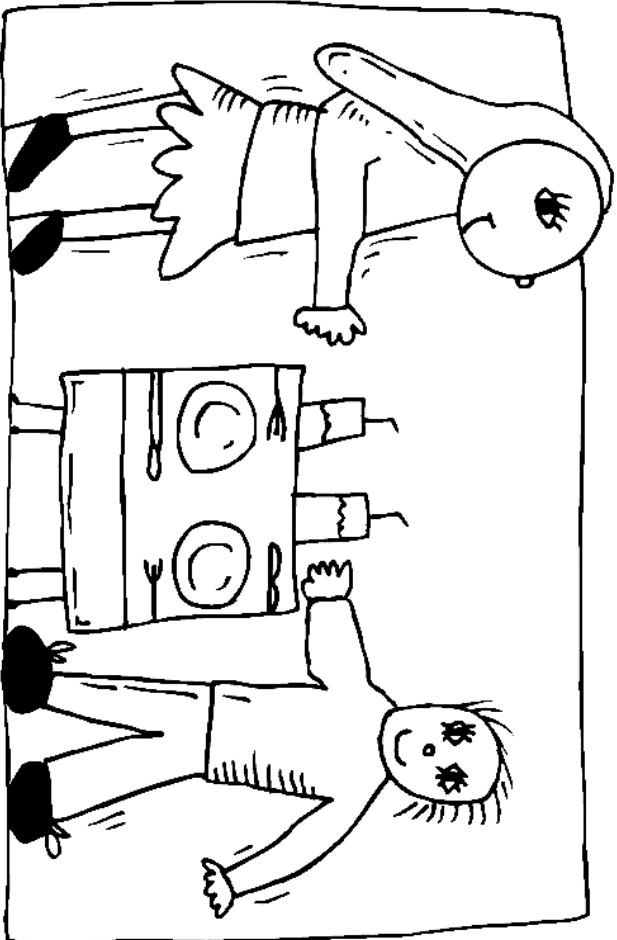




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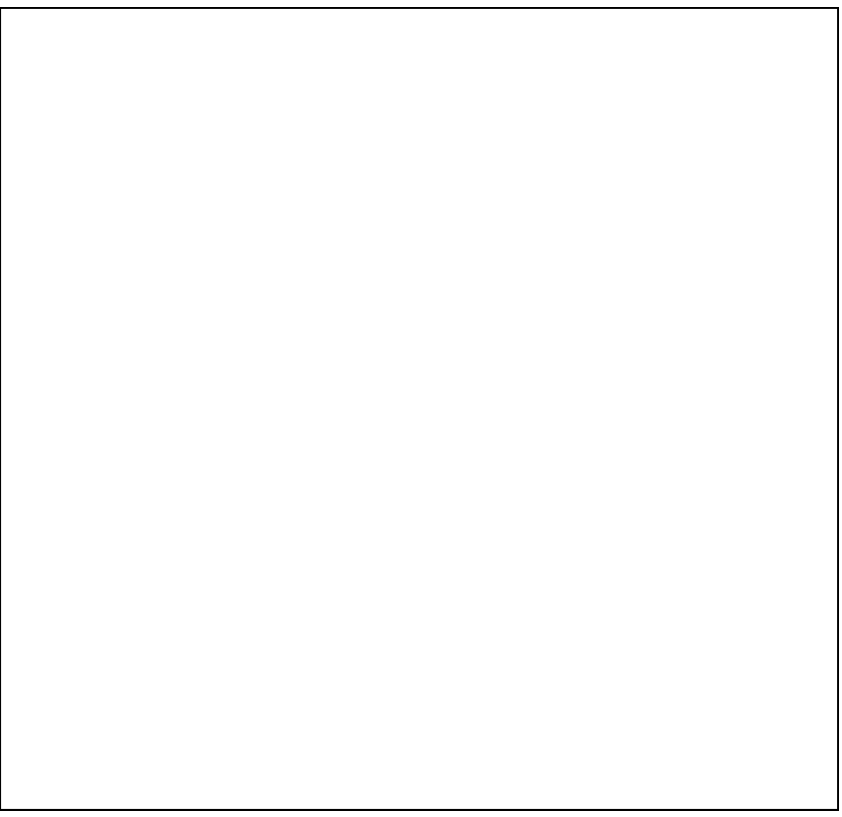
Helping At My House



At home Matt likes to help!

Matt likes to help Mom.

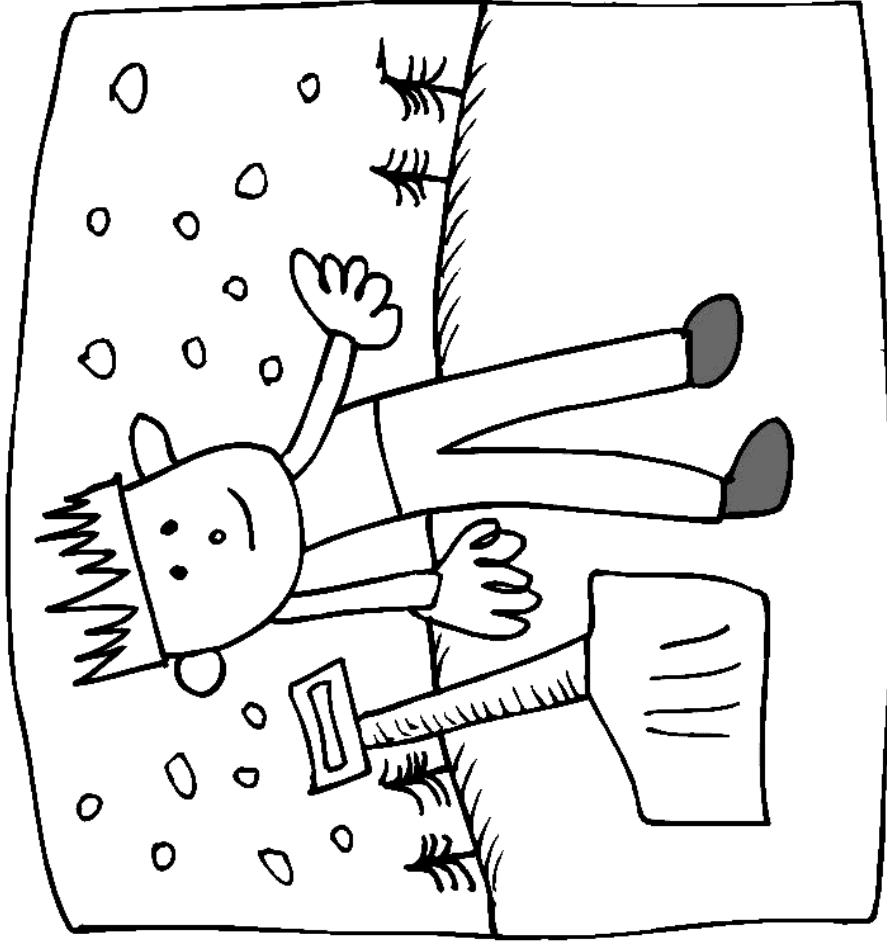
He sets the table for dinner.



I help at my house, too!

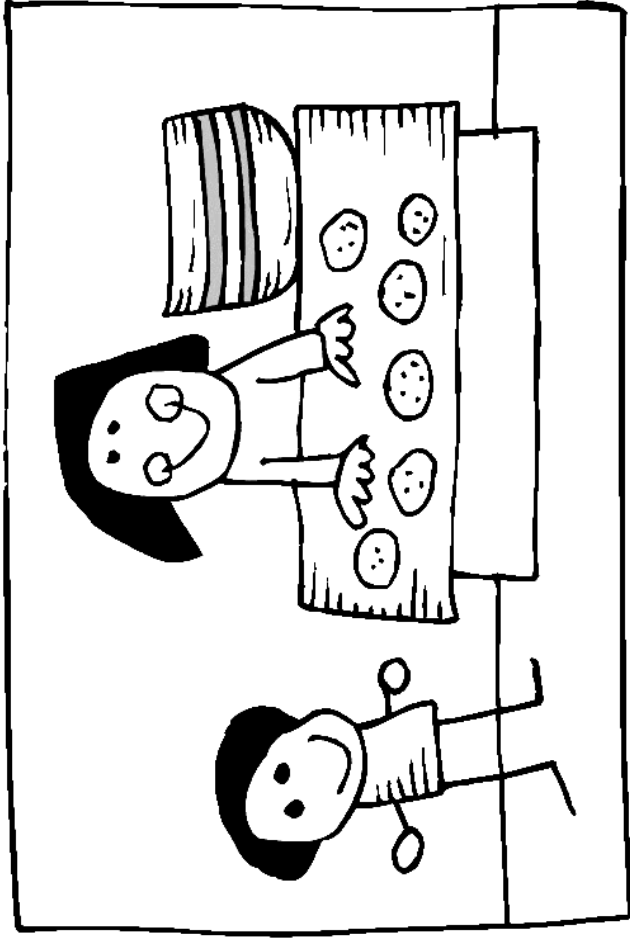
I _____

_____.



In the winter Mike shovels snow.

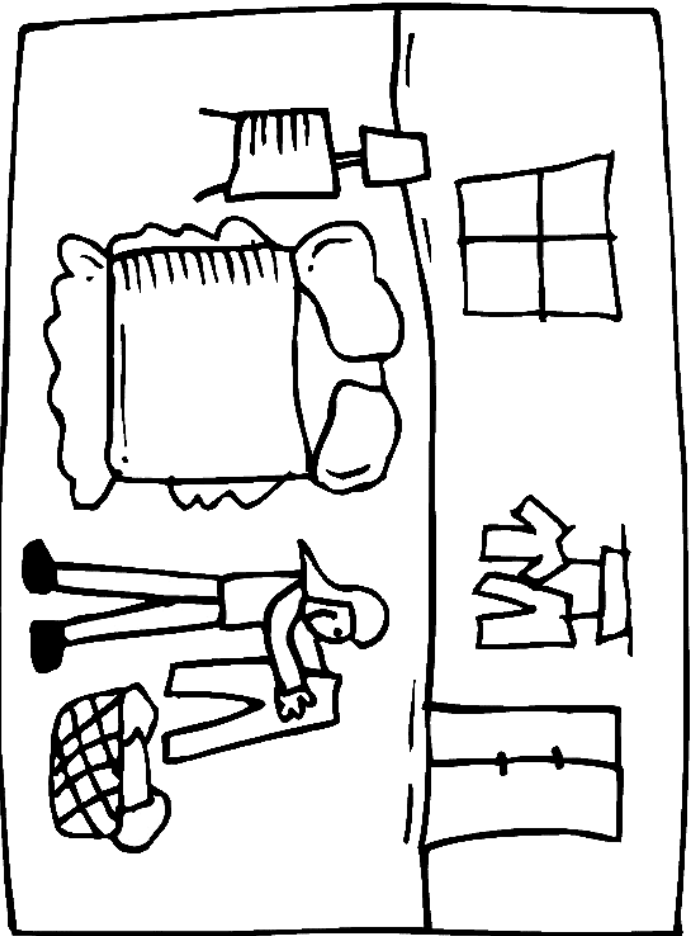
It is hard work, but it is a big help.



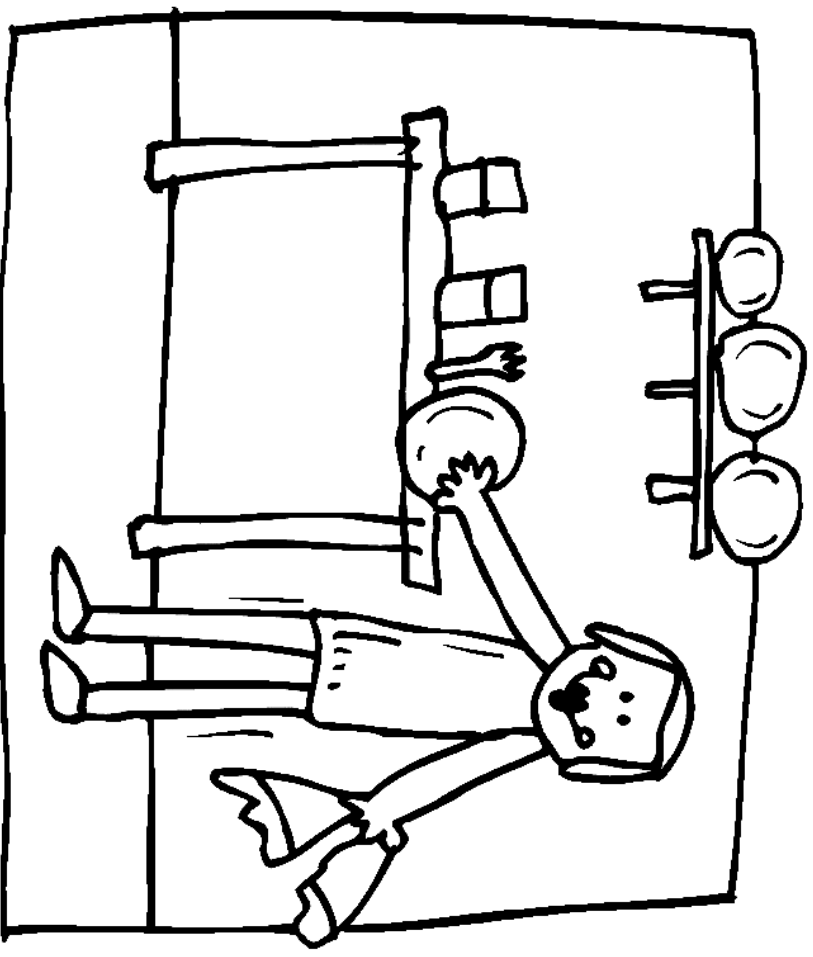
Patty helps Mom make cookies!

Then she helps eat them.

Yum, yum!



Beth puts away her clean clothes.
Mom says this is a big help!



Sometimes Katie helps dry the dishes.
She likes to make the dishes shiny!

Lesson 15 - Responsibilities at School

Review:

Briefly discuss responsibilities at home.



Discussion:

What are some of the jobs and responsibilities in the classroom that need doing each day? Brainstorm a list.

For example:

Cleaning boards, tidying bookshelves, picking up fallen things from the floor, cleaning out desks, hanging coats neatly and putting shoes and boots where they belong, finishing work on time and handing it in, being quiet and polite, being a good friend, listening to the teacher, listening politely to other students, tidying shelves, sharpening pencils, sorting math manipulatives, picking up litter, taking turns, walking nicely in the hall, being quiet in the library, doing the best work, etc.

Sort these different ways - jobs that everyone should do each day and jobs for class helpers, indoor and outdoor responsibilities, etc. What responsibilities do you have in the classroom, in the rest of the school and on the playground? Are these all the same?

How do these help our classroom to be a better place? Talk about how having a clean desk and a clean tidy classroom makes you feel. How do you feel when things are messy? The children may not realize that having tidiness around them makes them feel calmer and more pleasant. It makes the classroom a nicer place to be!

You may have a rotating schedule for classroom helpers - talk about these jobs and responsibilities and how these are important.

Being polite and being a good friend to others is also a responsibility. Discuss how this helps the classroom.

Activity:

Give each student a copy of the 'check-list'. As each thing is done, the student can put a check in the box. (You will likely want to clean desks together, showing the children how to do it well and how it should look when they are finished. You can also model how coats should be hung, and how the other jobs should be done.) For children with reading difficulties, print the sentences on the board or a chart with pictures.

Follow-Up Exercise:

Have the students use the blank book form to make a booklet of the responsibilities at school that they think are important, with words and illustrations.

Additional Activities:

Brainstorm a list of 'jobs' or 'responsibilities' in the classroom - things that need to be done by the class as a group each day. Here are lots of good ideas for lists and for the display.

http://www.pinterest.com/alicia_eyer/classroom-job-charts/

Brainstorm the responsibilities of the individual students.

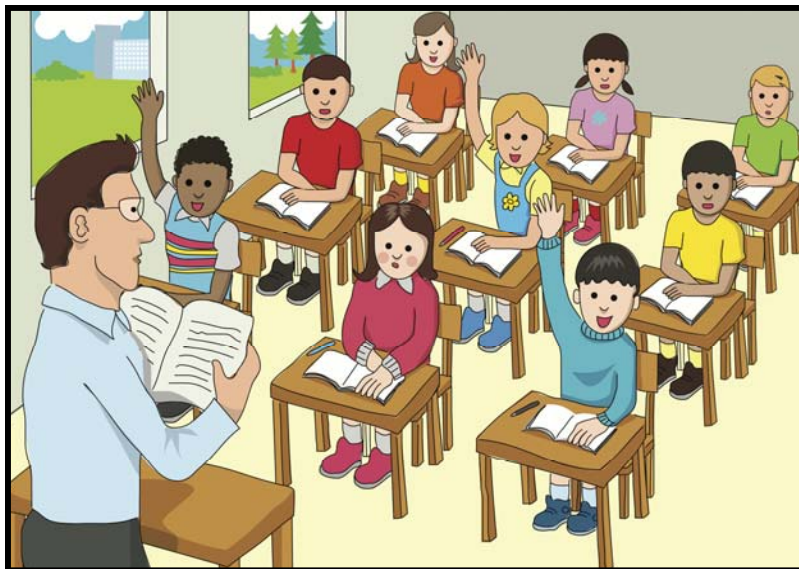
Model how some of these should be done.

Have a rotating list of responsibilities.

The blank little book form can be used for many different stories.

Take photographs of your students doing classroom responsibilities well. Print them, and put them on a bulletin board celebrating the students.

Take a photo of a well organized desk interior. Frame and mount it, and post it at the front of the classroom. Can the students keep their desks looking like this?



My Classroom Responsibilities



The top of my desk is clean and tidy.

The inside of my desk is tidy.

The floor under my desk is clean.

