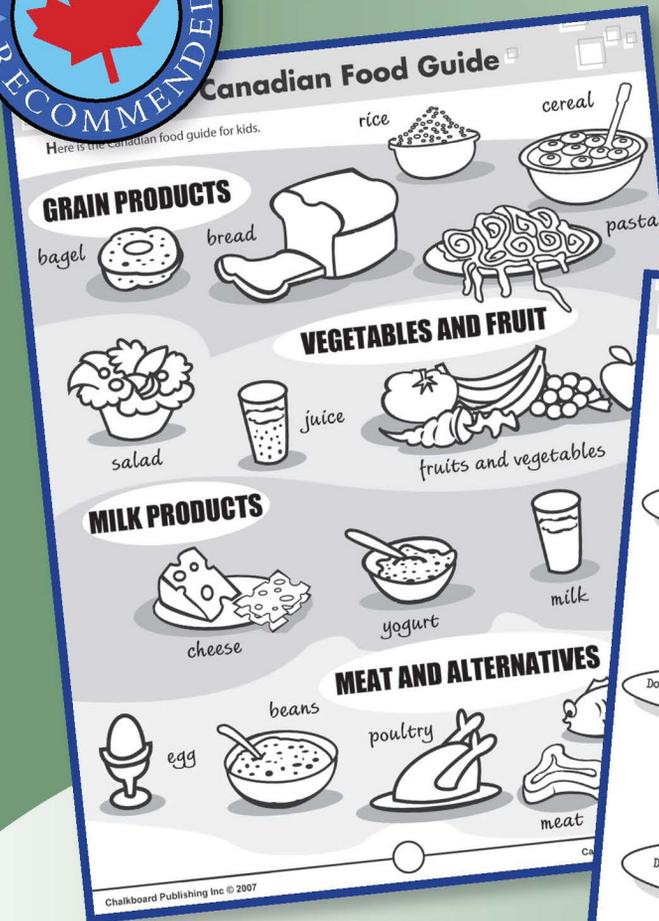




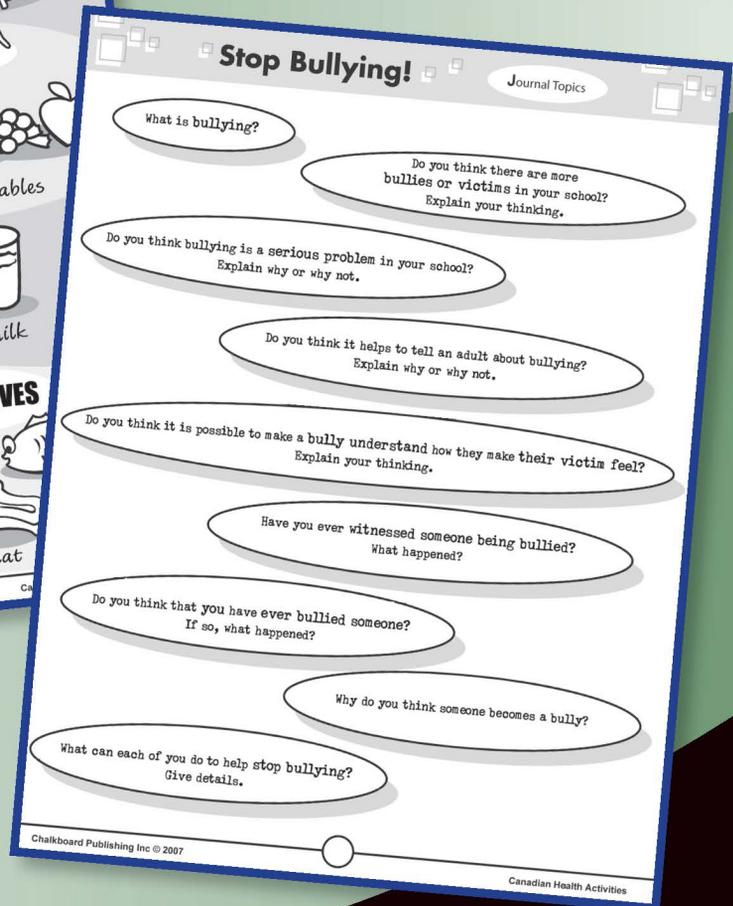
Canadian Health Activities

4-6



Includes:

- Healthy Habits
- Nutrition and Physical Exercise
- Conflict Resolution
- Personal Safety
- Assessment Strategies



Practice Makes Perfect!

