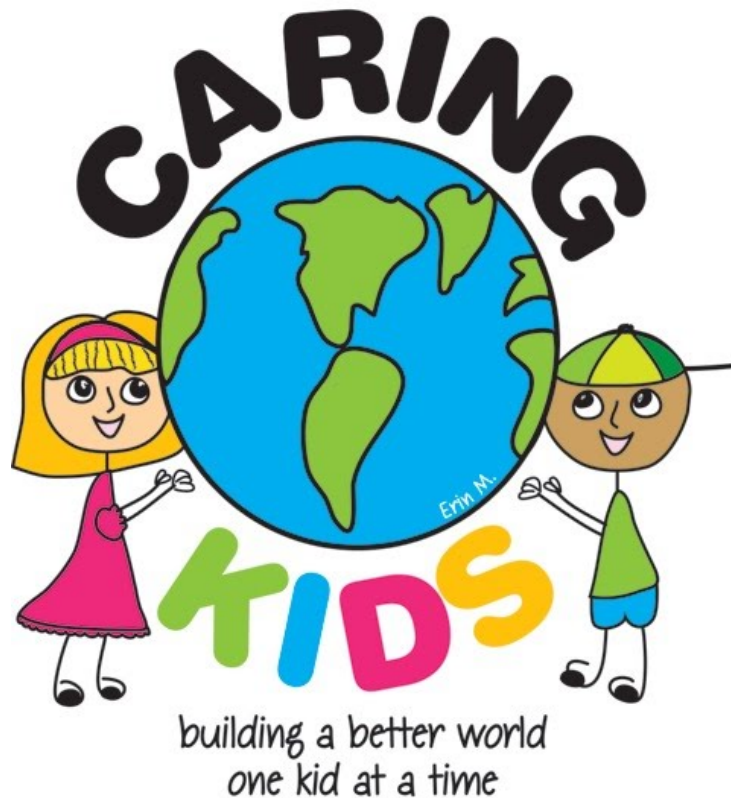


BE Caring

Primary Watermarks

Study of Character Education, Service Learning, Outdoor Education,
Guidance & Health Education
(Grade 1 and 2)

LEARNING LOG



<http://www.sweatoutthesmallstuff.com/wp-content/uploads/2014/12/caring-kids-logo-jpeg.jpeg>

NAME: _____

Be Caring Learning Log

Copyright: Barbara J. Smith

First Edition, October 2016
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Toronto, Ontario, Canada M4N3R8

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zpbschoolandcurriculumdesign@gmail.com and the WORD copy will be forwarded within a few days.

This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum. All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

Why Character Matters:

*“James Heckman, Nobel Prize winning economist, has just published a 435 page collection called *The Myth of Achievement Tests*. On the surface it is a well-documented critique of the GED (General Educational Development) examination. But as one leafs through the volume, it turns out to be a 400+ page hymn-of-praise to character education. Heckman and his three co-editors see the development of character as at least as important as IQ/SAT measures, if not more so.”*

~Howard Gardner, 2014

<http://www.thegoodproject.org/re-inventing-the-wheel-in-the-study-of-human-character/>

Why Service Learning Matters:

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

~Anne Frank (1929-1945)

Why Outdoor Education Matters:

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the natural environment.” ~ Maria Montessori

Why Health Education Matters: *“The first wealth is health.” ~ Ralph Waldo Emerson*

Primary Watermarks Table of Contents: Be Caring

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CHARACTER EDUCATION		
6	1. Caring for Self	SS1A1; SS2A1; H1C2.3; ELA1A.2.7; ELA2A.2.7; ELA2C.1.5; ELA2C.1.6; ELA2C.2.2
17	2. Caring for Family	SS.1A3; SS2A1; SS2A3; H1C2.3; ELA2C.1.5; ELA2C.1.6
26	3. Caring for Friends	SS1A1; H1C2.3; H2C3.1
28	4. A Caring Community	SS.1A3; SS1B1; SS1B3; SS2B1; H1C2.3; H2C3.1; ELA1A.1.1; ELA2A.1.2; ELA2A.2.2; ELA2C.1.5; ELA2C.1.6; ELA2C.2.4
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76	10. Building Bat Houses	ELA1A.1.1; ELA1A.2.7 ELA2A.2.1
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Appendix: Ontario Ministry of Education Social and Emotional Expectations, Social Studies Expectations, ELA Expectations and Health Education Expectations

MEET THE TEACHER

Dear Mom/Dad, (Teacher/learning buddy will help)

LOVE, _____

(Please respond to child's note)

Dear _____,

LOVE, _____

Character Creek



Caring

I care about people, plants, animals,
and the Earth. I help others and I
look after the environment.

<https://s-media-cache-ak0.pinimg.com/originals/f7/54/95/f75495a979dbeb1a3a7628c7c1bf0f1f.jpg>

1. Caring for My Self

- Yoga helps us be calm!
- Try out these yoga moves and repeat the sentences when you do them!



- Now complete this section of your Learning Log with information all about you!

My name is: _____

This is me. (Add a photo or drawing.)

My hair color is...	I have freckles....
_____ black	_____ On my nose
_____ brown	_____ All over my face
_____ yellow	_____ All over my body
_____ red	_____ Nowhere

My eyes are this colour: _____

I am _____ cm tall.

(Teacher or peer teacher can help measure your height.)

I am taller than _____.



I am shorter than _____

My favorite game:

My favorite food:

My favorite sport:

Things I like to make:

- What makes me feel... (Draw and label a picture)

Happy?	Relaxed?	Sad?

- How do you feel about your school?

My room looks like this:

My room is:

_____ Tidy

_____ Messy

_____ A bit of both

**We are all different in some ways
and the same in others.**

- Share your *Caring About Me* pages with a classmate.
- What is 1 thing you learned about your classmate?