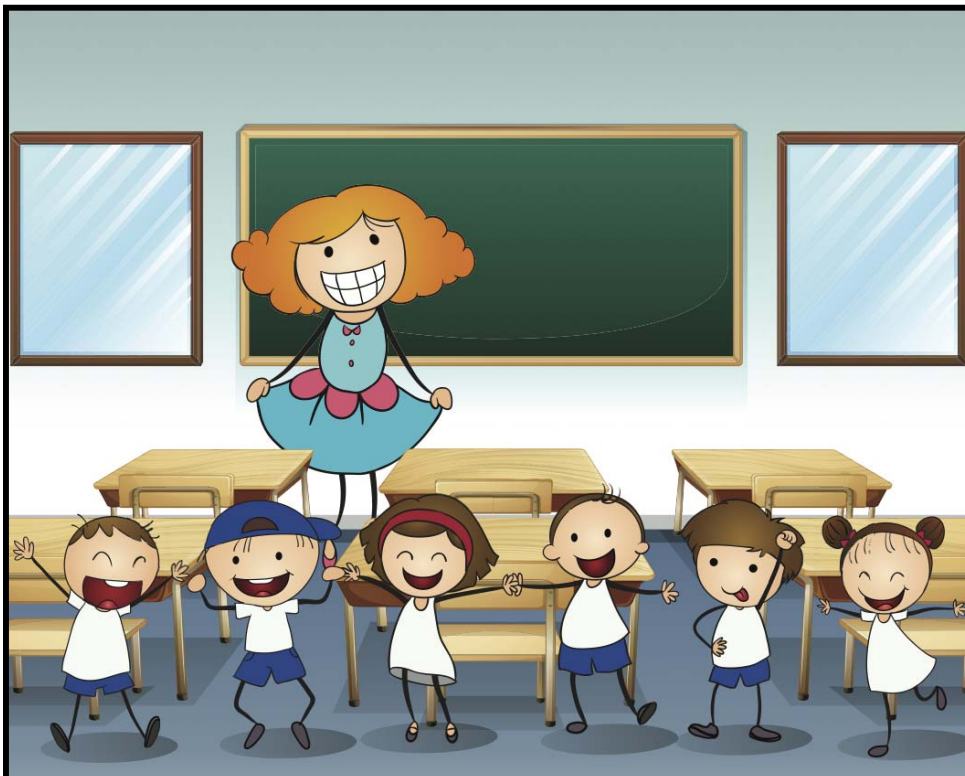
My coat is hung up nicely.

My boots and outdoor shoes are neat.

Library books have been put away.

I am sitting quietly!

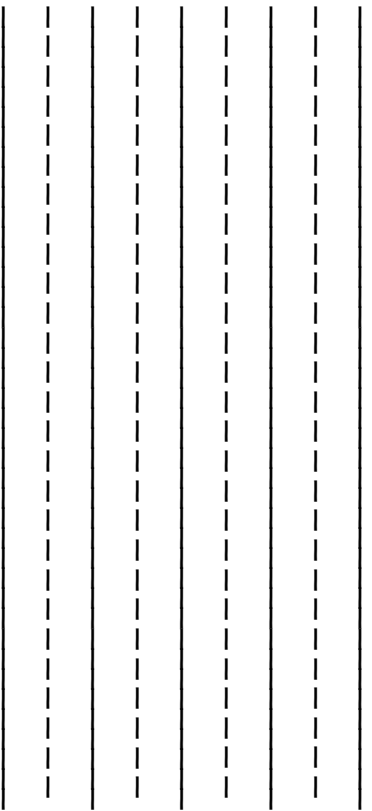
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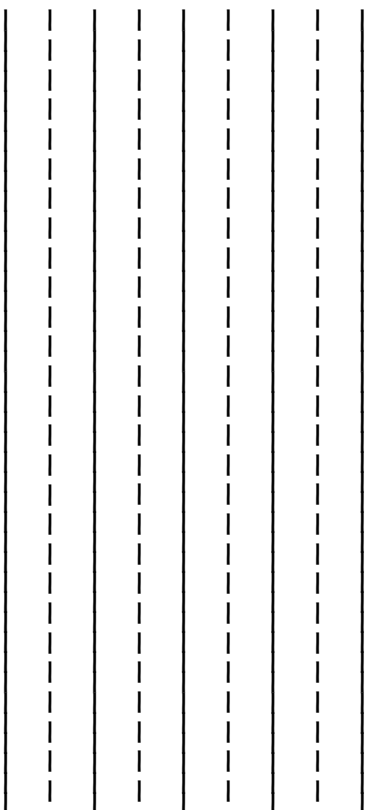


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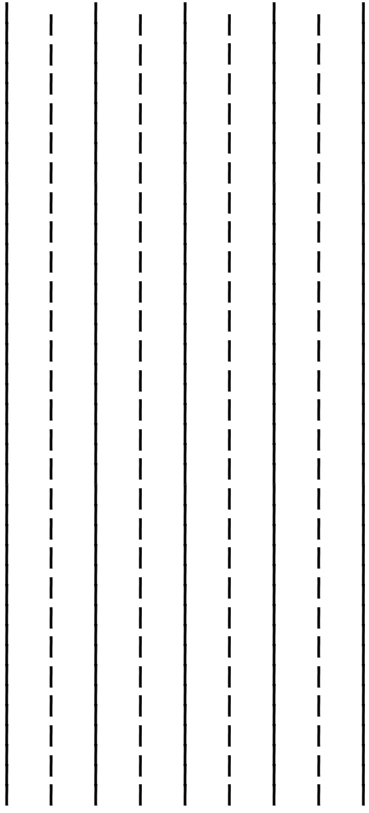
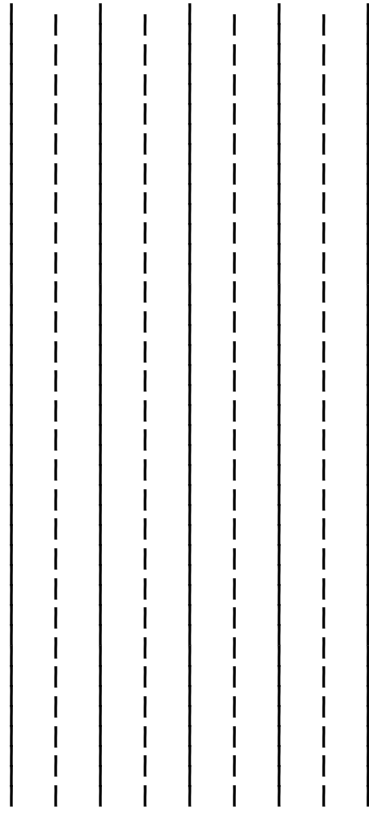
Handwriting practice lines consisting of six horizontal rows. Each row is defined by two solid lines, with a dashed line in the center of each row.

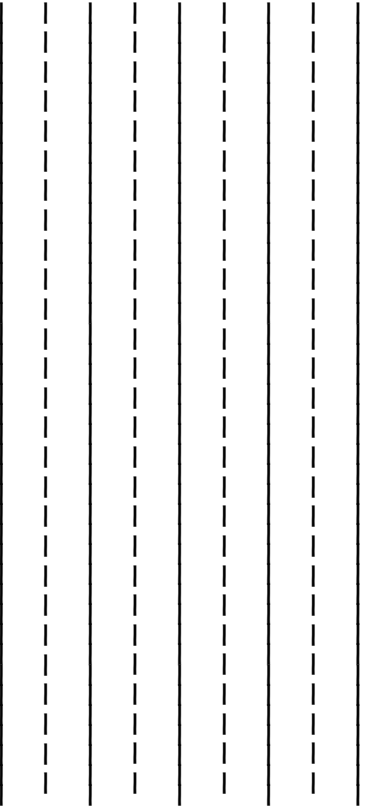


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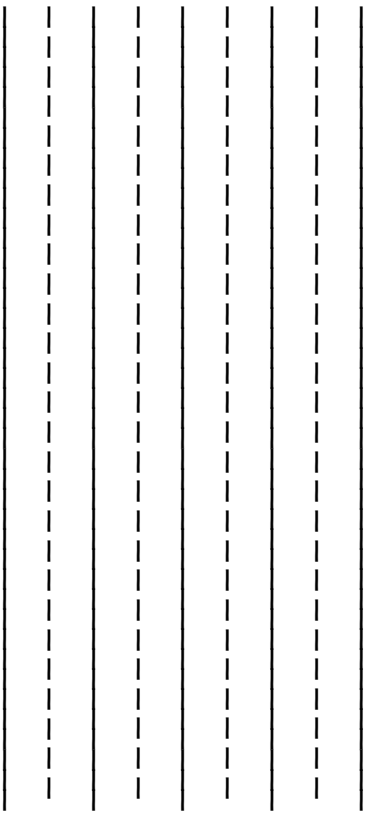


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5

Healthy Living



This unit will benefit from a variety of lesson strategies- you can use videos, stories, the internet, demonstrations, field trips and more to illustrate healthy living.

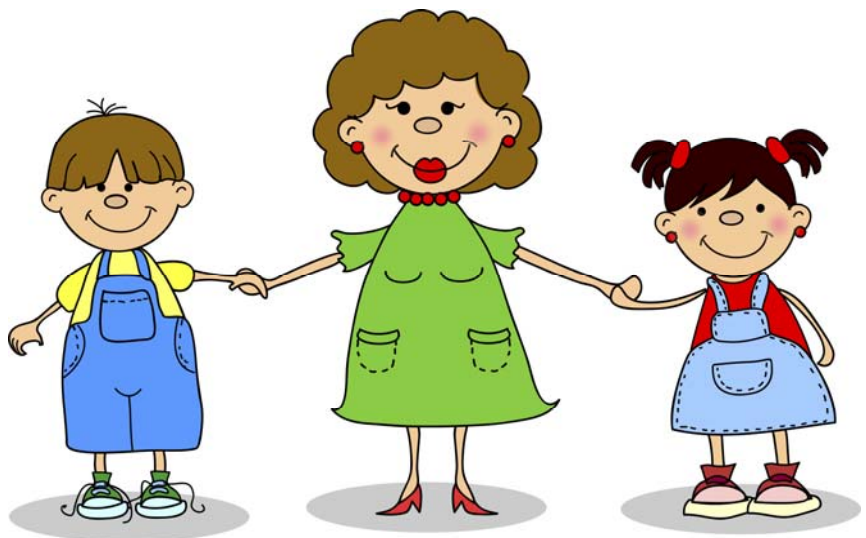
Expected Outcomes for this unit:

This unit teaches the benefits of:

- physical activity
- good eating practices
- healthy eating
- dental health
- sleep and rest
- learning about germs and viruses
- keeping healthy

Vocabulary to learn:

- health, healthy
- physical activity
- exercise
- food
- energy
- sleep
- germs
- teeth



http://www.bced.gov.bc.ca/health/healthy_eating_physical_act_gr1.pdf

There are lots of good lessons and practice sheets here:

<http://www.teachingideas.co.uk/themes/keepinghealthy/>

Lesson 17 - What Makes Us Healthy?

Review:

Briefly discuss responsibilities at school.

Discussion:

What do the words 'health' and 'healthy' mean? To be healthy means our bodies are working well. It means that we feel the best that we can feel. To have good health means we feel well, have lots of energy and our bodies are working well.

What are some things we can do to be healthy? Brainstorm a list and write the suggestions on a chart.

Talk about physical activity. Why is this needed in order to be healthy? Why would someone who runs and plays a lot be more healthy than someone who spends most of the time sitting down? How would these two people be different? Would they feel differently? What physical activity do you do? How does it make you feel? Physical activity gives us healthy muscles and makes us feel good.

Eating healthy foods makes us healthy, too. What foods do the students eat that are healthy? What ones are unhealthy? Eating healthy food builds healthy bones and teeth, helps us grow, learn and play. Food gives us energy. Discuss the word 'energy'. You could liken it to gas in the car. Gas makes the motor run and that makes energy. Good food gives us energy.

We need sleep to be healthy. How do you feel when you are tired? Can you run as well or do math as well when you are tired? To feel our best, we should get lots of sleep.

What are some other things we need to be healthy? You need to look after your teeth, to keep your body clean, to dress for the temperature, to wash your hands often. If there are other items on your brainstormed list, discuss them briefly. (Today is just the introduction, of course.)

Activity:

Look at the practice sheets. There are similar pictures for boys and girls. Discuss what the children are doing and how each activity helps to keep them healthy. Colour the pictures.

Follow-Up Exercise:

Read the little book.



Additional Activities:

We have talked about friendship. You can also add healthy relationships in this section - although it is covered in other lessons.

Talk about how you feel if you do not sleep enough, get good foods, do not exercise, and if teeth are not brushed and the body kept clean.



Discuss 'energy', and talk about foods that we need to eat to give us energy.

Discuss being healthy when you go to the gym or play games outdoors, and talk about food when the students eat their lunches. Talk about washing hands often, using a tissue and covering the mouth when coughing or sneezing, etc.

Have a collection of suitable books from the library for the students to read or look through.

Make a class book. Each student can do one page, completing the sentence

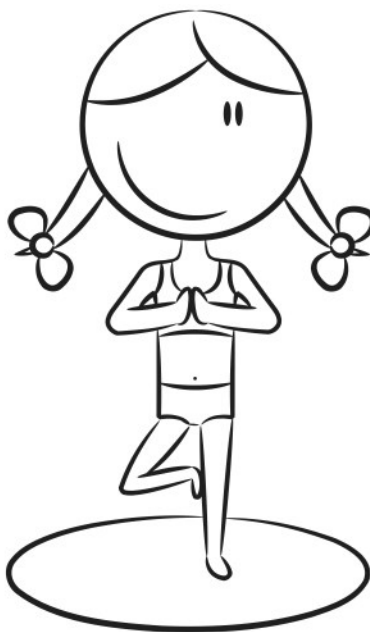
I am healthy because I _____. Add a picture drawn by the student, or a photograph.

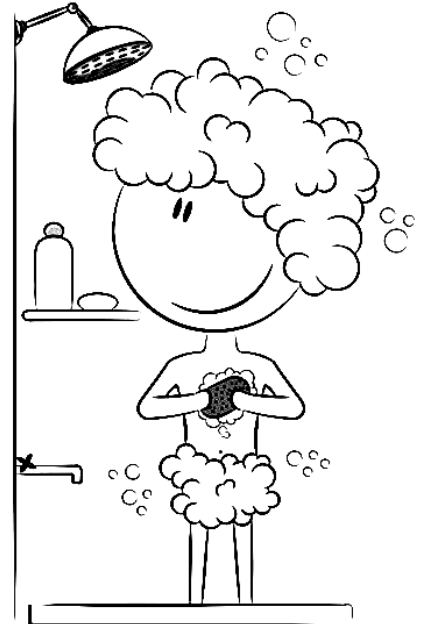
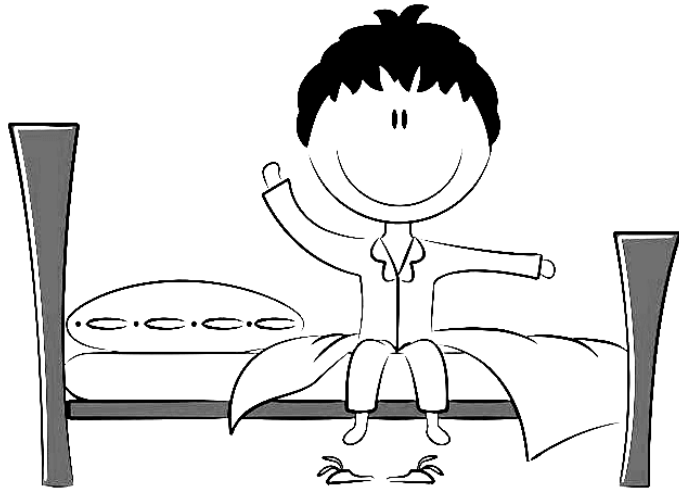
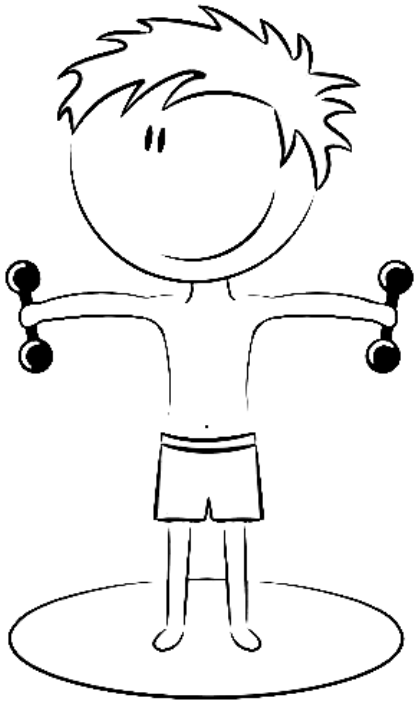
http://www.bced.gov.bc.ca/health/healthy_eating_physical_act_gr1.pdf

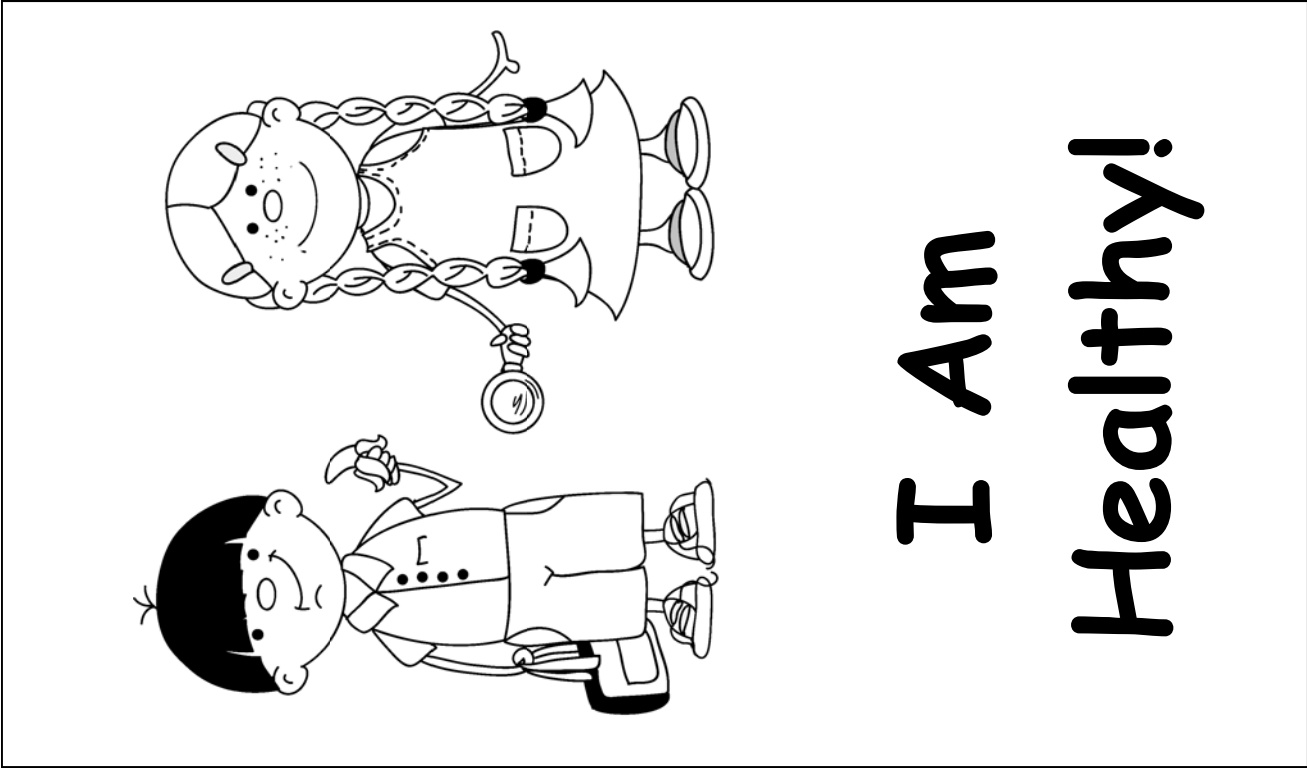
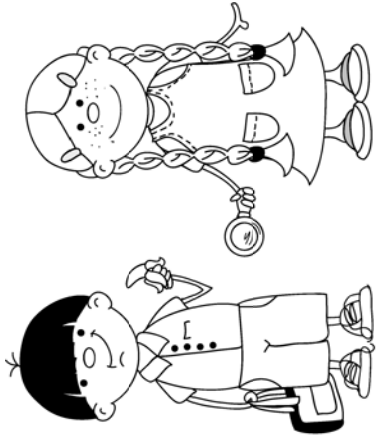
This is a very good source of additional and supplementary information.