How You Can Help Your Child at Home

Tips for Reading Comprehension

- Have your child read the article aloud to you, or take turns reading alternate sentences or paragraphs together.
- Talk with your child about what they have read, and brainstorm ways the information in the article relates to their life.
- Discuss the meanings of unfamiliar words that they read and hear.
- Help your child monitor his or her understanding of what they have read. Encourage your child to consistently ask themselves whether they understand what the article is about.
- To ensure understanding of the reading, have them retell what they have read.

Tips for Completing Activities

- Review instructions with your child to ensure they understand the questions.
- Encourage your child to go back to the article to support his or her answers. Then have your child highlight the important information from the reading passage to help them answer the question.
- Offer your child ample opportunities to share with you their answers and the thinking processes they used to arrive at those answers.

Author: Demetra Turnbull

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Canadian Health Activities 4–6

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Encouraging Topic Interest

Help students to develop an understanding and appreciation for different health concepts. Engage students through stories, non-fiction books, videos, posters, and other resources as a springboard for learning.

Black Line Masters and Graphic Organizers

Encourage students to use the black line masters and graphic organizers to present information, reinforce important concepts and to extend opportunities for learning. The graphic organizers will help students focus on important ideas, or make direct comparisons.

Learning Logs

Keeping a learning log is an effective way for students to organize their thoughts and ideas about the health concepts presented. Student learning logs also give the teacher insight on what follow up activities are needed to review and to clarify concepts learned.

Learning logs can include the following kinds of entries:

- Teacher prompts
- Student personal reflections
- Questions that arise
- Connections discovered
- Labeled diagrams and pictures

Culminating Activity: Create A Health Magazine

Have students demonstrate what they have learned about health, by creating a Kids Health Magazine. This culminating activity can be done as a whole class project, in small groups or independently. Encourage students to browse through magazines to get ideas. Student checklists are included.



Rubrics and Checklists

Use the rubrics and checklists in this book to assess student learning.

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Activity Idea: Websites About Growing Up

Puberty is the transitional time between childhood and adulthood. The changes that occur during puberty do not happen over a strict time line. Instead it is unique for each child. This can be a very difficult and confusing time for children. Here are some excellent websites about growing up and the stages of puberty.

<http://www.childdevelopmentinfo.com/development/puberty.htm>

This website gives excellent information for parents on how to share information with their child.

http://www.kidshealth.org/kid/grow/body_stuff/puberty.html

Encourage students to learn more about what might be or will be happening to their bodies. This website is written in kid friendly language and has an abundant amount of information.

Extension Ideas:

- Introduce a question box where students could ask questions anonymously.
- Discuss with students the benefits, opportunities, challenges, and responsibilities of growing up.

Activity Idea: My Strengths And Weaknesses

Have students complete a web graphic organizer to show their strengths and another web to show things they think they need to improve on. Reinforce the ideas that everyone has strengths and weaknesses.

Discussion Starters:

- How do you feel when you do something well?
- Do you think it is o.k. to have things to improve on?
- Pick one thing you would like to improve. What are the steps in order to improve?

Activity Idea: The People In Your Life

Encourage students to think about the people in their life. Have students think how people are close to you for different reasons.

Discussion Starters:

- Who are the most important people in your life? Why?
- Who are the people that make you feel special or important?
- Who can you go to if you have a problem?
- Do you think it is important to let your family know if you are feeling upset, angry or anxious about something? Explain your thinking
- Would you speak to a friend the same way you would speak to your parent(s)? Why?