-
- Repeat this "I Care" poem all together:

I Care

I care about me.
I care about my family.
I care about my body.
I care about my hair.
I care about my eyes.
I care about my room.
I care about food.
I care about games.
I care about sports.
I care...

- Then read it to your teacher on your own.



Feeling about Me!

How you feel about yourself matters.

If you feel good about yourself you have good 'esteem'.

- Print the word 'ESTEEM' in capital letters.

--	--	--	--	--	--

- Q: What is self-esteem?

A: Self Esteem is the way you feel about yourself.

- Why is self-esteem important?

A: People who feel good about themselves are happier.

It is okay to love yourself!

If you have good self-esteem, you can make every day a great day!



<http://rummuser.com/wp-content/uploads/Self-Esteem.jpg>

- Read this list of self-esteem food with your teacher:

Self Esteem Food:

- Get up early.
- Thank people.
- Do something that matters.
- Do something fun.
- Do something for others.
- Get some fresh air and sunlight.
- Enjoy exercise. Just do it ☺
- Make others smile.
- Give someone a compliment.
- Learn something new.



ALL ABOUT ME Box

- Read the task about making an ALL ABOUT ME Box and answer the questions that follow.

What is an ALL ABOUT ME box?

It is a shoebox that tells about you. It explains who you are and what you like.

WHAT TO DO:

1. Colour or paint the inside of your box.
2. Turn your box on its side so that it has a floor, a roof, two sides, and a back.
3. Put your name and a picture of yourself inside the box.
Use markers to write your name neatly.
4. Now think of what makes you special. What do people think of when they hear your name?...

Use your imagination to think about new and interesting ways to tell people about yourself. You will see how much fun it is to make your ALL ABOUT ME box!...

- Read this sentence:

Use your imagination to think about new and interesting ways to tell people about yourself. What does the word imagination mean?

- A. colorful things
- B. different ideas
- C. pictures at home
- D. books from school

- What should happen right after painting the box?

- A. Glue pictures inside the box
- B. Write your name on the box
- C. Put a game inside the box
- D. Turn the box on its side

- Why are numbers used?

- A. To show the order of the steps
- B. To show which step is the easiest
- C. To show which steps are important
- D. To show which step takes the longest

- The lid of the box should be left off to —

- A. make a space to set the box
- B. be able to see inside the box
- C. make it easy to carry the box
- D. keep the things inside the box

- The main purpose of this project is to —

- A. learn about taking pictures
- B. show what to do with an old shoebox
- C. show what is special to each student
- D. learn about fun games to play

- Now make your own ALL ABOUT ME Box.

- Here are some hints about what to include:
 - Do you take piano lessons? If so, you could cut out a picture of a piano and tape or glue it in your box.
 - If you like to watch TV, draw a little box and make it look like a television.
 - Do you like to play sports? Place a small baseball in your box.
 - If you like the beach, put a small sand shovel in the box.
 - Glue a picture of a place you have visited.
 - Make a list of your favorite foods and place that in your box.
 - Draw a picture of your pet on the inside of the box.
 - Add the name of a book or game you like.
 - Put a small, favorite toy in your box.
 - Put something in that makes you proud.
 - Glue a photo of yourself with a friend or family member.
- Bring your All About Me Box to talk about and share with the class during Watermarks class.



<http://www.iagenglish.es/wp-content/uploads/2015/09/cerealbox.jpg>

2. Caring about Family

Draw a picture of your family.

The names of the people in my family are:



http://az616578.vo.msecnd.net/files/2016/07/03/636031539328703818-655738028_family-027.jpg.png

- Talk about family stories or events that happen.
- Draw an image of something you do with your family in each season:

In the winter...

In the summer...

- What do you like to do on your birthday?

On _____ (fill in your birthdate),

I like to _____



http://www.kidstocktheater.com/uploads/5/3/8/1/53814857/birthday-candles_1_orig.jpeg

- Many Canadians celebrated Canada's 150th birthday on July 1st.

Between February 15th (National Flag Day) and July 1st (Canada Day, 2017) Canadians were encouraged to take part in the "**Share your Moment with the Flag Challenge**" by posting a picture or video to #canadianflag .

- Canadians are not only part of their own families, we are part of the Canadian family, too.
- Can you recall what you were doing on Canada's birthday?
- Tell your teacher or learning buddy if you can remember.
- Did you know we have had different Canadian flags?

In 1965, we adopted the one we have today.