"Teaching lessons about healthy living and then going on to the next topic will not change any behaviour. 'Health' is not a topic to be studied and then left behind. Good will only occur if habits are changed, and that takes effort. The concepts should be mentioned every day. Talk about the school lunches and what the children eat for breakfast - talk about it almost every day. Praise children who are munching on carrot sticks or an apple at recess. Exercise every day until it becomes part of the students' day. Make hand washing a part of the daily routines. Let the children drink water whenever they want."

I am not sure where that quote came from - I chose it and now cannot find the source. If anyone knows, let me know! Jean

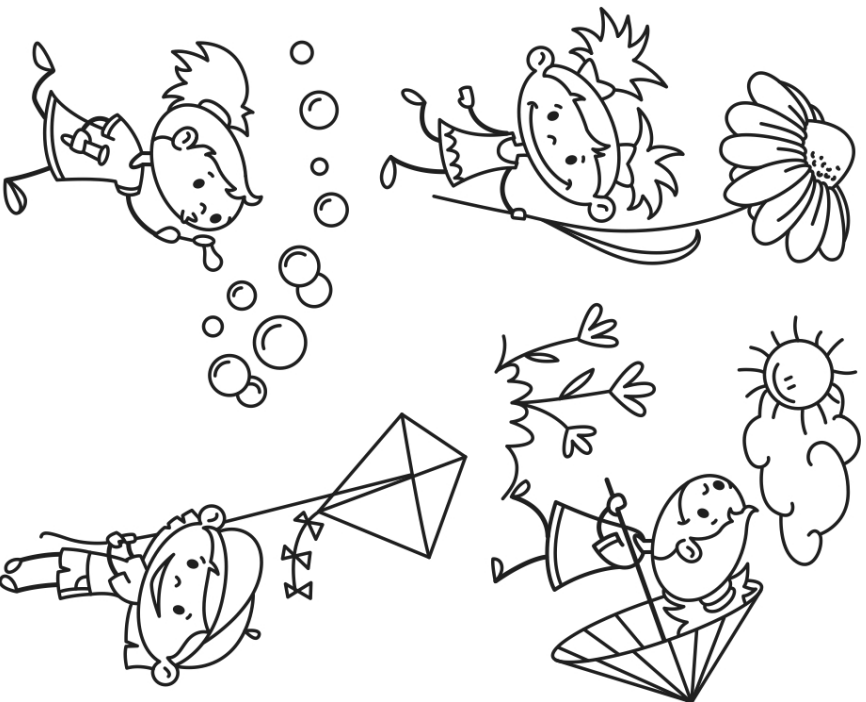




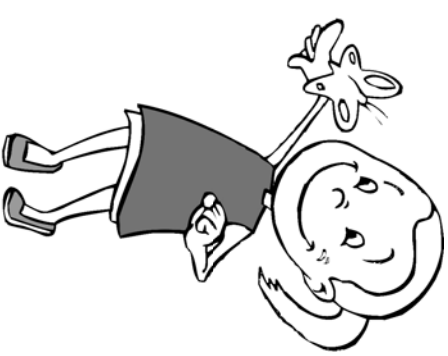
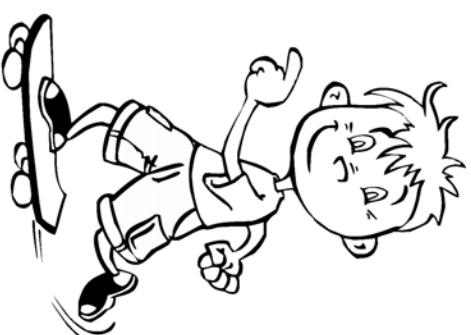


I Am Healthy!

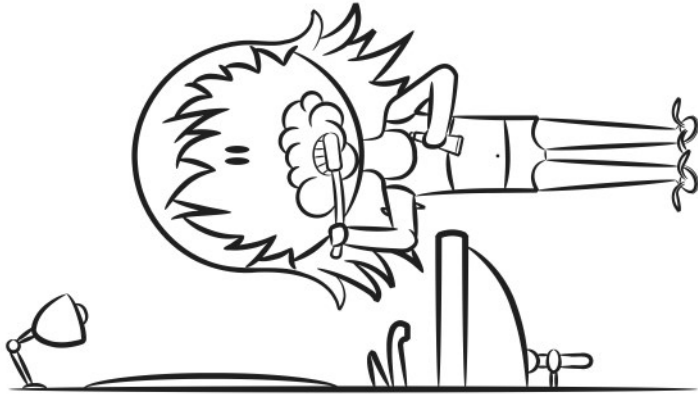
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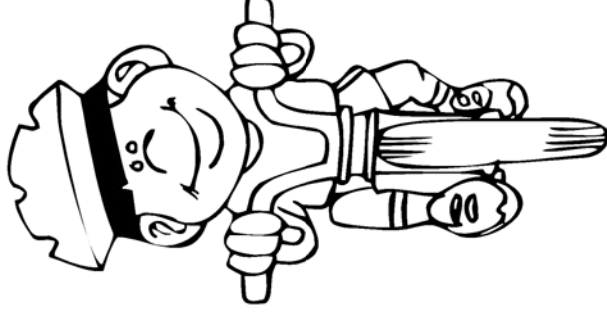
**It is good to be healthy!
When we are healthy, we
have lots of energy to play
and laugh and have fun.**



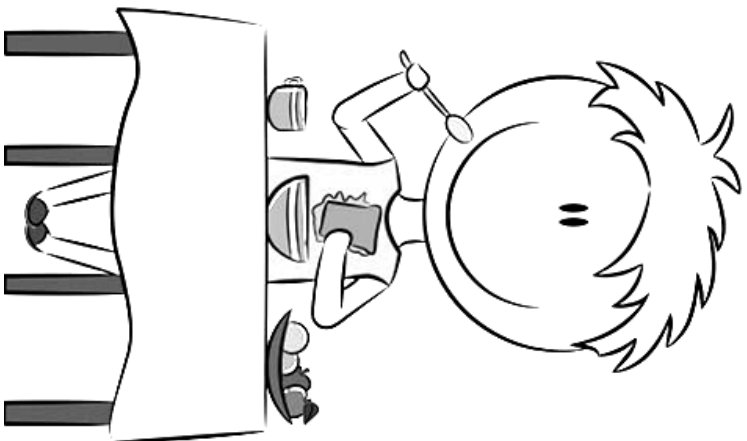
I like to be healthy!



We need to keep our teeth
healthy.
I brush my teeth every day!

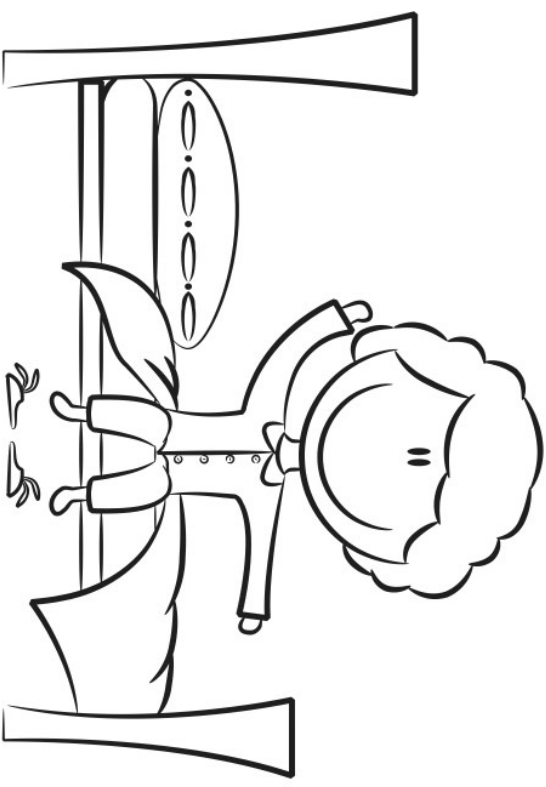


We need exercise to be
healthy.
Jake likes to ride his bike.
Kate likes to skip.



We need good food to be healthy.

I like fruits and vegetables and I like to drink milk!



We need sleep to be healthy.

I go to bed early so I get lots of sleep!

Lesson 18 - Physical Activity

Review:

Briefly discuss the words health and healthy.

Discussion:

We have PE daily. Do your students know what PE means? Talk about physical education - training our bodies.



Earlier we talked about 'practice makes perfect'. If we do things many times we improve. If we want to be good at hockey or soccer, dancing or singing, it takes lots of practice - and the same is true for reading, math, skipping, playing the piano, and almost everything we do. This is why we have PE - to improve what we can do with our bodies. If our bodies can do more, they will be healthier.

We practice many games and exercises to improve our bodies in three ways. (You can teach the words 'endurance', 'flexibility' and 'strength' - or 'faster and longer', 'moving more' and 'stronger'....)

Endurance: When we improve endurance, we can go faster and farther. Can the students think of any activities that improve endurance? If we practice running, we will be able to run farther and faster. We use this in soccer, hockey, skipping, even playing tag. The more we practice, the better and faster we will be able to do it - and for a longer time. Endurance exercises make us breathe faster and our hearts beat faster.

Flexibility: Flexibility is the ability to move as well as we can. With practice, we can train our bodies to move better. If we do an exercise - touching the floor without bending the knees, for example, the more we try, the easier it becomes and the farther down we can get. Our bodies get used to a movement and get better at it. Bending, stretching and reaching give us flexibility.

Strength: With practice we can get stronger and stronger. Think of professional weight lifters! They couldn't lift the heavy weights when they began, but with practice they got stronger. What things can we do to get stronger? The playground gives us ways to become stronger. Hanging from the monkey bars, lifting yourself up, and climbing can make you stronger. These exercises help our muscles to grow stronger.

Activity:

Talk about the things you do in PE, and whether they help endurance, flexibility or strength. Many will go under more than one heading. There are two versions of the practice sheet, depending on whether you taught the more difficult words or the simpler ones.

Follow-Up Exercise:

Read the little book.

Additional Activities:

As you exercise in PE, continue the discussion about the ways the exercises help the body.

This lesson, of course, can be part of your PE, and be correlated with your DPA. Take the words and concepts to the gym and use them as you do exercises and teach skills.

Practice one skill every day for two weeks - skipping, for example. Write down how many skips each student can do today, and then at the end of the time, compare that to the number they can do now. Why did they get better? Skipping helps both endurance and strength. Have your students tell you how.

Time each student on a running track, or running the length of the playground. Have them practice running each day and then time them again. Talk about how this has improved and why.

You can integrate this lesson with the heart and lungs lesson later in the book, and discuss how endurance exercises help the body.

Exercise is important for healthy bodies. Do your students get enough exercise? Children now get less exercise than children in past eras. Discuss this with your students and why this is so. Talk about the play you did when you were young. In years past, there was no TV, no video games and children had freedom to be outdoors without supervision to visit their friends on the street and play games.

What do we consider exercise? Playing soccer, running, skipping, climbing are all good exercise. Talk about what your students like to do. Good exercise lasts for at least 10 minutes and makes your heart beat faster and your breath come quicker.

Do some exercises in your classroom on days when you don't have PE. Run on the spot, do jumping jacks, put on jazzy music and do 'fitness to music', following your lead in aerobics. This is good for you, too! This makes a good break in a long quiet work period.



Name _____

Draw a line from the picture to the matching word. Some may have more than one line.



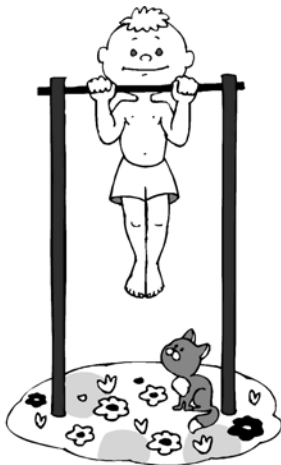
endurance



flexibility



strength



Name _____

Draw a line from the picture to the matching word. Some may have more than one line.



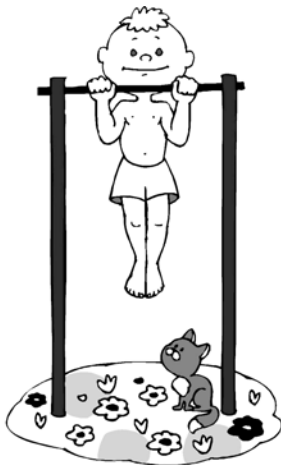
go faster and longer

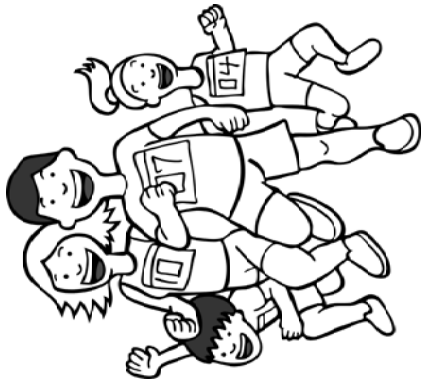


move more



be stronger



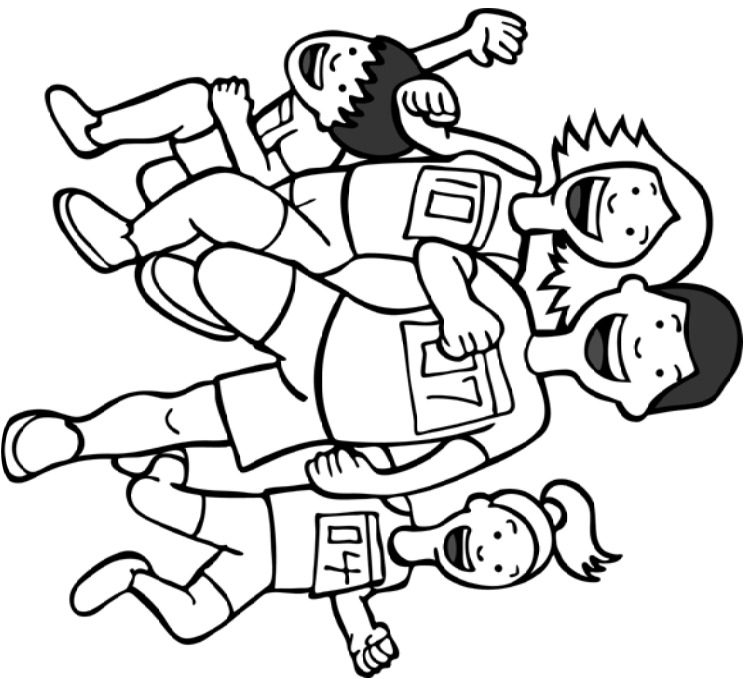


Exercise

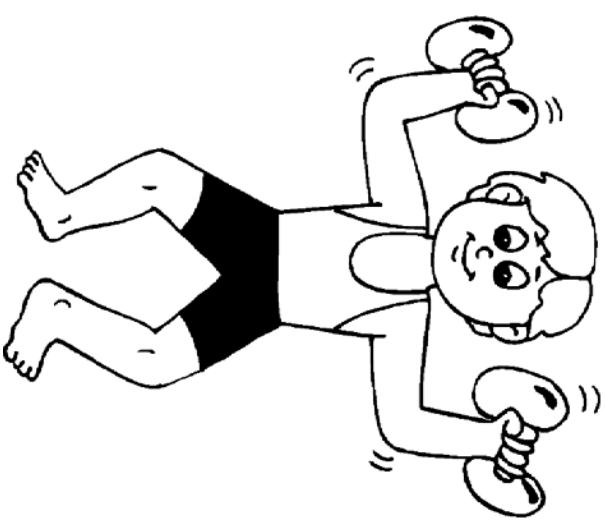


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Endurance

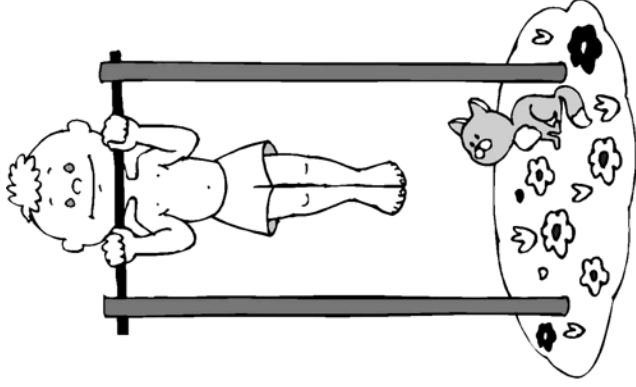


Some exercise helps us to move faster and go longer. This is called 'endurance'.



If you practice every day, soon your muscles will grow and you will have more strength.

Strength

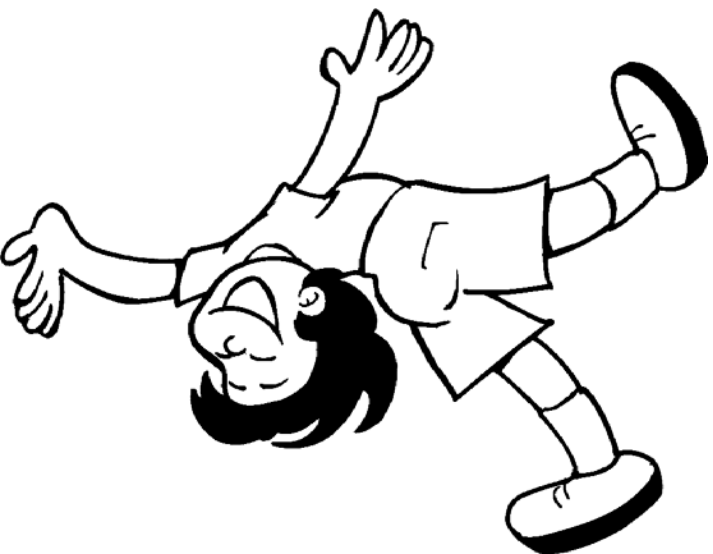


Some exercises help to make us stronger. When we are stronger, we have more muscles to help us do things.