Activity Idea: Dealing With Peer Pressure

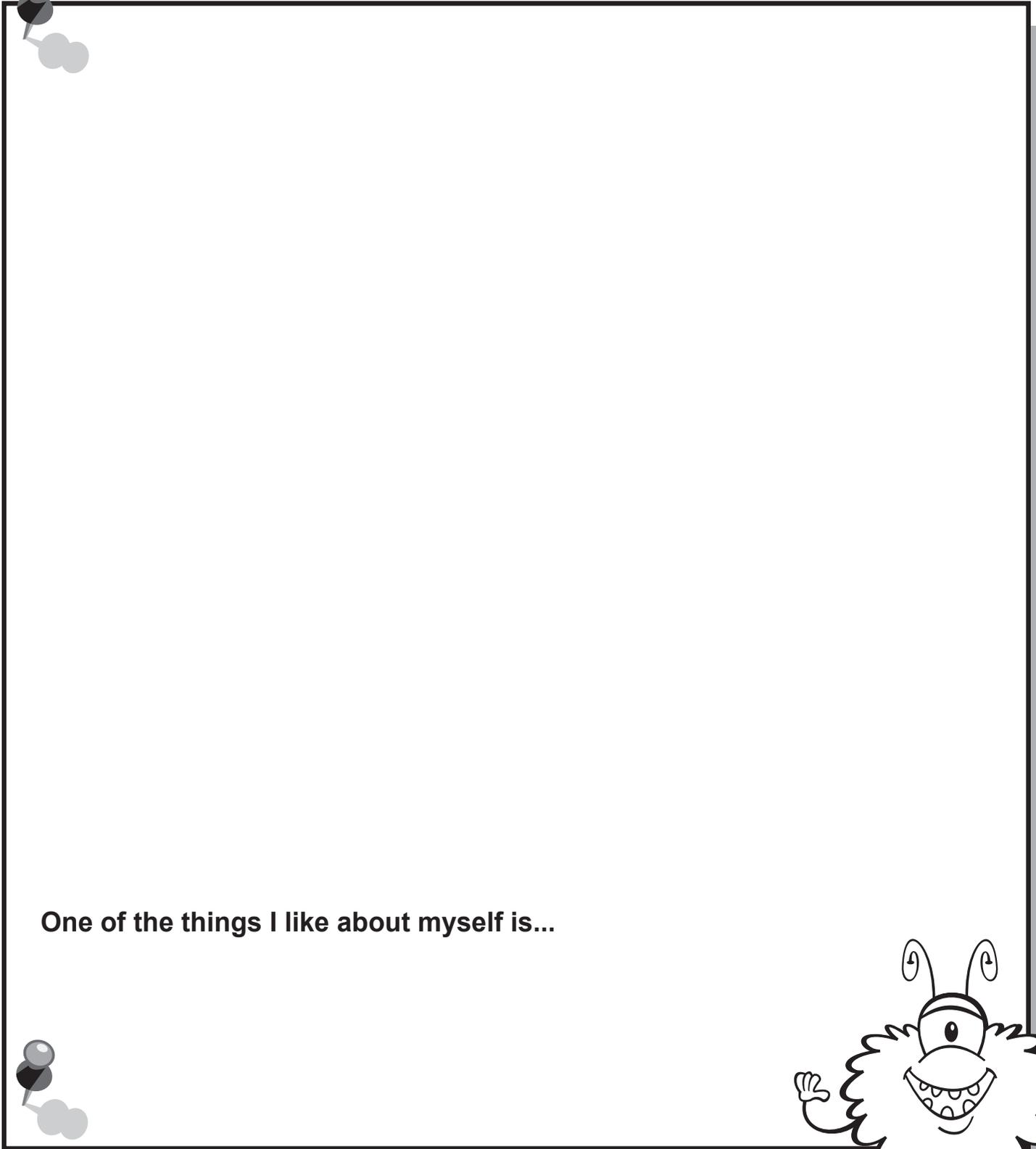
As a whole group, discuss peer pressure – pressure from people your own age to do things you normally wouldn't do on your own. Peer pressure can be both positive and negative. Create a class T- Chart and list examples of both positive and negative peer pressure.