Flag Now



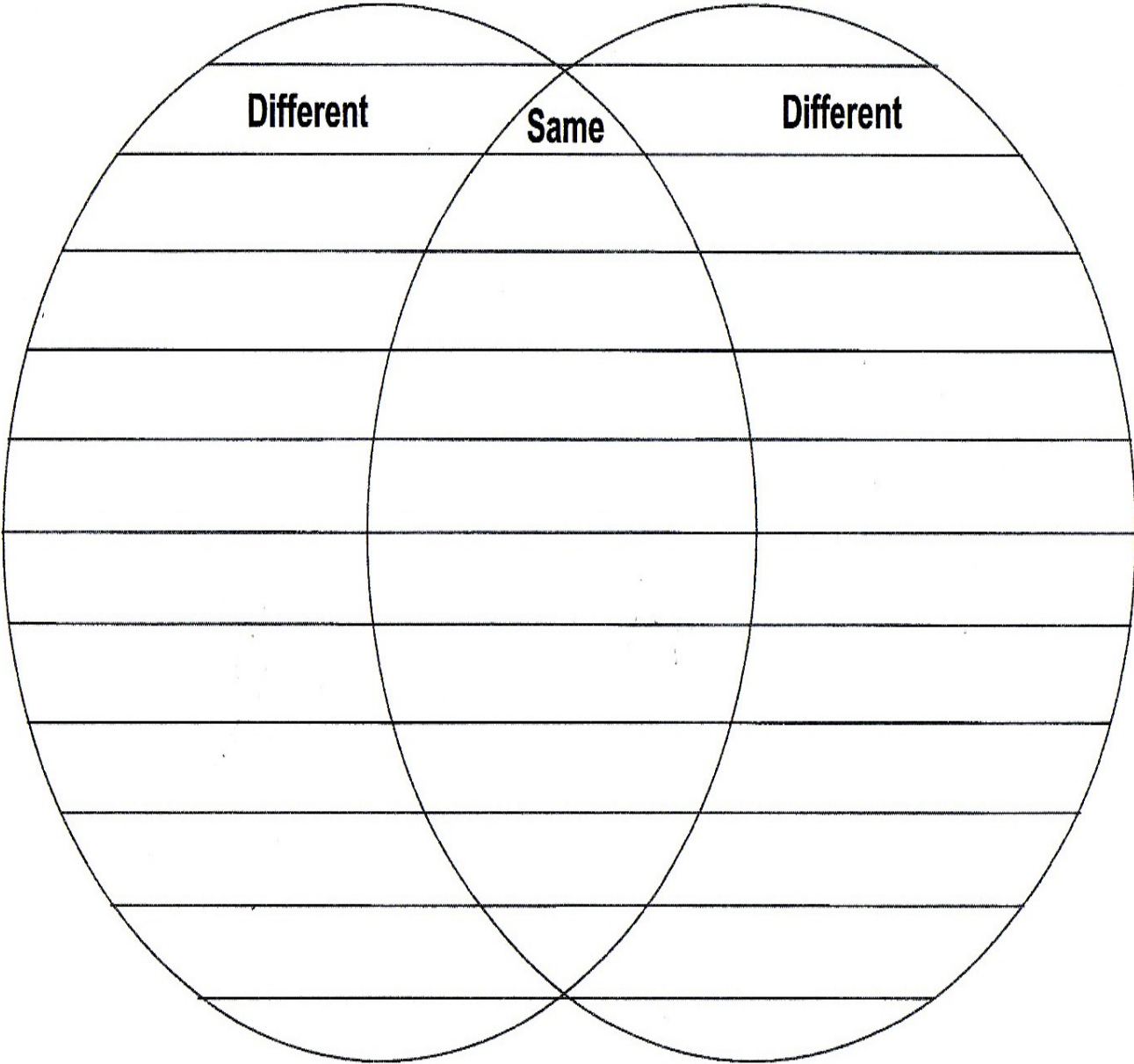
Flag Before (red ensign)



- Look at the difference between the 2 flags.
- Use a Venn diagram to compare what is the same and what is different.

Venn Diagram

Topic: _____



It was not easy for everyone to agree on a new flag. A committee of members of Parliament worked hard to come up with the design.



Thousands of different designs were submitted by Canadians. The committee chose three final designs:



© Her Majesty the Queen in Right of Canada, represented by the Canadian Heraldic Authority
© Les Représentations du Chef du Canada, représentées par l'Autorité canadienne des Armes



© Her Majesty the Queen in Right of Canada, represented by the Canadian Heraldic Authority
© Les Représentations du Chef du Canada, représentées par l'Autorité canadienne des Armes



© Her Majesty the Queen in Right of Canada, represented by the Canadian Heraldic Authority
© Les Représentations du Chef du Canada, représentées par l'Autorité canadienne des Armes

In each design, the maple leaf was a strong symbol. The motion was passed by parliament to choose the flag we have today, by a majority vote of 163 to 78. In 1921, King George V made Canada's official colours: red and white, and today we are the only country with a maple leaf on our flag.

Caring for the Canadian Flag

- Read about the ways we should take care of our national flag:

The Canadian Flag...

- should always fly alone on its own flagpole or mast.
 - can be flown at night without being lit.
 - can be lowered halfway (half-mast) on occasions when a country shares sorrow (disaster, death of people giving military service...).
 - should be replaced if faded or torn.
 - should be treated with respect.
 - should not change the size (twice as long as it is wide).
 - should not be marked or have anything pinned on it.
- And, People should face the flag (remove hats, and remain silent).



<http://wpmedia.news.nationalpost.com/2012/09/halfmast.jpg?quality=75&strip=all&w=310&h=465>

11 Points of Pride

The maple leaf on our flag has 11 points. Think of each point as a point of pride. What are 3 more points you can add to this list about people you know who make you proud?

1. *Canadian mountaineer Laurie Skreslet brought the national flag with him to the highest point in the world, Mount Everest (1982).*
2. *The Canadian flag... was launched into space on the flight along with the first Canadian astronaut on the NASA space shuttle Challenger. (1984)*
3. *Being a flag-bearer for Canadian teams at the Olympics is a special honour (Penny Oleksiak, 2016).*
4. *Terry Fox began his Marathon of Hope to raise money for cancer research.*
5. *Peanut butter was discovered in Montreal, Quebec.*
6. *The Toronto Blue Jays won the World Series in 1992, and in 1993.*
7. *Basketball was invented by a Canadian.*
8. *Canada has incredible spaces for nature to live.*

9. _____

10. _____

11. _____



The first Family Project is to design your own flag. You and your family should look at lots of flags and think about symbols that you can use to represent your family. You also get to choose whatever materials you like to make your flag!