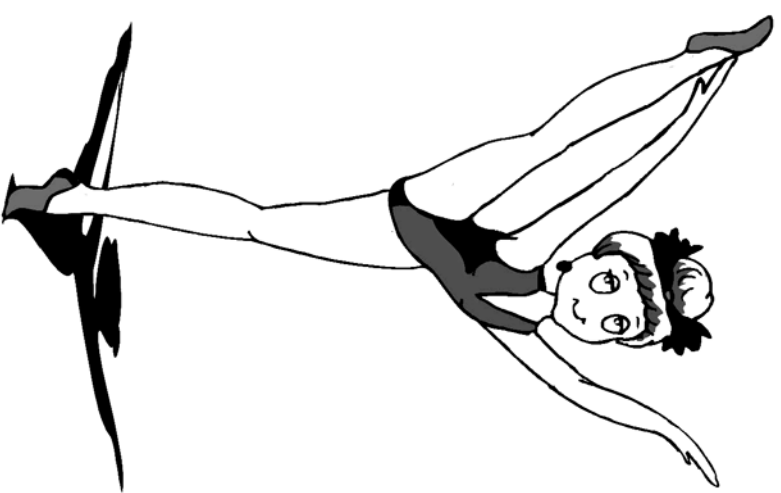


If you run every day, you will soon be running faster and be able to go further. If you practice playing soccer or hockey you will have more endurance.

Flexibility



Some exercise helps us to become more flexible. If we practice, we will be able to move our bodies more.



If you practice every day, soon your body will be able to do things that you could not do before.

19 - Canada's Food Guide



Review:

Briefly discuss the things that help to make us healthy.

Discussion:

Canada's food guide is available on-line.

Where does our energy come from? What do your students think are good foods that help to make us healthy? Brainstorm a list. Some foods have good things (nutrients) that our bodies need to grow and perform well. Other foods are 'empty' - they fill us up but don't give the body many of these nutrients.

Canada's food guide uses a rainbow to show the four food groups. Use this, if you wish, to show the groups - it is easy to find the charts and information on the internet. The BC curriculum guide also uses this for the four food groups. I would prefer to use the rainbow when talking about fruits and vegetables with actual colour, so when we talk about eating the rainbow it makes more sense to the children!

The good foods that we need are put into four groups. Fruits and vegetables, grains, milk and milk products, and meat and meat substitutes - fish, eggs, tofu and nuts. Show this chart and discuss the groups. Why do the students think these things are grouped together? The items on the chart give us nutrients that we need to be healthy.

Discuss having a good breakfast before coming to school. Can you have a breakfast with at least one item from each group? If you have fruit juice (although many fruit juices are questionable - they have too much sugar, reconstituted flavour and nutrients re-added) or, better still, a piece of fruit, milk and toast with peanut butter - you have something from each group. Have the students give other options. Why do we need a good breakfast? It has been a long time since we have eaten (you can discuss the meaning of 'break' and 'fast'), and we need a good start to the day for energy, to help us grow, to learn and to feel good all day.

Briefly discuss the 'sometimes' or 'empty' foods - sugars and sweets, white bread, processed foods such as purchased cookies, salty snacks, pop or soda, etc. These foods have few nutrients that make us healthy.

Activity:

Have the students open their lunches and have them tell you what is there. Put a list on the board or a chart. Later, put these into the 5 categories plus the 'sometimes' group. You can use the pages headed by the groups for this, or use the pages to paste pictures from grocery ads.

Follow-Up Exercise:

Read the little book.

Additional Activities:

Have each of the students bring in grocery store ads. Have the students cut out pictures of foods that go in the four groups. Glue the pictures to the sheets provided, individual charts or large classroom ones. Discuss the classifications and where some of the foods that haven't been discussed will be placed.

Talk about healthy snacks. Make a list of these, and see how many students take a healthy snack for the recess break. Praise children who eat healthy snacks at recess.

Discuss foods that the students say they don't like. Can they tell you why? Have they tried it? Many children do not want to try new foods.

Play a 'What Am I?' game. The students can think of a food, and the person who is 'it' whispers it to you or writes the food on a paper. The other students ask questions..... Is it a fruit? Is it in the milk group? Is it in the meat group? Is it red? Etc.

Plan a picnic lunch.

http://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G1/08Gr1_N.pdf

Check out the lessons in this!

<http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr1.pdf>

http://www.freggietales.ca/pdfs/Freggie_Curriculum_Grade1L2.pdf

Lots of ideas for lessons...

The Importance of Water

There isn't a specific lesson on drinking water and perhaps there should be! Water is very important to our body's health. Our bodies are more than half water! Ask your students how this can be? Where is the water? Talk about sweat, and water coming from the skin.

If you have taught the water cycle and evaporation, the students will know that water evaporates into the air. Because our bodies have so much water and it does evaporate - we need to replenish it. We do get water with our food and drink, but more is necessary to keep our bodies healthy. Our brains need water, too, and it is important to drink water through the day to improve our thinking.

We can become sick if we don't drink enough water. Talk to the students about having a drink before school, and at the recess time. If your students are capable of having a water bottle at their desks without spilling, try letting them have one. Talk about using it with discretion so as not to disturb others - or having to use the bathroom too often! Do they think they can work better?

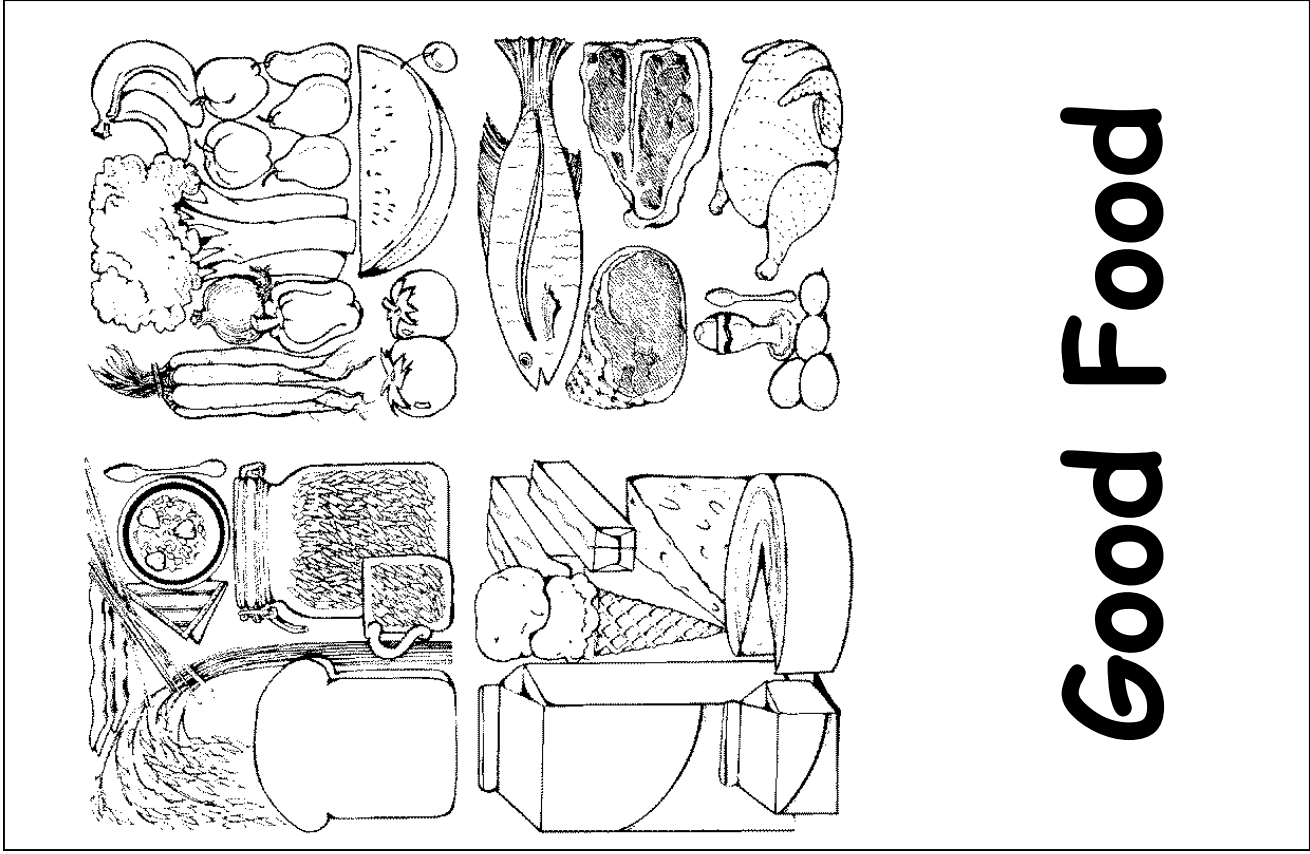


Fruits and Vegetables

Grains

Milk and Milk Products

Meat and Meat Substitutes



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Fruit and

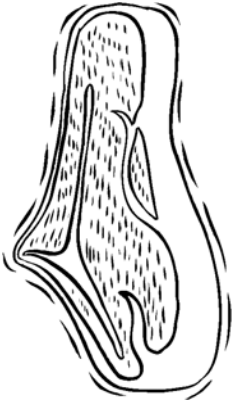


Fruits are very good foods!
We should eat lots of fruit.
Can you think of a fruit in
every colour?

Fruit and vegetables	Grains
Milk and milk products	Meat and other proteins

Draw something from each
of the groups that you like
to eat!

Meats and More

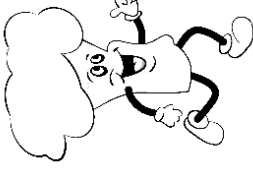
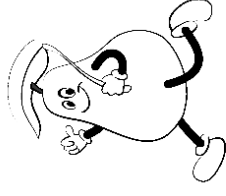
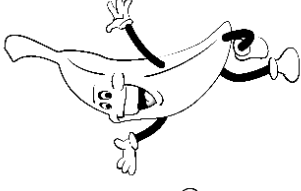
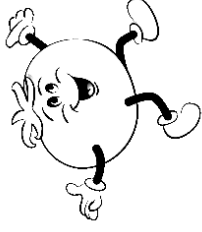


Meat comes from animals,
fish and birds.

Meat gives us protein!

Eggs and nuts also give us
protein.

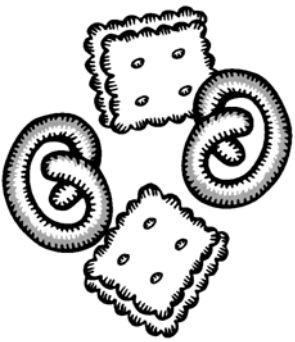
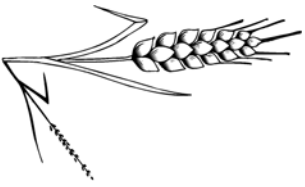
Vegetables



Vegetables are good to eat
and good for us!

Vegetables make good
snacks and they are good
cooked, too.

Grains



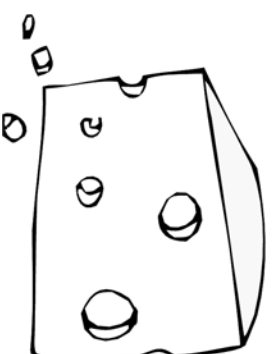
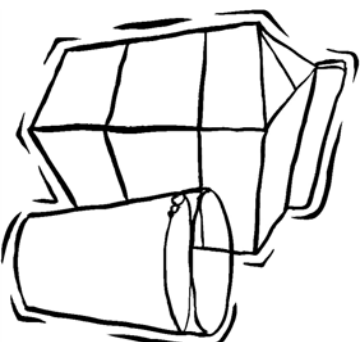
Grains are seeds from

plants, and they are
made into flour.

Bread, buns and crackers
are made from grains.

4

Milk



We should drink milk every

day, and eat foods
made from milk.

Cheese and yogurt are
made from milk.

5

Lesson 20 - Fruits and Vegetables

Review:

Briefly discuss the four food groups.

Discussion:

This lesson can have a number of different sub-lessons - many correlate to other parts of the curriculum.

The children may not know the names of or recognize many fruits and vegetables, and don't know how they taste. To correlate the unit on friendship in Social Studies, you can make a 'Friendship Salad'. This can be either fruit or vegetables. For the Friendship Fruit Salad, have each child bring a fruit of choice, wash very well, chop and add to a salad that all will share. Discuss the name of the fruit and review the names later.

To correlate with the science unit on the five senses, buy a selection of fruit, some well-known and some less known. Talk about the name of each, and write them on a chart. With the class in a circle, pass the first fruit (an apple, for example) around. Talk about how it feels, how it smells and looks - the colour, shape, stem, etc. Encourage interesting words to describe these. Sometimes when an apple is really ripe we can also hear the seeds rattle when we shake it! Then - the fun part - cut the apple into small pieces and let everyone taste it. (If the fruit is small, provide several.) You can also show the seeds - fruit has 'flesh' (the edible part) around the seeds. You can cut across the apple to show the star.

This is especially interesting when unfamiliar fruit is offered. Kiwi, mango, a whole pineapple, starfruit, limes, pomegranate, avocado, etc., may be interesting for your students to try. You may have students who don't want to try new things, but when others say how tasty a fruit is, there is more chance they will try it.

You can do a similar lesson with vegetables that you can eat raw. Cut the vegetables into small pieces and have a plate for the students to eat at recess - with a dip, if you wish.

Of course, the intent of the lesson is to discuss the need for fruit and vegetables every day - trying for five servings. Talk about the fruit you can eat at breakfast, fruits and vegetables in your school lunch, eating them for snacks and for dinner. How many students have fruit or veggies in their lunch today? What are the favourite lunch ones?

Activity:

Print the posters and display them. The children can cut out coloured fruits and vegetables from ads and make up their own posters.

Follow-Up Exercise:

Read the little books.



Additional Activities:

Here is a lesson, using "Gregory, the Terrible Eater".

<http://www.superhealthykids.com/classroom-lesson-fruits-and-vegetables/>

http://www.bced.gov.bc.ca/health/healthy_eating_physical_act_gr1.pdf

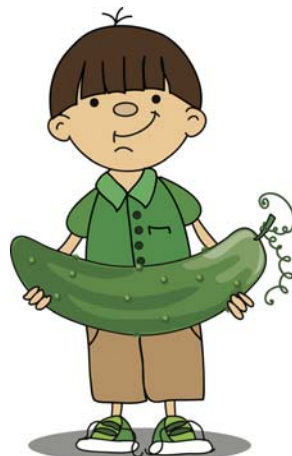
Talk about fruit and/or veggies in school lunches every day. Count how many are in lunches each day and add all of them to make a total. This could be put on a graph, to show improvement in healthy lunches.

What is the difference between fruit and vegetables? Fruits have a 'fleshy' exterior and seeds inside. Vegetables are the other edible parts of plants - the root, stem, leaves, and flowers. So.... using this definition, tomatoes and pumpkins and squash and cucumbers are fruit! Fruits usually have a juicy sweetness or acid taste - although, again, tomatoes are often sweet and lemons are not! Ask your students why we think of these as we do.

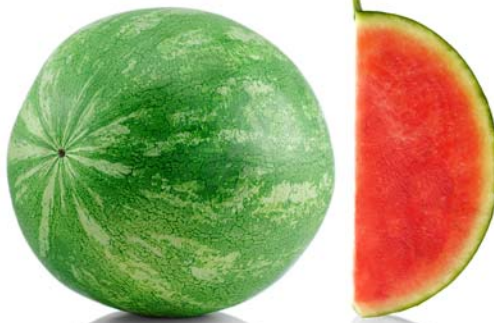
Make a big rainbow on a bulletin board. Cut out pictures of fruit and vegetables and put in the correct colour on the rainbow. Title it "Eat the Rainbow!"

Go on a field trip to a local supermarket. How many different types of fruit and vegetables can you find? How many are new and strange to your students - or even to you? Make sure they know the names of all the more common varieties. You could photograph the different ones, and make a book for your classroom library or a bulletin board display. Use your phone to look up interesting facts while in the store.

Another correlated lesson could be about the parts of a plant for science - and the parts of vegetables that we eat. We eat the roots of carrots and potatoes, the stems of celery, the leaves of lettuce and cabbage, the flowers of cauliflower and broccoli and the seeds of peas and beans. Have a lesson on the parts of a plant, and taste the different vegetables.

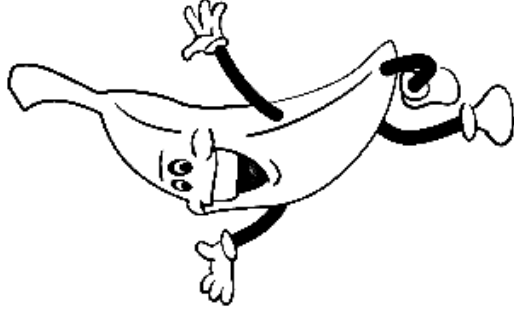
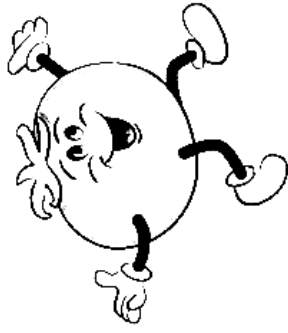
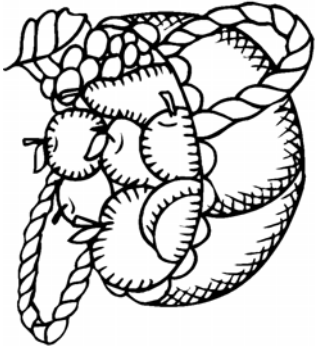


Fruit



Vegetables

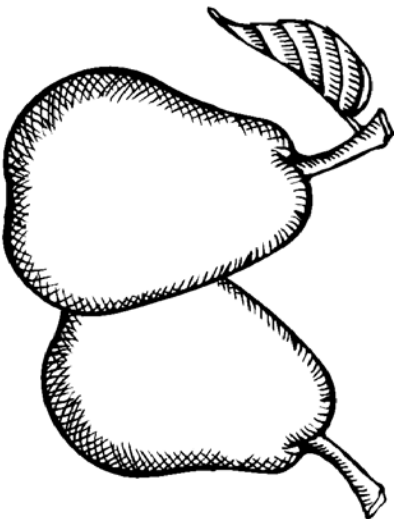
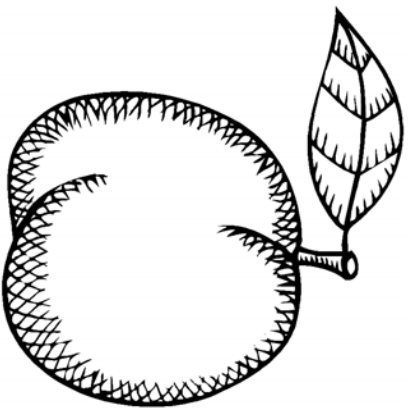




I Like Fruit!