Discussion Starters:

- Why do you think people like to belong to a group?
- What does it take to stand up against negative peer pressure?
- Have you ever experienced negative peer pressure where you almost or did do something you did not want to do? If so, what happened and how did it make you feel?
- Have you ever experienced positive peer pressure where you tried something new? If so, what happened and how did it make you feel?

Introducing...

Create a collage using pictures, words, or symbols clipped from magazines that represent things about you, things you enjoy doing, places you have visited, people you admire, and things you like about yourself.



One of the things I like about myself is...



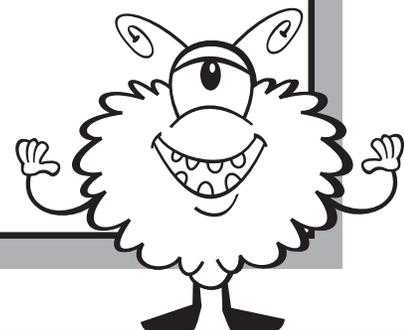
Interview a fellow student in the class.

Student Interview

Name _____

Date of Birth _____ Grade _____

- a. List 3 words to describe you.
- b. What is your favourite colour?
- c. What is your favourite food?
- d. What is your favourite movie?
- e. What is your favourite book?
- f. What is your favourite activity outside of school?
- g. What activity do you dislike?
- h. Who is a person you admire a lot? Explain.
- i. What do you want to be when you grow up?
- j. Where is a place you would like to visit someday?



A Time Line

Create a time line to show the important events in your life.

	Age	Important Event
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Changes or Milestones In Your Life

In the chart below, identify a change or a milestone in your life. An example might be moving to another place or getting a new pet.

1.

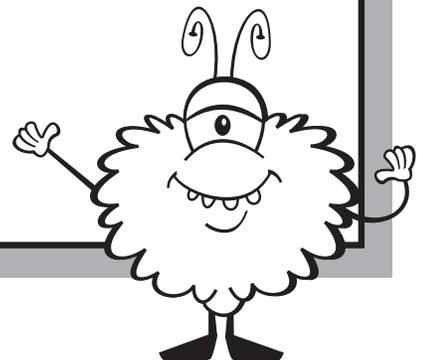
What was a change in your life?

2.

What happened after the change?