TECH CHECK:

- <https://ecokids.ca/blog/contests/earth-flag-fall> (Earth Flag)

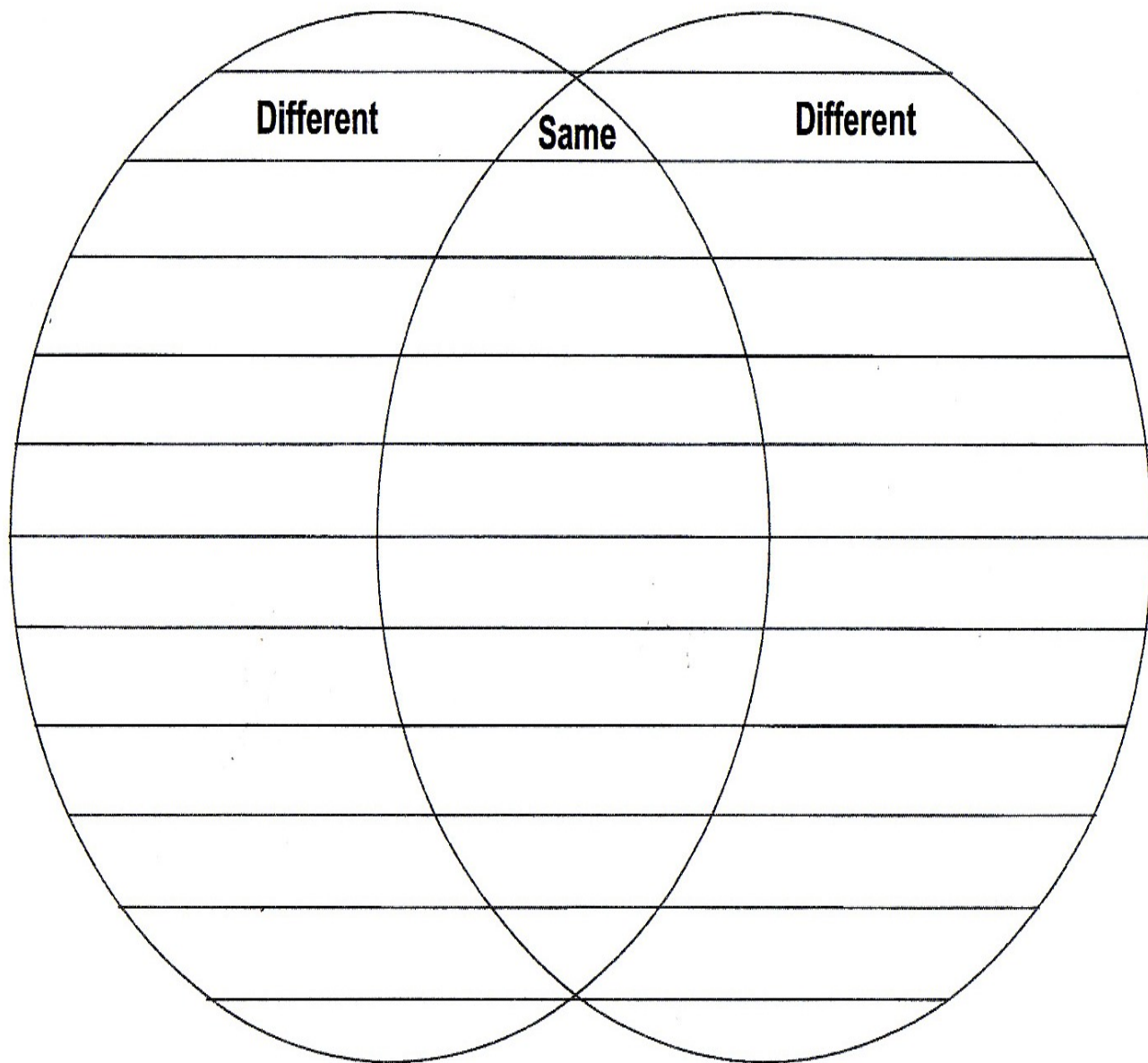


https://10172-presscdn-0-75-pagely.netdna-ssl.com/wp-content/uploads/2011/01/2011_0120_HN.SiouxVests.jpg

- Talk about these symbols on these vests made from members of the Sioux indigenous tribe.
- Share with your teacher things you do during a family celebration or tradition.

In our family, we celebrate by _____

- Let's look for families in nursery rhymes or fairy tales and choose one to compare with your own family.
- Use a Venn Diagram to show the comparison (Your teacher or Learning Buddy may help you with this challenge 😊)



3. Caring for Friends

- Now make a list of 3 things you did this week that put a smile on someone's face. (Your teacher or learning buddy can help.)

- Ask your teachers how friends make them feel. (quick interview)
- Look at this picture and talk about what you think it means.



<http://cdn2.business2community.com/wp-content/uploads/2013/03/Why-Making-Money-Online-Is-All-About-Making-Friends-Online.jpg>

- Talk about how friends help you?
- Draw a picture of you being a friend.

Valentine's Day

- How do you feel when you get a card from someone?
- Do you need help reading the words on the cards?

Valentine's Day lets us celebrate many friends.

You can have more than one friend.

Valentine Cards can be used to share feelings with friends.

Friendship Day

Let's not wait for Valentine's Day in February.

Let's celebrate friendship now!

- Make a card for each of your classmates.
- Look at samples.
- Check how to spell everyone's name correctly for your cards.
- Be sure to decorate them all nicely.
- Did you feel good about making friendship cards? Circle one picture below to share your feelings about it.



4. A Caring Community

You have been coming to school for at least a month now.