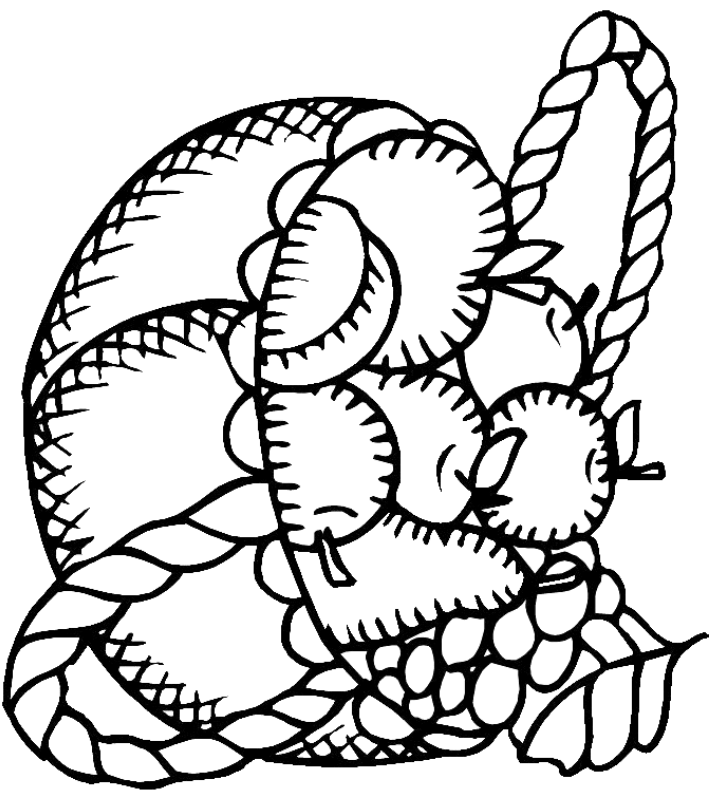


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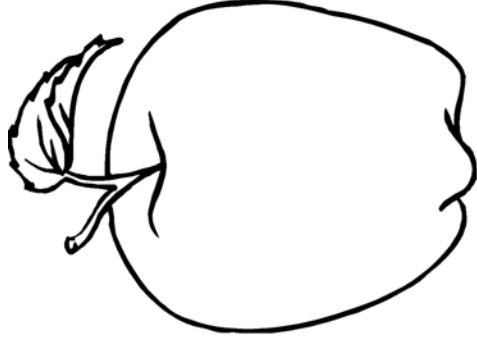
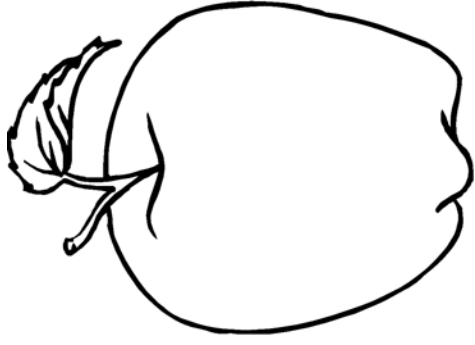
I love peaches and
I love pears!
I will eat them
On the stairs.

2



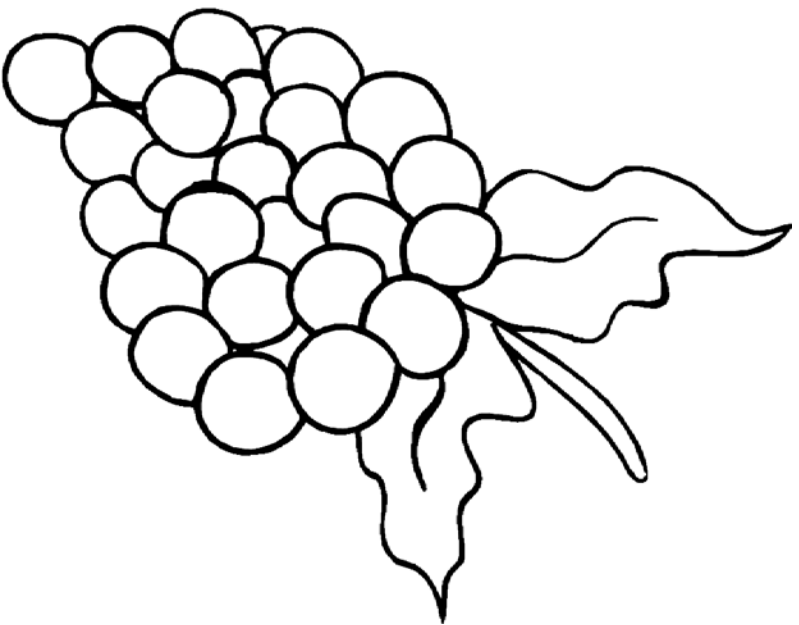
I love fruit
so much, you see -
And I know fruit
Is good for me!

7



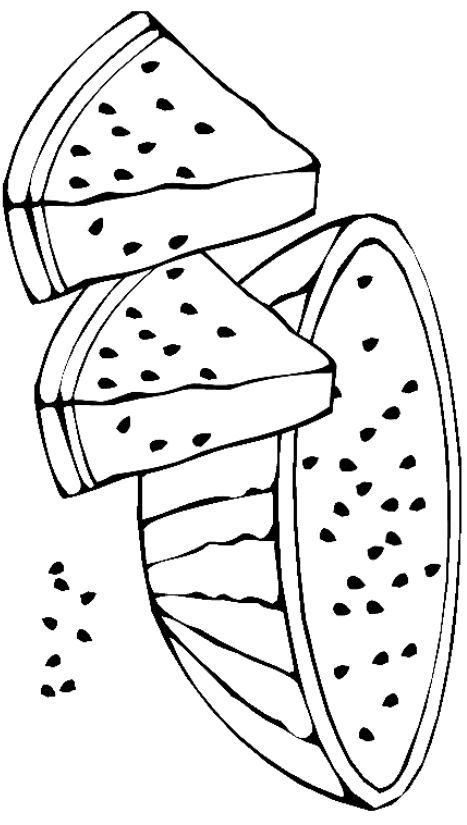
I love bananas and
I can eat a pair.
I will eat them
On a chair.

I love apples,
Green and red.
I will eat them
On my bed.



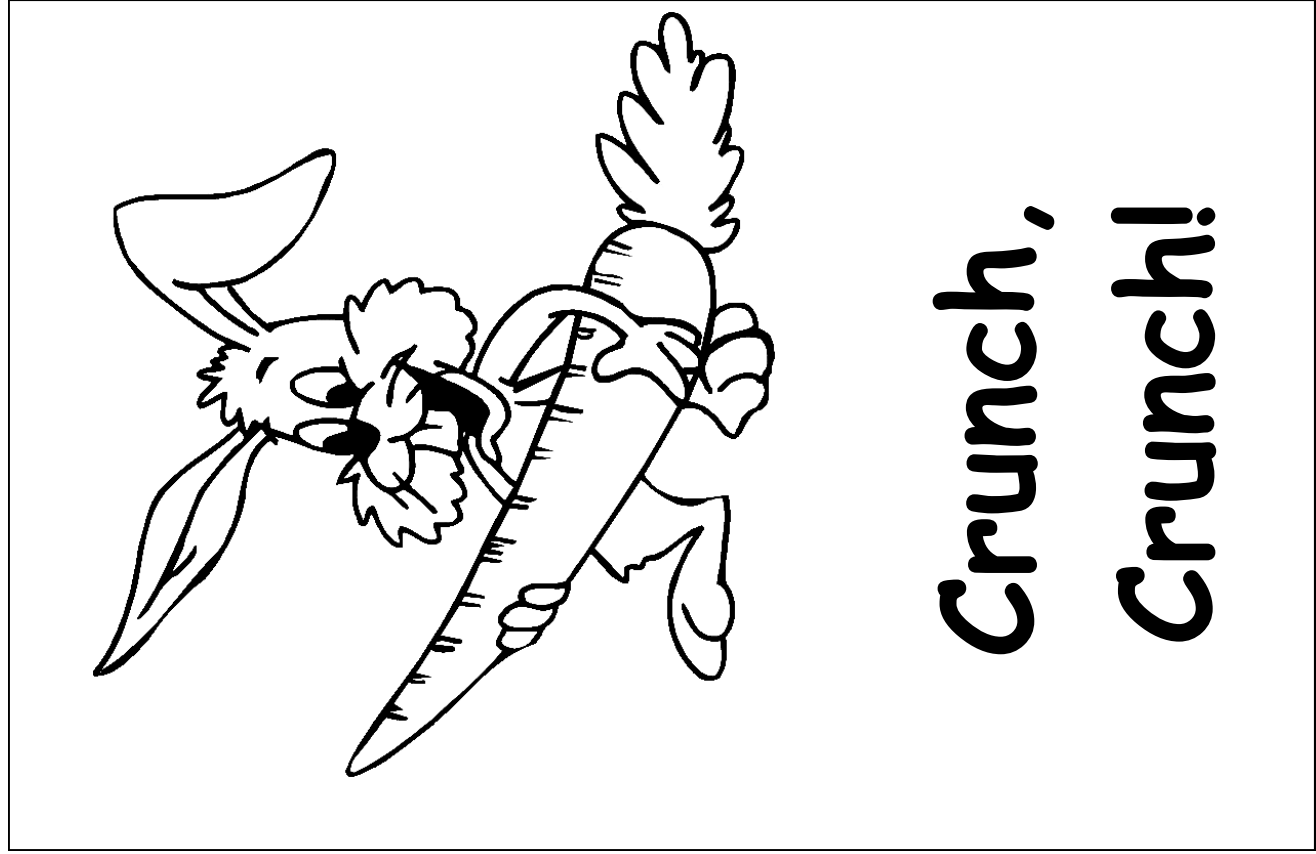
I love grapes
And I'll eat more!
I will eat them
On the floor.

4



I love watermelon
It's nice and pink!
Mom says eat it
Over the sink.

5



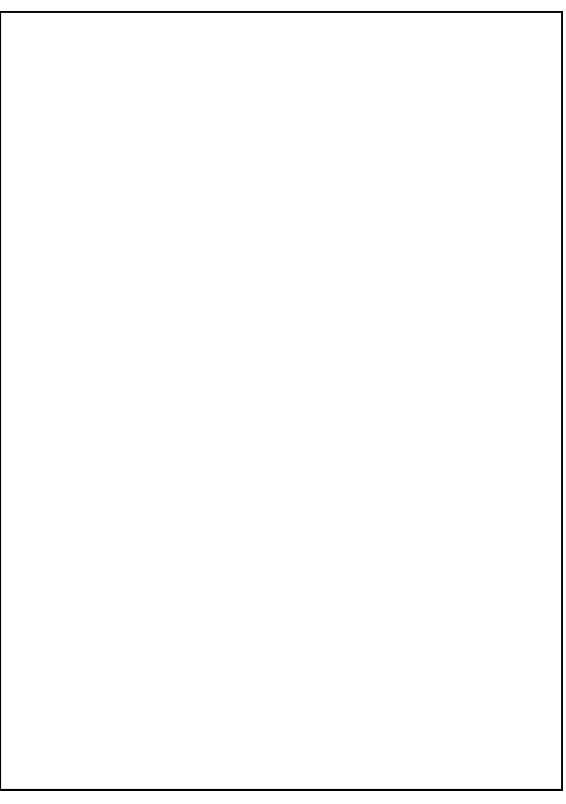
**Crunch,
Crunch!**



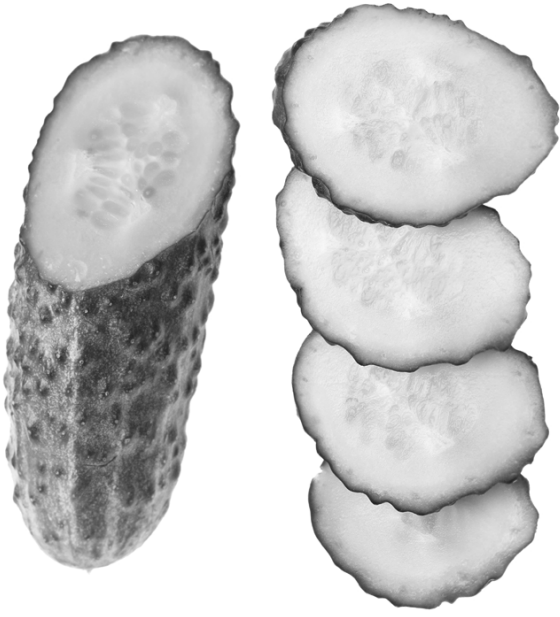
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**I like to munch carrots.
Crunch, crunch!**



**I like to crunch vegetables!
Crunchy veggies are good!
Crunchy vegetables are good
for me!
Munch, munch,
Crunch, crunch!
Draw the vegetable you like
to munch and crunch!**



I like to munch cucumber.
Crunch, crunch!



I like to munch celery.
Crunch, crunch!



**I like to munch radishes.
Crunch, crunch!**

4



**I like to munch cauliflower.
Crunch, crunch!**

5

Lesson 21 - Grains



Review:

Briefly discuss fruits and vegetables, and how many should be eaten each day.

Discussion:

What are 'grains'? If it is autumn, perhaps you can show a stalk of wheat, or other grains that are used for flour.

Separate the seeds, and talk about the milling process - and then show some whole grain flour, where tiny bits of the seeds can be seen. If you have grains, use a mortar and pestle to illustrate the milling process.

What is flour used for? It is in all breads, buns, pastry, noodles and more. The more of the seed bits that we can see in the flour and in the baked goods, the better it is for our health. It is closer to 'natural'. You can also show white flour, and ask the students if they think this came from seeds, too. It doesn't look like it! White flour has had a lot done to it, and so is a long way from the seeds. Look at different breads - white, whole wheat and other, more 'seedy' breads that are usually labelled as whole grain. Which are best for you? (Many whole wheat breads have over-processed wheat, too.)

Take a number of grocery ads, and find things that are made from grains. These can be cut out and glued to a chart, and labelled with the words beside. Talk about which items are the best to eat. White breads and buns and pasta are tasty to eat, but they have lost many of the healthy parts of the seeds.

Children should eat 4 servings of grains each day. Try to have half of the grains you eat each day come from whole grains. A serving is one slice of bread or a bowl of cereal. What other grain products can we eat? Bagels, croissants, pancakes, waffles, pasta, cereals, rice, cookies, cake, etc. Why are some better than others to make us healthy? Some do not have the whole grain, and some have too much sugar. We can call these 'empty' foods and 'sometimes' foods.

Talk about breakfast cereals! Some will give you lots of vitamins and minerals and fibre, and some have very little of these. They are made to sell - especially to children - and have a lot of sugar and chemicals. Talk about sugar giving quick energy for our bodies - but it is gone quickly and then you may feel tired. White breads do the same thing - whole grains will help to keep the energy level high.

Activity:

Talk about the poster, and the pictures. Can the students name the different foods made from grains?

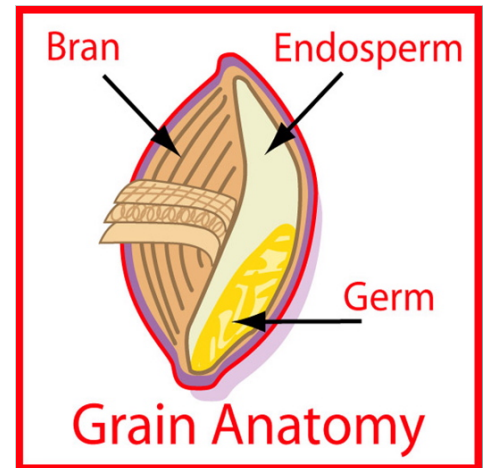
Follow-Up Exercise:

Read the little book.

Additional Activities:

Look at the pictures on the next page. How does this page look different from the fruits and vegetables? The foods are all in shades of brown. The brighter the colours, the better for us!

Make bread in class. The students like to watch the bread rise, and of course, taste the bread after baking. Some of your students may not have seen bread being made.



<http://extension.missouri.edu/explorepdf/hesguide/foodnut/n00102.pdf>

Make a flat bread, like bannock. Here's a recipe:

<http://allrecipes.com/recipe/bannock/>

Grind some wheat seeds with a mortar and pestle - or a food processor. How does the resulting flour look compared to purchased flour? How does it smell? How does it feel?

Make whole grain fruit bars.

<http://www.aicr.org/assets/docs/pdf/healthykids/whole-grain-lesson-plan.pdf>

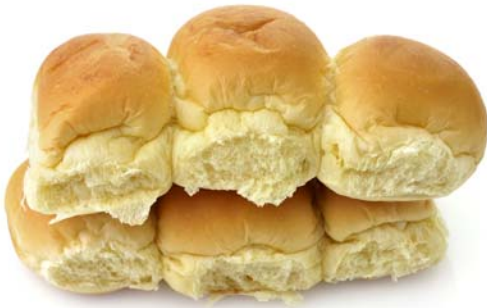
What do the grain plants look like? If it is possible, find wheat plants and discuss the parts. Show pictures of wheat fields, and talk about how the farmers cut the wheat plants and get the seeds.

Talk about the wheat farm, how wheat is grown and harvested and then ground into flour.

Talk about the wheat seeds - the bran is the outer shell that has fibre, B vitamins and minerals, the germ the small part that will sprout into a new plant and contains B vitamins and fats (this can be seen in a bean seed or a peanut.....) and the endosperm that is carbohydrates and protein - the part that provides energy.

Read "The Little Red Hen". This shows the stages from wheat to bread. Use the story as a 'Readers' Theatre'.

Grains





The Little Red Hen

One day as the Little Red Hen was scratching in a field, she found a grain of wheat.

"This wheat should be planted," she said. "Who will plant this grain of wheat?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

Soon the wheat grew to be tall and yellow.

"The wheat is ripe," said the Little Red Hen. "Who will cut the wheat?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

When the wheat was cut, the Little Red Hen said, "Who will thresh this wheat?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

When the wheat was all threshed, the Little Red Hen said, "Who'll take this wheat to the mill?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

She took the wheat to the mill and had it ground into flour. Then she said, "Who will make this flour into bread?"

"Not I," said the Duck.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will," said the Little Red Hen. And she did.