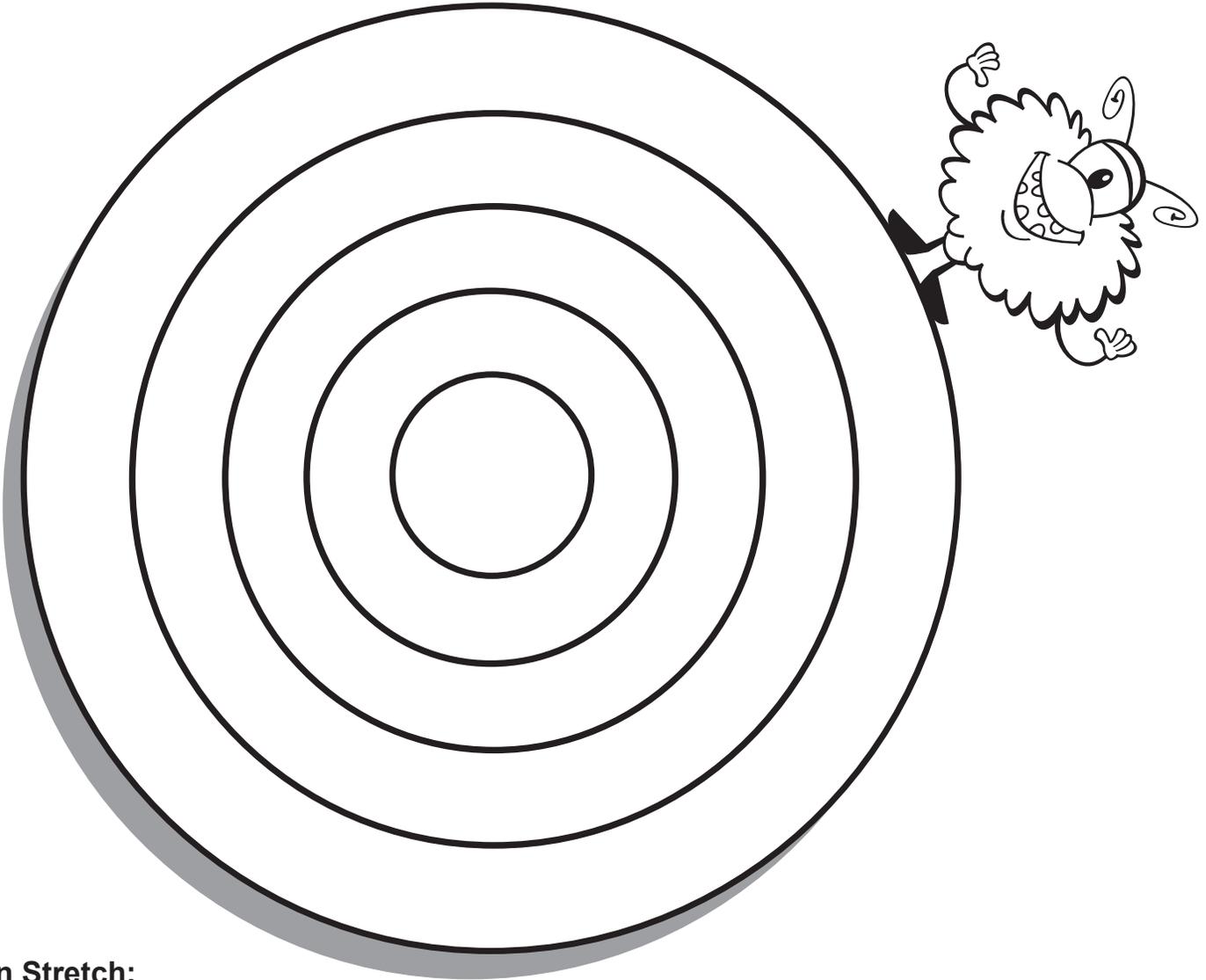
3.

How did you feel about the change?



Circle Of The People In Your Life

Think about the people in your life. Put your name in the center circle. Next, place names of immediate family members, relatives, friends and other people in your life in the circles around you. If you feel close to a person write their name in a circle nearest to you. As you feel less close to a person, write their name in a circle further away from you.



1. Brain Stretch:

Look at your circle of people. Why did you make some of your choices?

Do you think your circle of people could ever change? Explain.

Getting Along With Others

People get along better when they cooperate and listen to each other.
Take the survey and think about how well you get along with others.

Cooperation Skills	Always	Sometimes	Never
1. I share with others.			
2. I take turns			
3. I take responsibility for my share of group work.			
4. I give compliments when someone is doing well.			
5. I talk about disagreements and problem solve.			
6. I invite people to join a group.			

Listening Skills	Always	Sometimes	Never
1. I listen to others without interrupting.			
2. I concentrate on what the speaker is saying.			
3. I ask questions to ensure understanding or to find out more.			
4. I look at the person while they speaking.			
5. I can repeat what someone says accurately.			

Listening Skills	Always	Sometimes	Never
1. I speak clearly.			
2. I look at the person I am speaking to.			
3. I speak loud enough so people can hear me.			

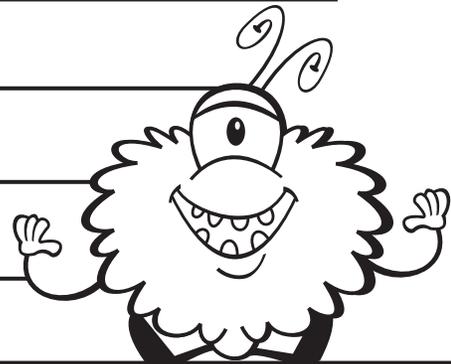
Brain Stretch: Getting Along With Others

1. Review your responses. How would you rate your “getting along with others skills”? Explain.

2. In what way do you need to improve?

3. How do you think you can use these skills in everyday life?

4. Why do you think it is easier to get along with some people rather than others?



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