- What have you observed along the way?
 - (a) How long does it take to get from your home to school? _____
 - (b) Do you go by a gas station? _____
 - (c) Do you see deer or other animals along the way? _____
 - (d) Do you go by a grocery store? _____
 - (e) Do you go by a library? _____
 - (f) Do you go over a bridge? _____
- Find out the distance between 4 places in your community:

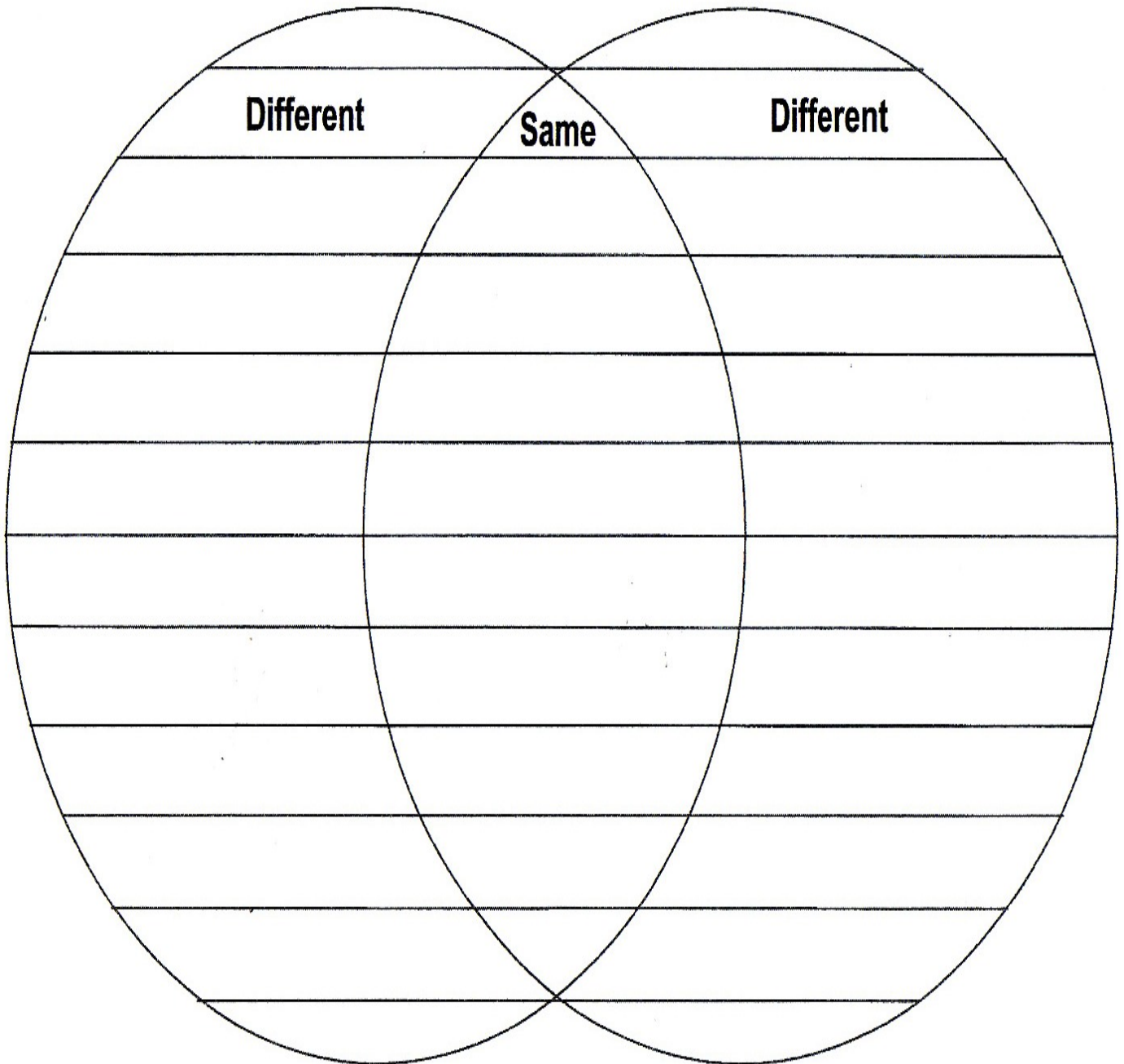
Location A	Distance	Location B

What is the shortest trip? _____ to: _____

What is the longest trip: _____ to: _____

Every community is different.

- Compare urban (city/town) and rural (farm) communities using a Venn diagram



- Interview or email someone (your E-pal) who lives in a different community to find out about:
 - the community history
 - weather
 - play places
 - amount of green spaces and,
 - ways of getting around (car, bus, subway, horse...).
- Share what you found with your classmates.
- In pairs, using recycled materials, create a model of a local town.
- Take a picture of your model and place here:



<http://1.bp.blogspot.com/-BM9kkw404ik/UE68OgZk4oI/AAAAAAAAABXA/d3VJcbXP5To/s1600/Model-Train-570.jpg>

- Check out different towns near you using Google Earth. Our communities are made up of people of different ages. We care about older people by being around them. They can get lonely sometimes.