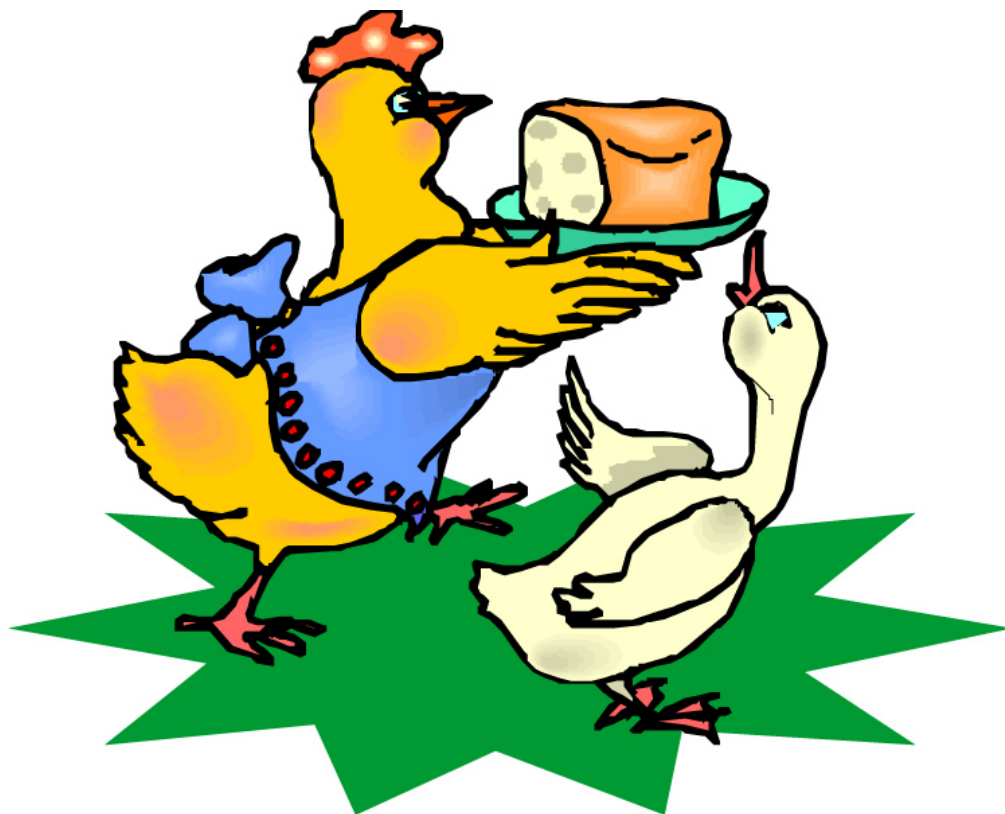
She made and baked the bread. Then she said, "Who will eat this bread?"

"Oh! I will," said the Duck.

"And I will," said the Cat.

"And I will," said the Dog.

"No, no!" said the Little Red Hen. "I will do that." And she did.





Grains

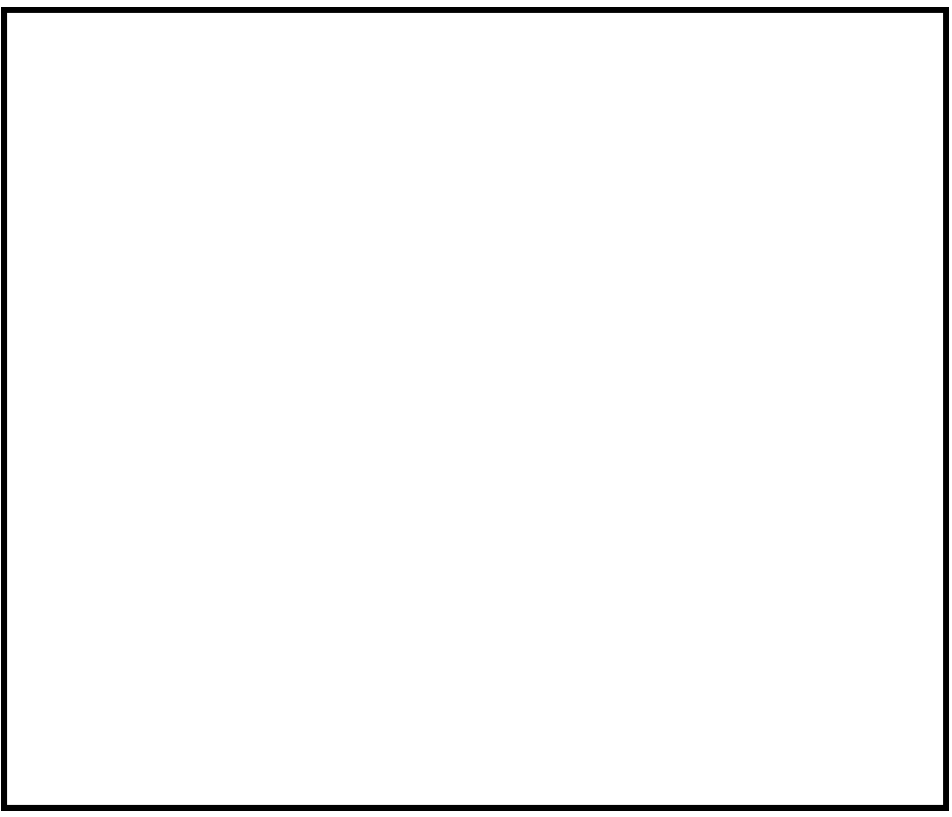


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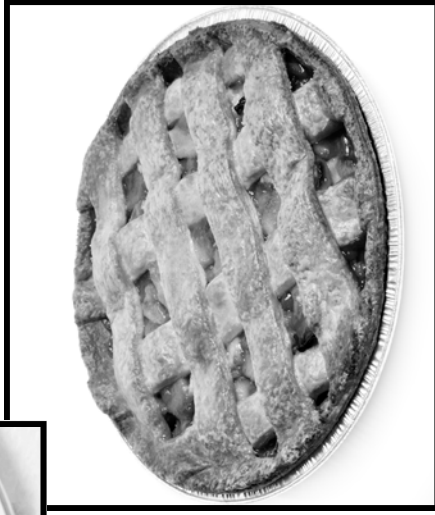
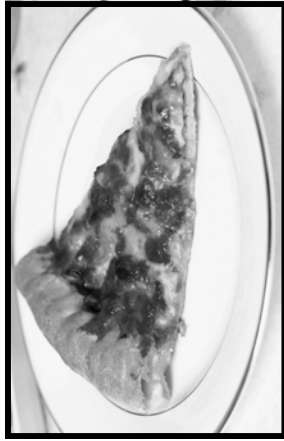
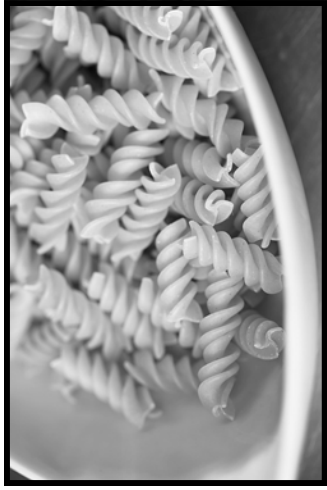
Grains are seeds from plants like wheat.

2



Here is something I like that is made from grain!

7



I like pasta and pizza crust
and pie crust!



The seeds are made into
flour.

You can do it like this.
Big machines do this work.



Then the flour is made into bread and other good things.

4



I like buns and muffins and bagels!

5

Lesson 22 - Meat and meat substitutes

Review:

Briefly discuss the food groups.



Discussion:

Protein is in every part of our bodies, in every cell. You need protein in your diet to help your body repair cells and make new ones. Teach the word 'PRO-teen'!

We can get protein in meat, fish, shellfish, poultry, eggs, legumes (beans, peas and lentils), tofu and nuts. We should have one serving a day of protein. This section is called 'Meat and meat substitutes' - explain the word 'substitutes' - other foods that give us protein.

Where does the meat we eat come from? Meat comes from animals, and we also eat fish and birds. Talk about different meats, and what animals they come from. These foods give us protein that our bodies need. Talk about the favourite meats - chicken, salmon, steak, bacon and ham, etc.

Where do eggs come from? Some city children may not know! We can eat eggs in many ways - fried, boiled, in omelets, in salads, or in baking.

We get protein from some plants, too. Beans and nuts are good sources of protein. If you like peanut butter, you are getting protein from the peanuts. Tofu is made from soy milk, like cheese is made from ordinary milk. Soya beans are a good source of protein.

Do the students know where nuts come from? Most nuts are seeds that grow on trees. Peanuts are not really nuts, they are legumes like beans. The plants are short and the flowers are above ground - but the peanuts grow underground with a sort of string from the plant branch. This is an interesting subject to research! Because of allergies, you probably can't show of try the many different kinds of nuts, but if it is possible, these are fun to eat.

Activity:

Discuss the poster, and name the different sources of protein. Where did each of these come from?

Complete the sentence, and draw a favourite protein.

Follow-Up Exercise:

Read the little book.

Additional Activities:

Do a farm unit - learn what foods come from animals and what foods come from plants. Visit a farm and see the different animals.

Try quinoa and hummus - good sources of protein. Hummus is made from mashed or ground-up chick peas (and sometimes other legumes). It makes a good dip, so your students may enjoy trying it.

Do research on how peanuts grow! The flowers are above ground on the short plants, and then a 'string' forms that goes under the ground and the peanuts grow there.



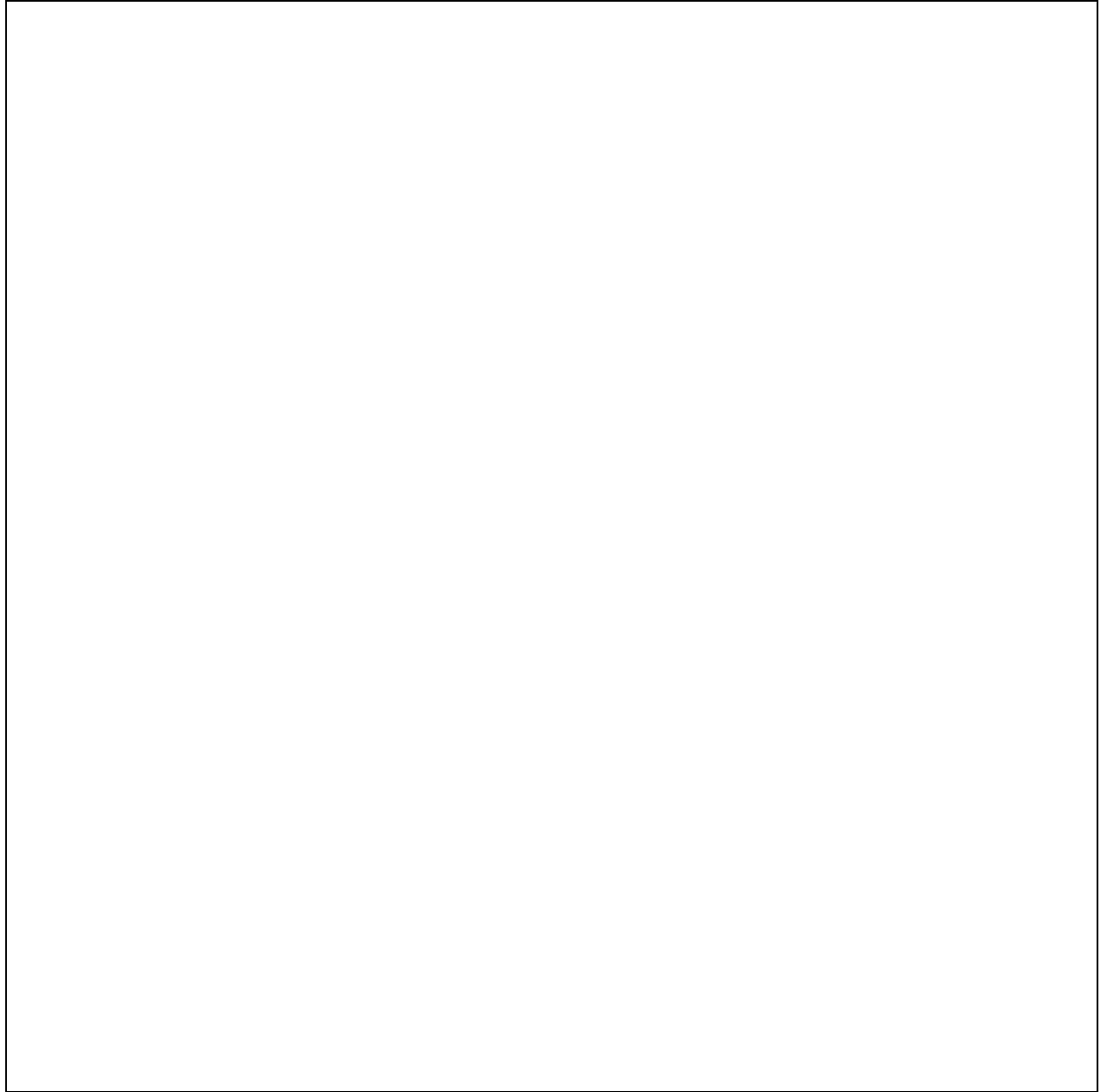
Do research on how cashews grow, too! They grow on trees, and are formed at the bottom of a large fruit.



Talk about a hamburger - what foods and food groups are in a hamburger?

Meat and Meat Substitutes





My favourite protein is

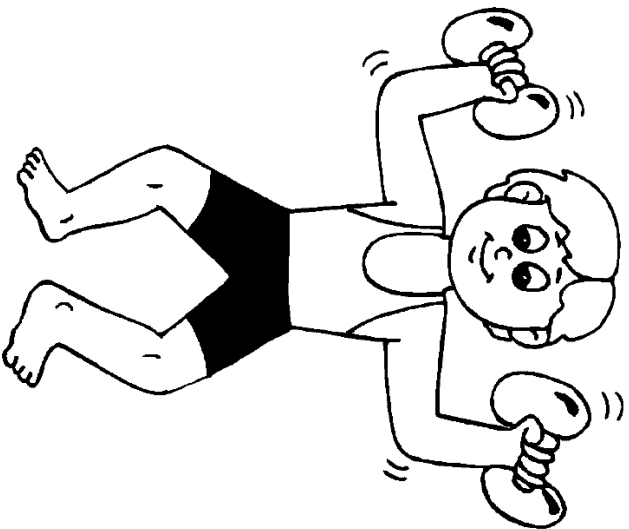


Proteins

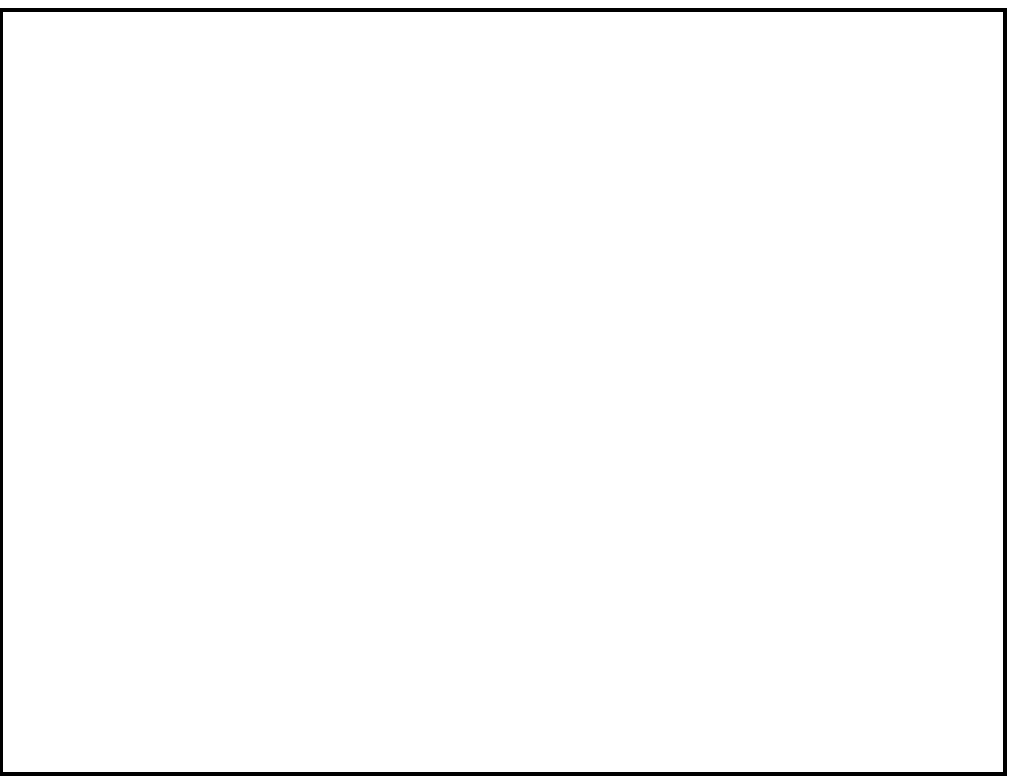


Primary
Success
Publications

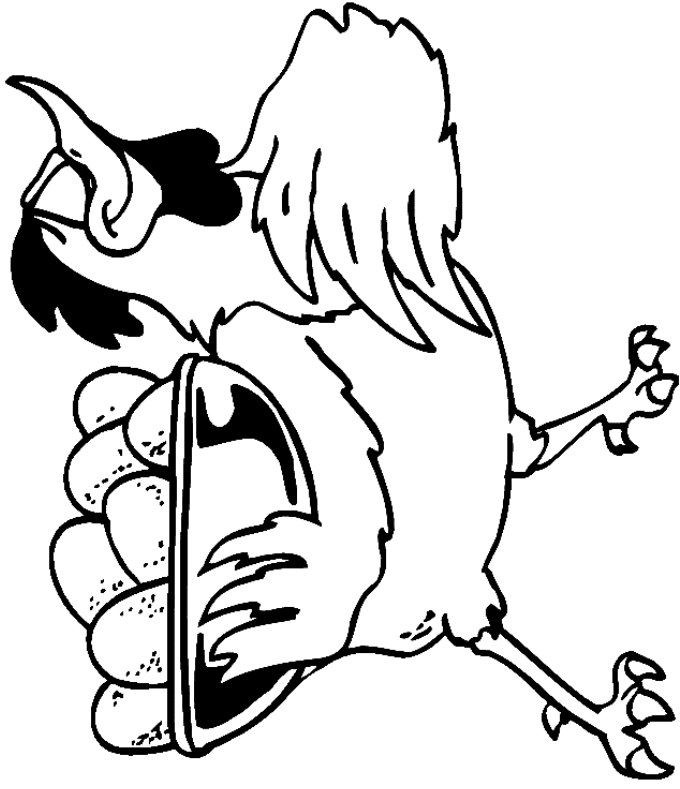
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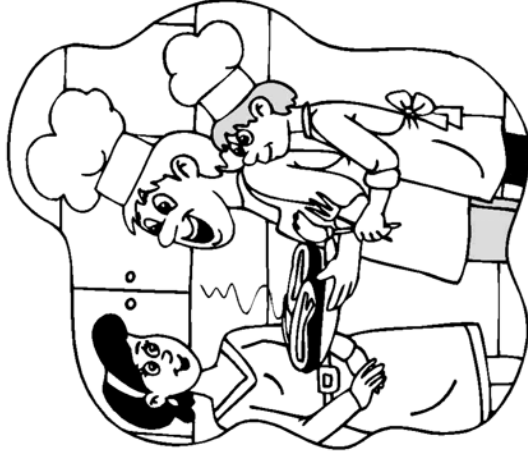
Proteins help us grow!
Your muscles need protein
and your heart does, too.
Proteins keep us healthy.



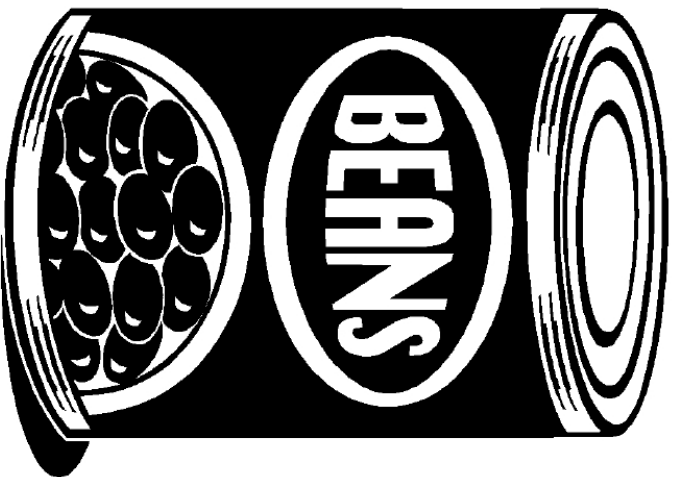
Draw some of the protein
foods that you like best.



Eggs can give us protein, too.
Where do eggs come from?
How do you like your eggs
cooked?



Meats give us the protein
that we need.
We can get protein in fish,
and poultry, too.



We can get protein in
beans, too.
Beans are seeds that have
protein.
They come from plants.

4



We can get protein from
nuts.
Nuts are seeds that come
from plants.
Nuts make a good snack.

5

Lesson 23- Milk and milk products

Review:

Briefly discuss the food groups.

Discussion:

How many children drink milk every day? Where does milk come from? Discuss milking cows, and the farms, and the people who get the milk to us.

Why should we drink milk? Milk contains calcium, which makes our bones and teeth grow strong. Talk about the bones in our bodies, and feel the bones in the hands and arms. Bones are very important, so getting enough calcium is important! We need bones for our body shape - bones support us when we stand and sit. What would we be like without bones? Bones also protect us - our heads have a skull to protect the brain inside.

When milk comes from the cow it contains a lot of fat, which we call cream. The cream rises to the top of the milk and is taken off, sometimes all of it (skim milk) and sometimes just part. This is why there are a lot of different jugs of milk in the store.

Butter, cheese and yogurt are made from milk. It is fun to make butter in class - see the additional ideas. There are many different kinds of cheese, and we eat cheese by itself and it is used in making other foods, such as pizza.

Yogurt is also made from milk. There are lots of flavours of yogurt in the store - what has been added to the yogurt in some of them? How much sugar has been added?

We should have two servings of milk or milk products every day. A serving is one cup of milk, or 1 1/2 ounces of cheese.

Activity:

Taste different cheeses. Have them labelled and cut into small cubes. Which one does each child like best? Graph the results.

Follow-Up Exercise:

The little book (and page 212) are a review of healthy foods. Discuss and have the students illustrate them with drawings or foods cut from grocery fliers.



Additional Activities:

Visit a farm to see cows being milked.

Learn the steps that milk goes through, from the cow to the grocery store - milking the cow (hand and machine) twice a day. pasteurizing to make safe (heated), homogenized so cream goes all through it evenly, not rise to the top, then put in cartons or plastic jugs and taken to store.

Make butter - The children can shake heavy cream in a glass jar with a tight fitting lid. The jar can be passed from child to child, as one gets tired, pass to another.

<http://toriavey.com/toris-kitchen/2013/06/homemade-butter/>

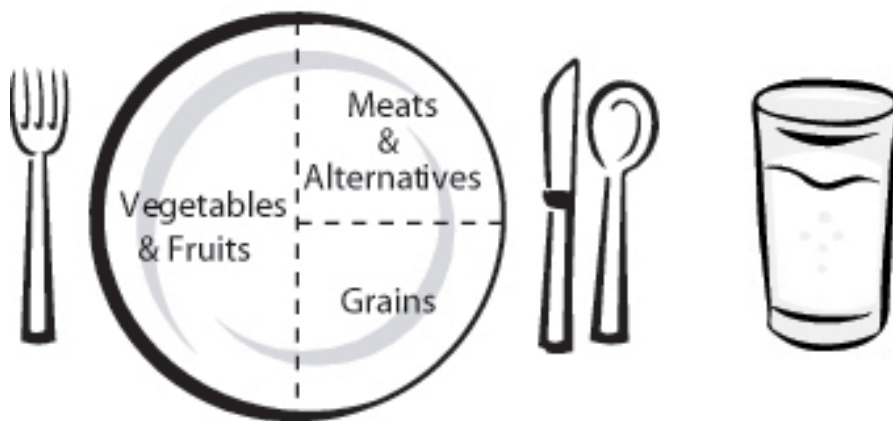
<http://www.jumpstart.com/common/make-your-butter>

What about drinking strawberry or chocolate milk? Strawberry flavour and sugar is added to make strawberry milk, and chocolate and sugar is added to make chocolate milk. The milk is still good for us - but the sugar isn't! How much sugar is in the chocolate milk carton?

Read "If You Give a Mouse a Cookie". Talk about drinking milk with your snack!

This is the end of the foods part of this unit. Have students make up a healthy breakfast using the different food groups, discuss the best and healthiest lunches and healthy snacks.

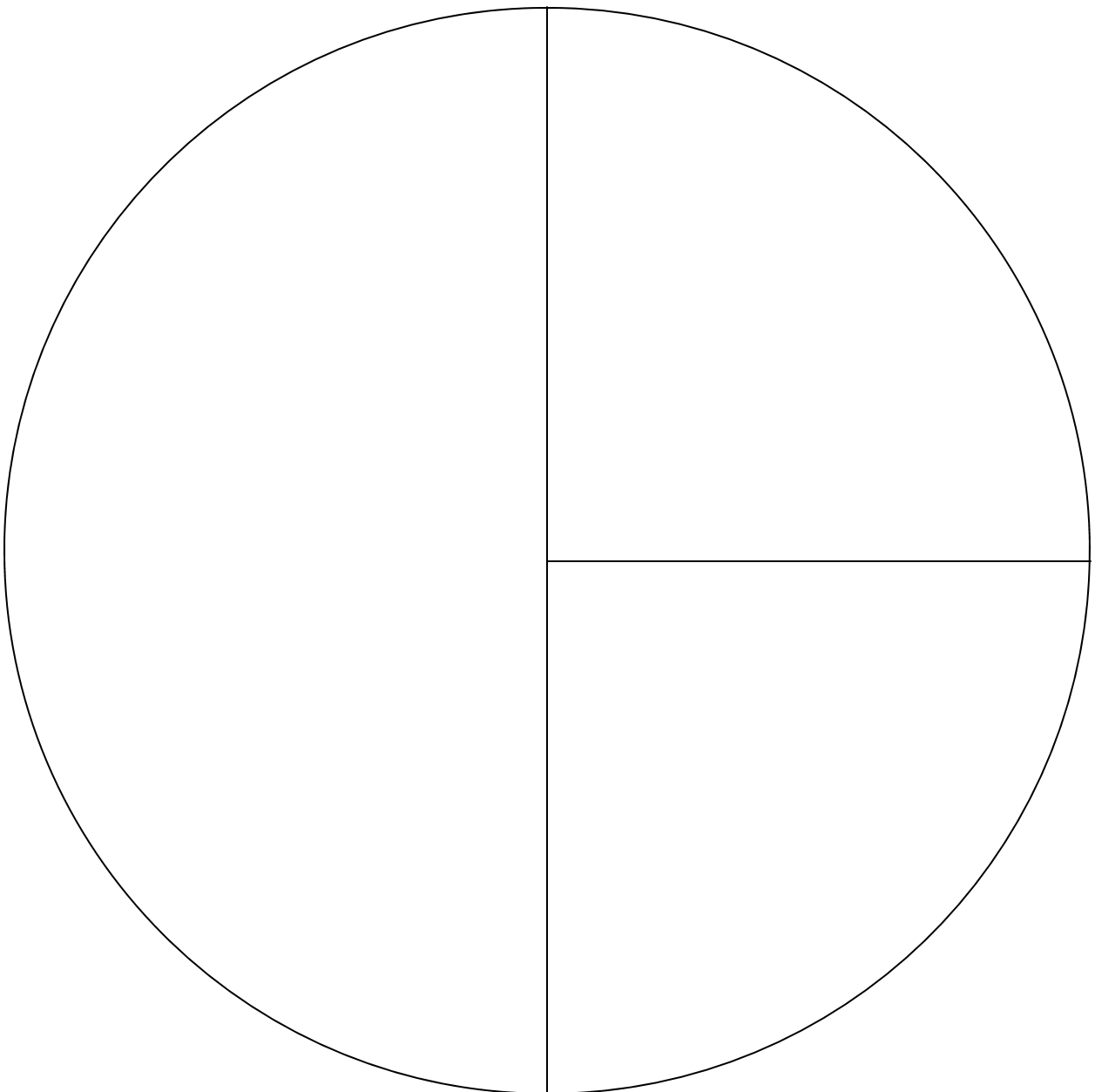
Use the sheet with the 'plate' and draw foods to make a healthy dinner meal. Half the plate should be vegetables (or fruit), one quarter meats or meat substitutes, and the last quarter grains. Add a glass of milk and we have a perfectly healthy meal!



Milk



A Healthy Meal



Healthy Meals!

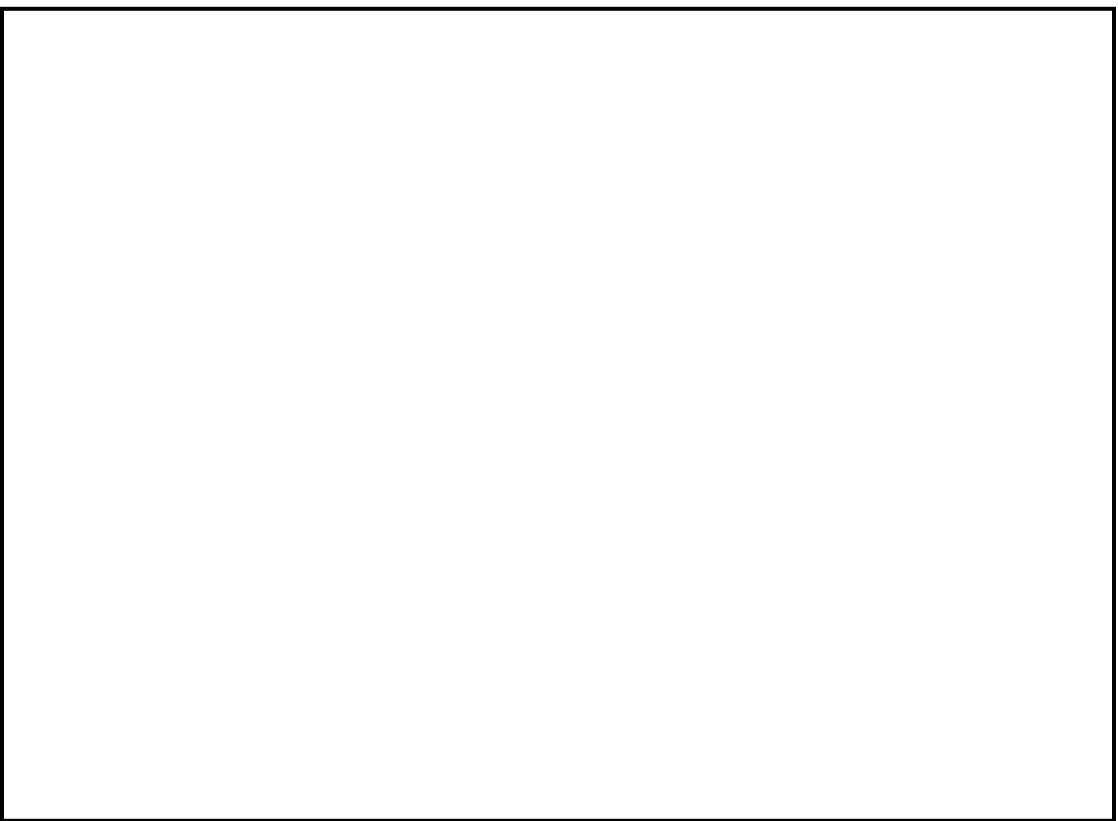


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The Four Food Groups

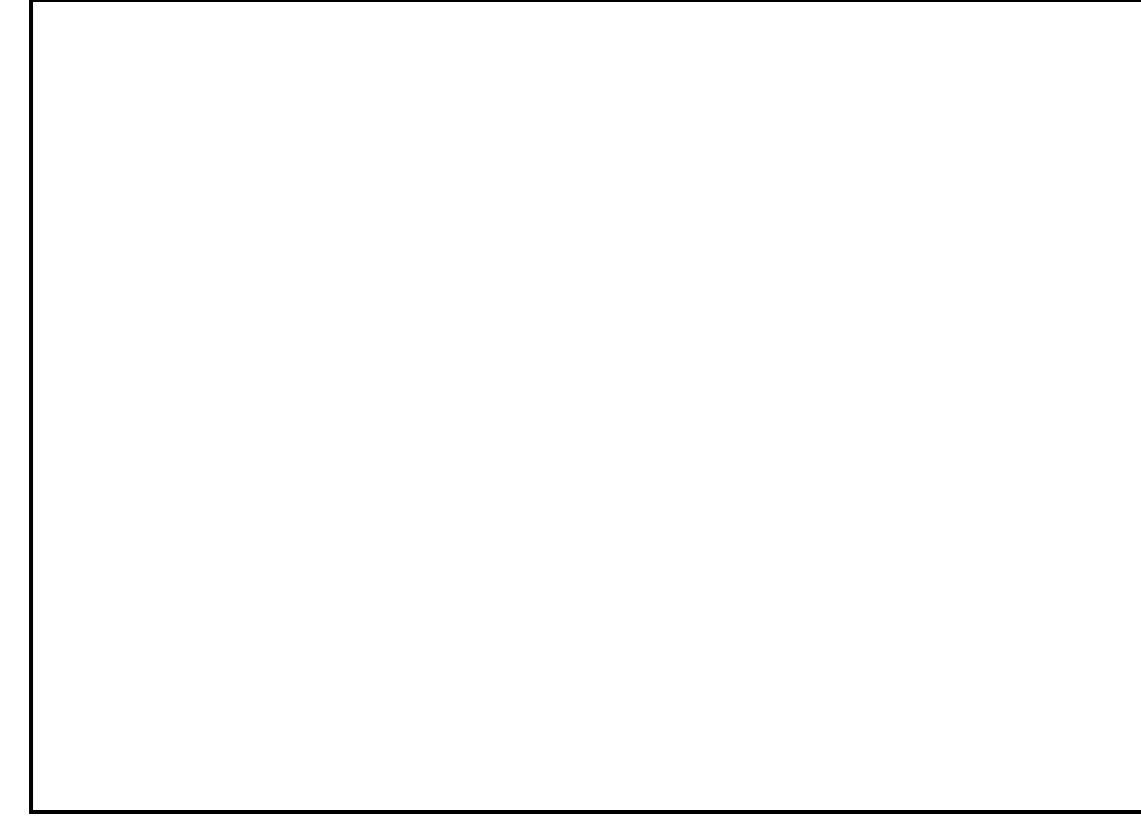
Fruit and Vegetables	Grains
Meat and Meat Substitutes	Milk and Milk Products

2

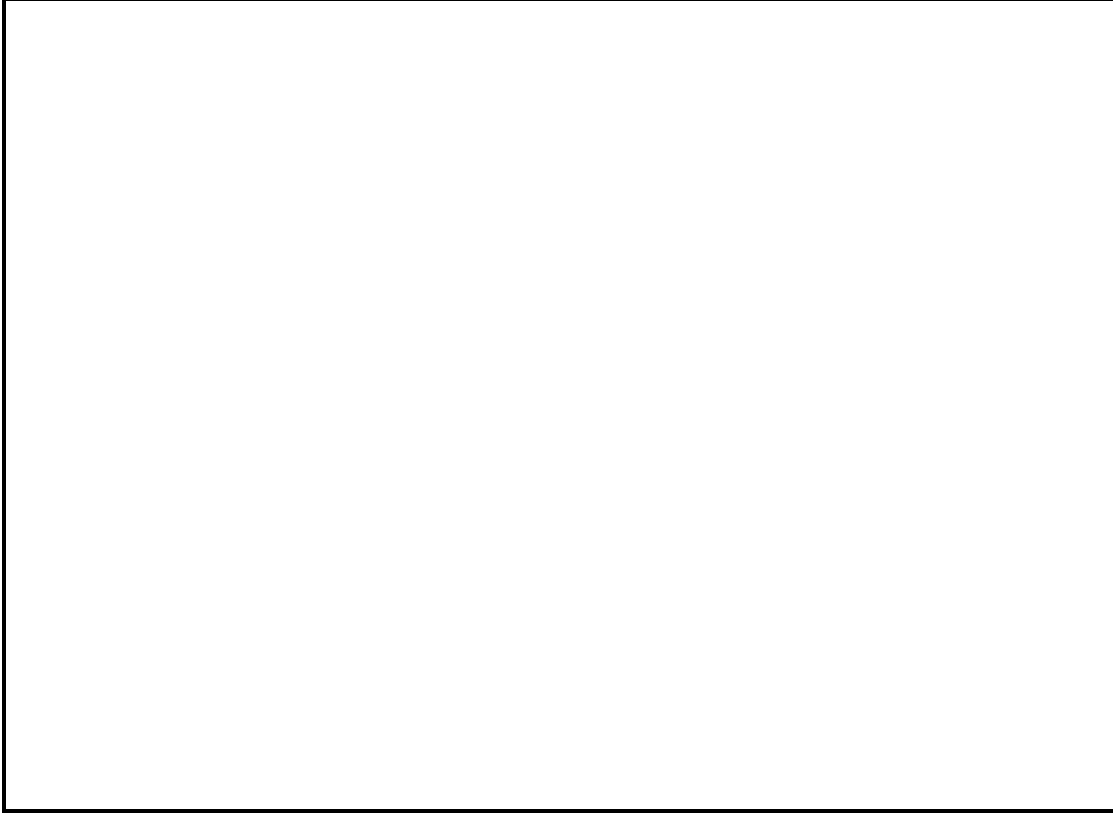


These are good snacks!