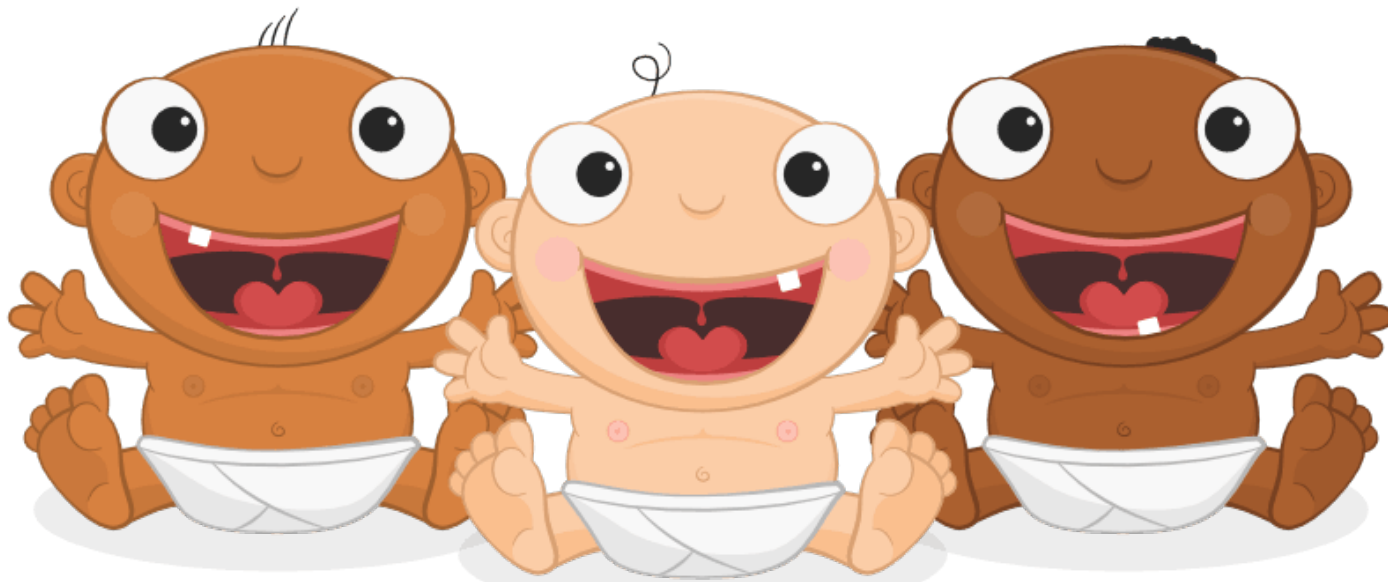
We can help them learn new things, and they can help us learn new things.

- Talk about one way we can help adults? (Your teacher may help you with the words if you like.)



<http://i.epochtimes.com/assets/uploads/2015/07/1504171604072483.jpg>

- Talk about who takes care of babies and toddlers?



<https://vividmachine.com/baby-business/images/babies.png>

- Do these people need to be patient? (Circle all 3 'YES' words)

Yes

Yes

Yes

Caring people are patient with others.

- Read the definition of the word 'patience' from the dictionary:

pa·tience [pey-shuhns] **noun**

1. the quality of being patient, as the bearing of..., annoyance..., or pain, without complaint, loss of temper, irritation...
2. an ability...to suppress restlessness or annoyance when confronted with delay:
3. quiet...; even-tempered care...

- Circle the words that best help you understand what patience ... means.
- Would you like to work with an impatient person, or a ... patient person on the job? Why?
- Circle the images that you think show 'caring' body language:



<http://www.howtobemoresocial.net/wp-content/uploads/2013/02/body-language-at-work.jpg>

- How do you respond to someone who:

....wants to shake hands? _____

...smiles at you? _____

...gives you a compliment _____

- Look at the pictures below and talk about compliments you like to get.



<http://www.startofhappiness.com/wp-content/uploads/2012/11/compliment.jpeg>



Celebrate World Compliment Day! March 1, 2017

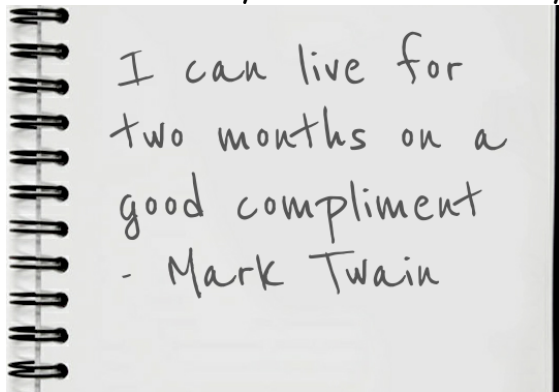
<https://i2.wp.com/www.awarmhello.com/wp-content/uploads/2016/02/AWarmHelloWorldComplimentDay.jpg>

- Talk about what we should do on World Compliment Day?
- How many smaller words can you find in the word "compliment"?
- List them here:

Extension:

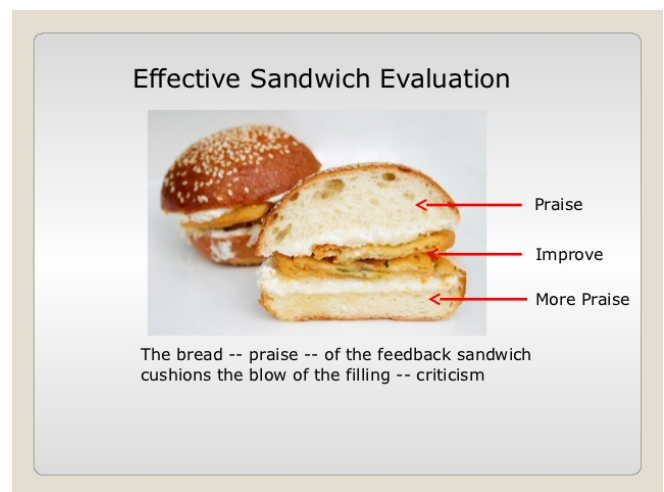
Mark Twain is a famous author.

- What do you think he meant by this quote:



Sometimes we need to say things that are not compliments so we can help each other.

- Look at the hamburger to find out a good way to share good and not so good things to help someone.



<https://image.slidesharecdn.com/3stepsforaneffectivetoastmasterevaluation-121115154836-phapp02/95/3-steps-for-an-effective-toastmaster-evaluation-9-638.jpg?cb=1352994550>

1. Let the person know you see something good about what they are doing. (praise)
2. Then kindly ask them not to do something bad. (improve)
3. Then finish by saying something good about how you like this person. (praise)

How to Speak Like a Caring Person

Being able to talk like a caring person is a language we can all learn and practice.



- Print the words *Caring Community*

Caring	
--------	--

Community	
-----------	--

- Be careful about using the word "mine":



<https://s3bubble.com/wp-content/uploads/2015/08/Sharing-470x260.jpg>

- What words do I use when I play with friends?
- Is it hard to hear people sometimes?



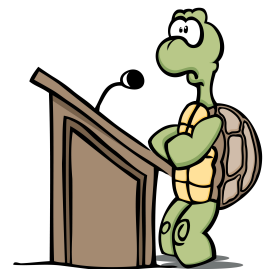
<http://namivt.org/wp-content/uploads/2013/10/Speak-Up-Be-Heard.png>

- Tape record your voice reading a book about someone who cares.
- Share your recording with a classmate.

- After listening to your recording, answer the following questions: (Teacher or Peer Teacher can help by asking questions)

Do I speak so everyone can hear?	YES NO MAYBE
Do I talk too fast?	YES NO MAYBE
Does my voice sound excited?	YES NO MAYBE

Ask your teacher: Do I sometimes say too much when I'm talking with friends?	YES NO MAYBE
Ask your teacher: Do I smile when I speak to others?	YES NO MAYBE
Ask your teacher: Do I have good eye contact when I speak to others?	YES NO MAYBE
Ask your teacher: Do I fiddle/wiggle when I talk?	YES NO MAYBE



<https://drsaraheaton.files.wordpress.com/2010/11/istock-scared-turtle.jpg>

5. Forgiving is Caring

Sometimes people make us sad or upset.
We may not think they care about us.

- Should we stop caring for people because we are mad or upset with them?
- Print the word 'forgive'.

- What 2 words make up this word?

_____ and _____

- Why do you think Dr. Seuss make the Sneetches forgive each other in his story?



<https://s-media-cache-ak0.pinimg.com/originals/73/c1/2b/73c12bef3e65949346100c8fed8373d1.gif>

Sometimes, we make mistakes that may hurt others.

- Dictate a letter to yourself forgiving your actions.
(Your teacher or peer teacher will print your message here):

Dear ME,

Yours truly,

_____ (print your name).

- Put a check beside ways you can forgive a friend:

_____ Say "Sorry"

_____ Write a letter

_____ Tell him or her you care about them.

_____ Laugh with them - not at them.

- What would you do if...?

- ...two friends invited you to their birthday parties on the same day...

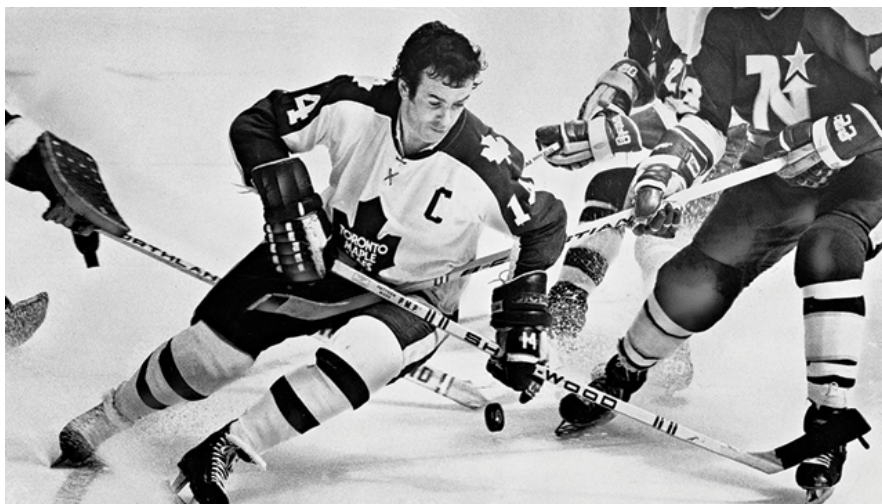
I could _____

- My friend had me over for dinner, but I don't like everything on my plate.

I could _____

- The Leafs are in the playoffs but the babysitter wants to watch something else...

I could _____

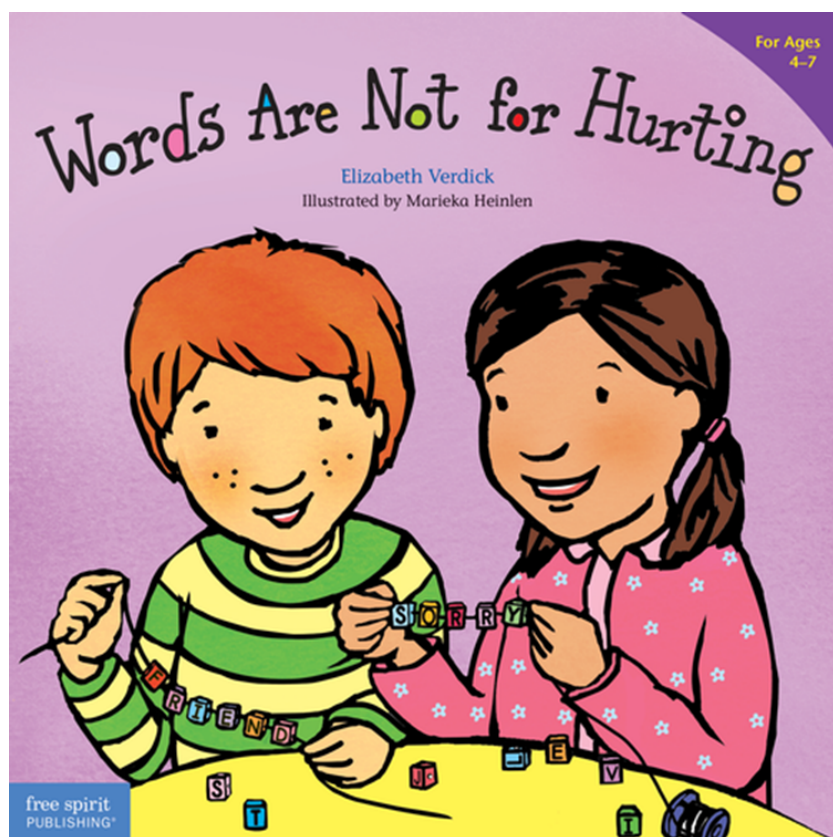


http://assets3.sportsnet.ca/wp-content/uploads/2013/12/keon_dave.jpg

6. Name calling is just mean.

When someone calls someone a name, we need to speak up and say name-calling is NOT accepted here.