7



This is a good dinner!

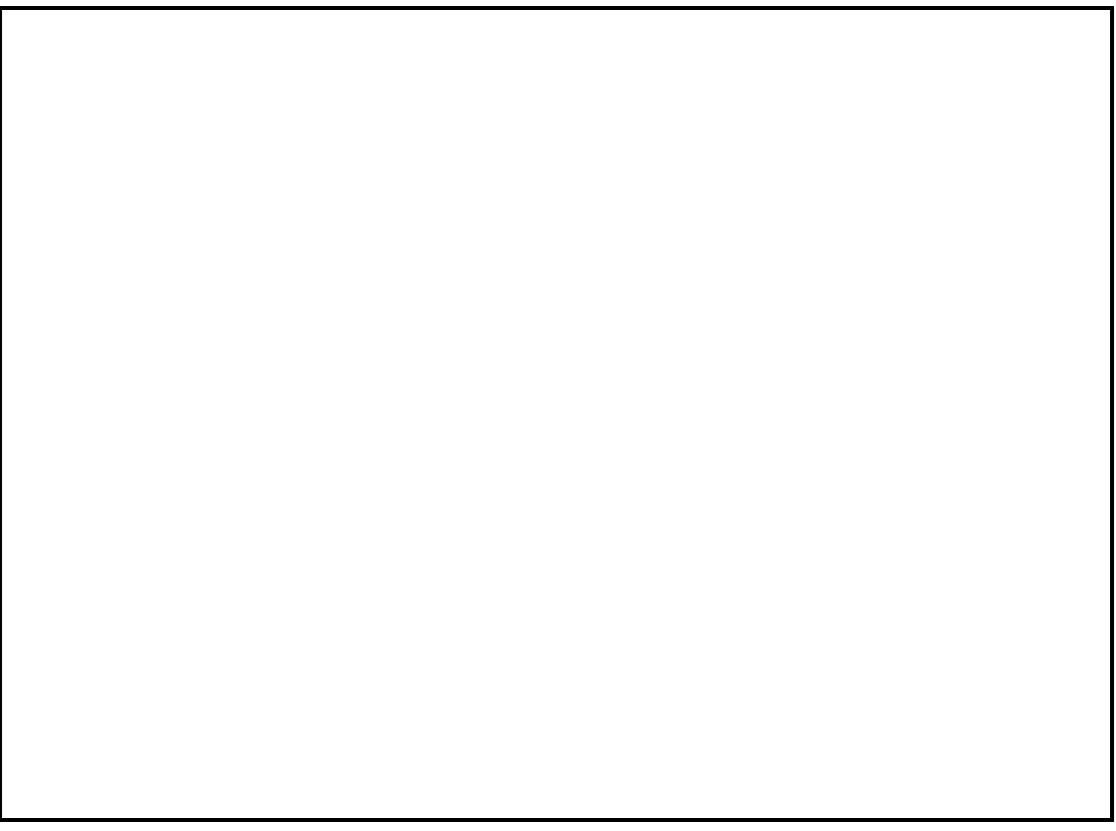


This is a good breakfast!



This is a school lunch!

4



This is a good lunch at home!

5

Lesson 24 - Teeth

Review:

Briefly discuss good foods, and the foods that help to give us healthy teeth,

Discussion:

We get two sets of teeth, 'baby' teeth and permanent teeth. If possible, have small mirrors to look at teeth in the classroom - who has permanent teeth? How many teeth do you have? How many are 'baby' teeth and how many are permanent teeth?

What is the difference in how teeth look? Baby teeth are smaller and sharply pointed. and permanent teeth are bigger and wider. Children usually begin to lose teeth at about six years of age. How many teeth have you lost? You will have permanent teeth all your life if you look after them. Our molars are all permanent teeth.

Do all teeth look the same? Front teeth are different from back teeth. Can you think of what jobs the different teeth do?

Why must we take care of our teeth? Discuss eating the right foods and drinking milk for calcium. Too much sugar is bad for our teeth and can cause cavities. Talk about cavities and toothache.

Discuss how we should brush..... Use toothpaste.

Hold the brush with the bristles pointing toward the teeth.

Move the brush so it cleans from the gums to the teeth edges. Brush the upper teeth downward, the lower teeth upward.

Use a scrubbing motion to clean the chewing surfaces on the molars.

Brush the inner surfaces as well as the outer.

Brush each area at least 10 times.

Activity:

Practice brushing the teeth.

Follow-Up Exercise:

Read the little book.



Additional Activities:

Ask a dental hygienist in to talk about brushing.

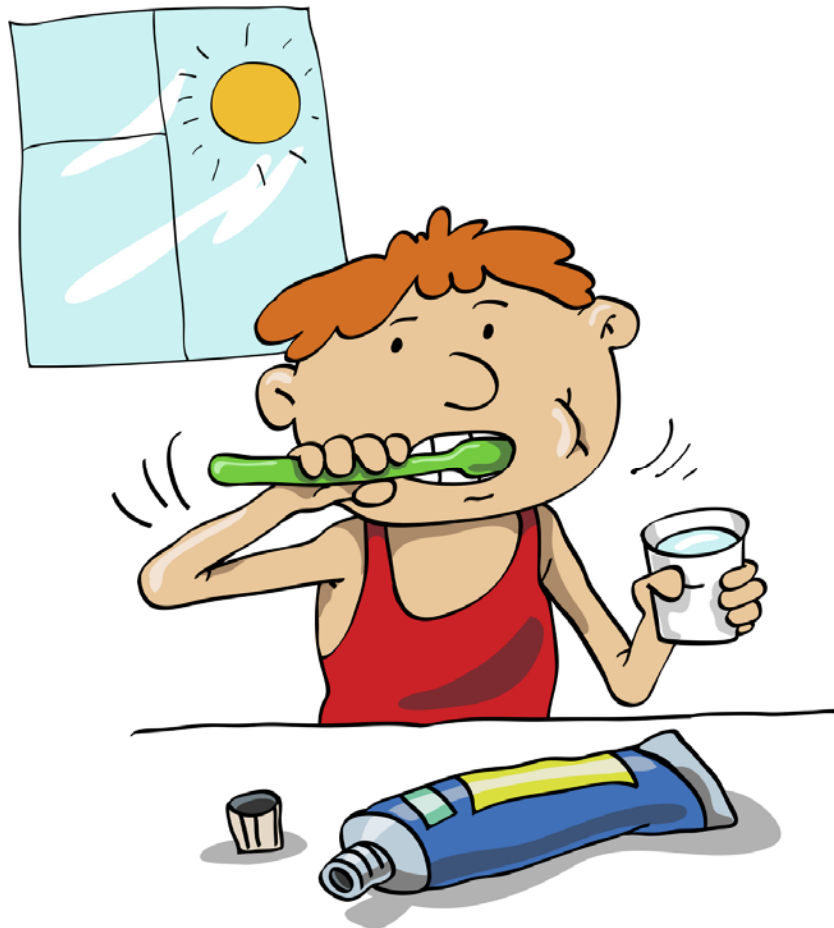
Learn about going to the dentist. Read: "The Berenstain Bears Visit the Dentist", "Just Going to the Dentist" by Mercer Mayer,

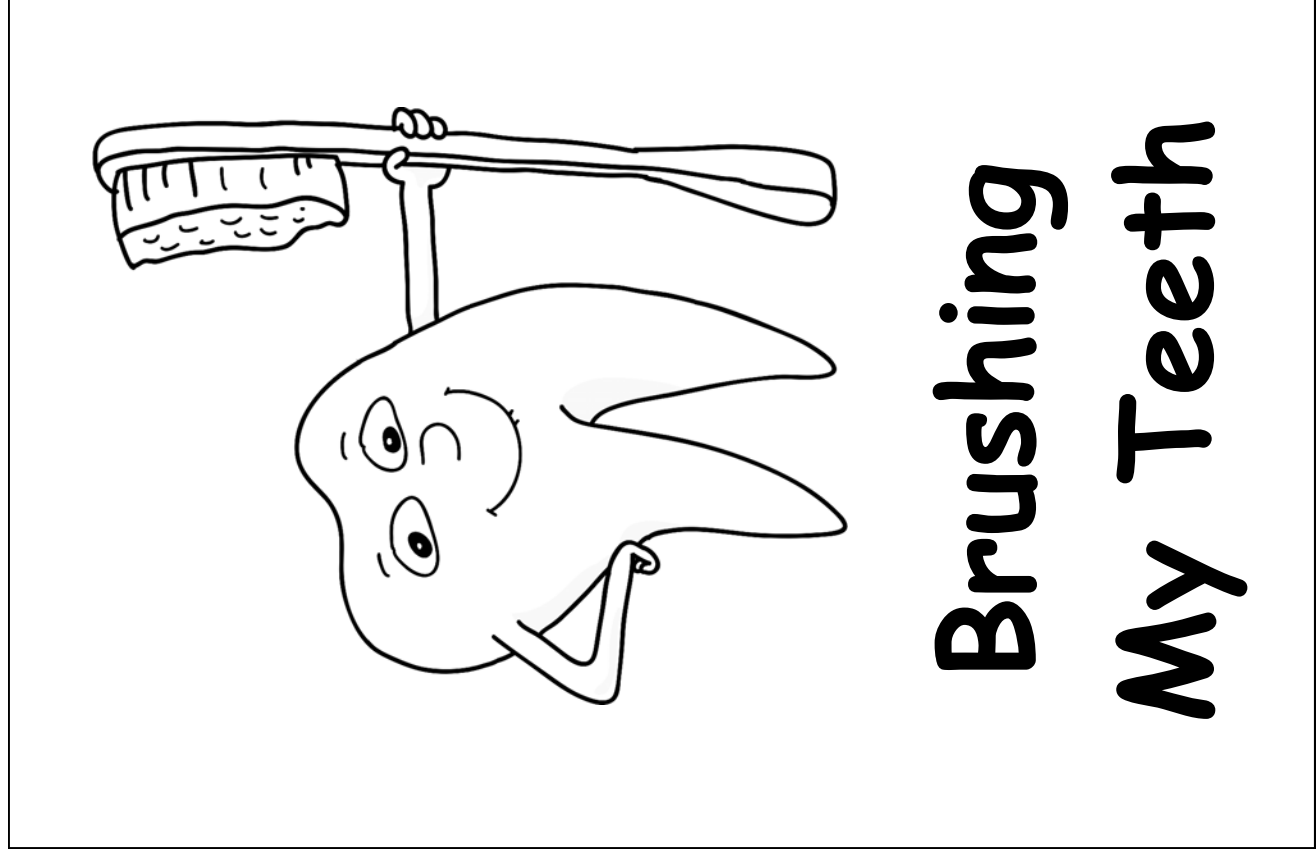
What causes tooth decay? Discuss foods that are good for the teeth, and sugars and sweets that are not so good.....

CanTeach has lots of poems to use with this lesson:

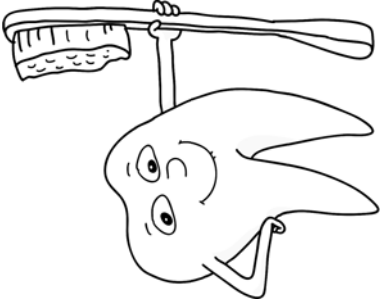
<http://www.canteach.ca/elementary/songspoems38.html>

Have a class field trip to a dentist's office.

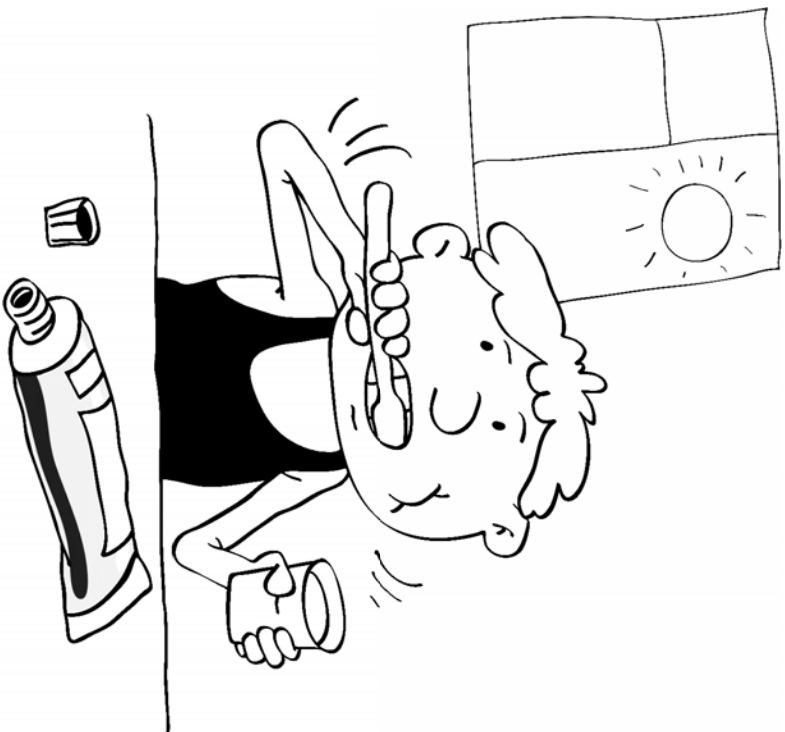




Brushing My Teeth

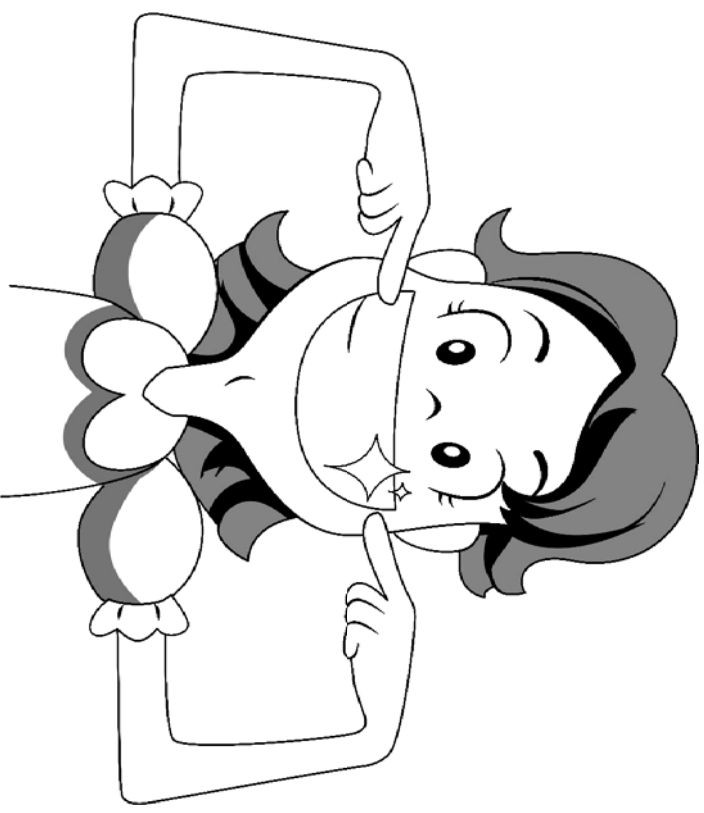


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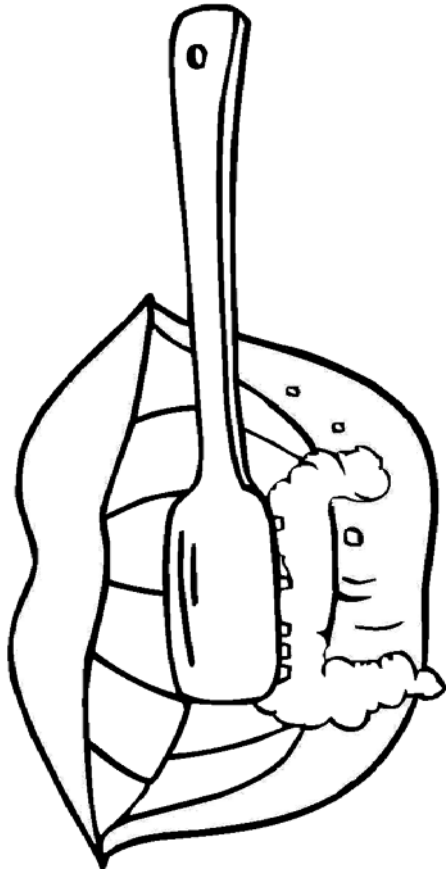
Here's my toothpaste
Here's my brush,

2



I will have
a happy smile!

7



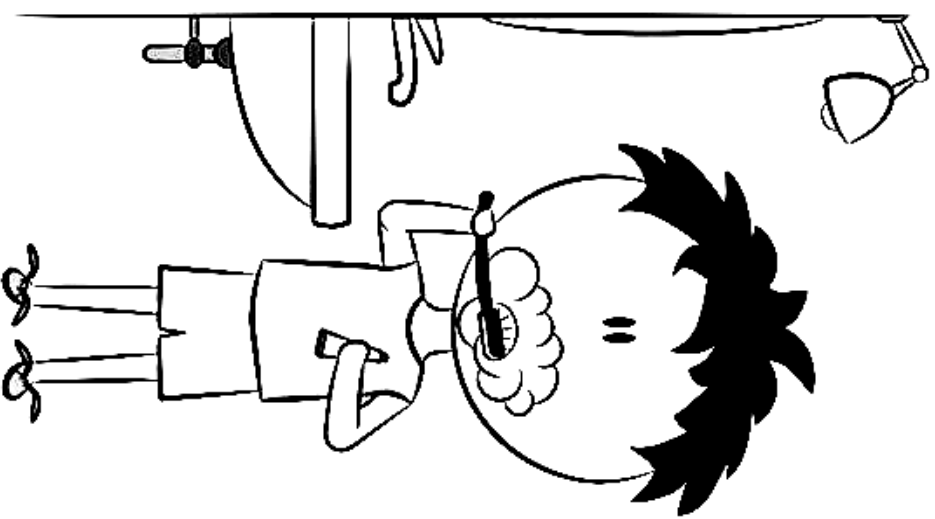
When I brush
for quite a while



I won't hurry,
I won't rush.



Working hard
to keep teeth clean



Front and back
and in between