Use words that help, not hurt.



<http://www.cfchildren.org/Portals/1/blogs/2016-image/words-are-for-not-hurting.png>

- Create a skit called "Words are For Helping" and share it with your class.

7. Caring about Manners

- What good manner is being shown in this picture?

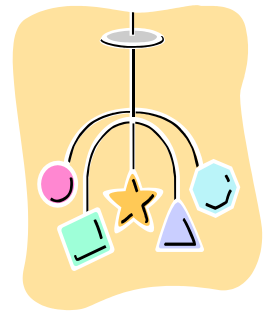


- Draw and label a picture of someone showing good manners.

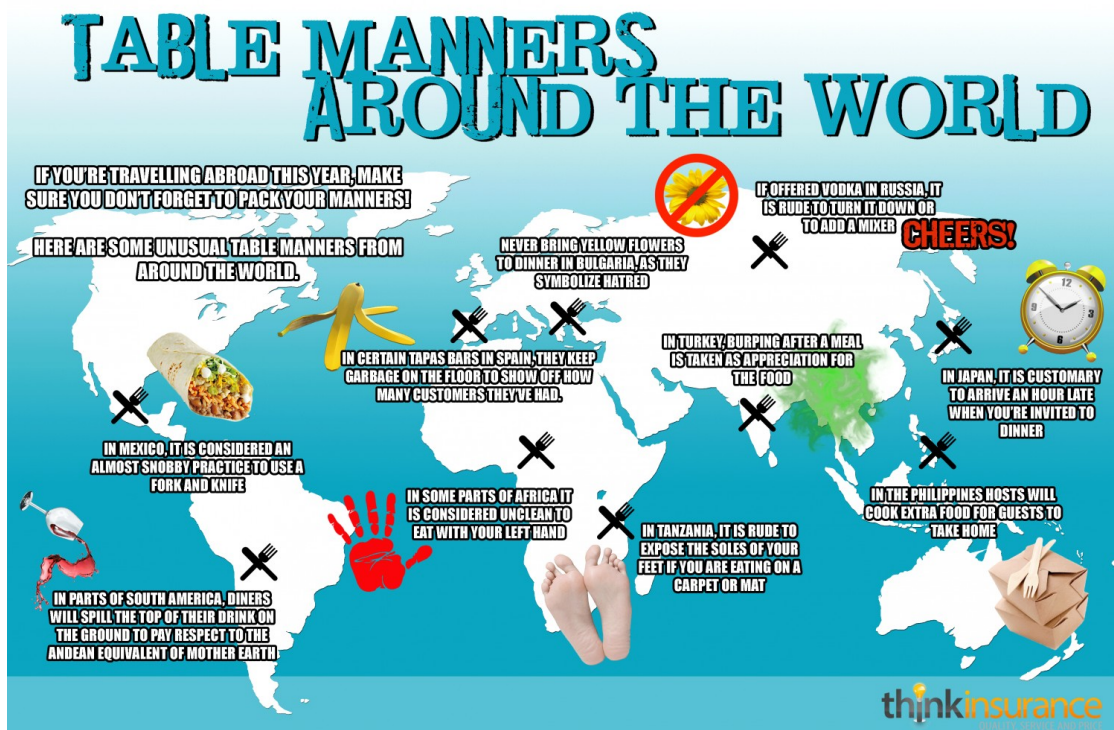
- Practice saying please and thank you

May I please... _____?

- Tell your elbow partner why you think you need good manners?
- Talk about and list some manners that we should use in our classroom.
- Let's make a 'manners mobile' for our class.
- Write a 'classroom manner' idea on a sentence strip.
- We will hang these from our ceiling to remind us of our manners!



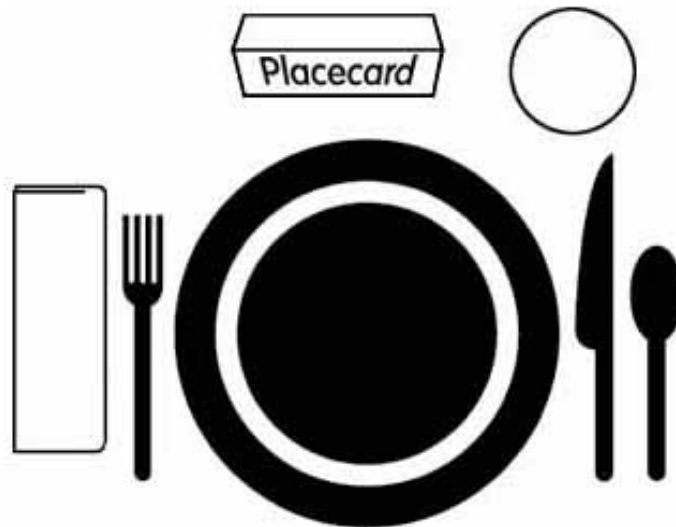
- Different places have different manners.
- Take a look at this world map to find out more about table manners around the world.



https://thumbnails-visually.netdna-ssl.com/table-manners-around-the-world_5347f6eae03df_w1500.png

Table Manners

- Study where everything goes in a proper place setting.

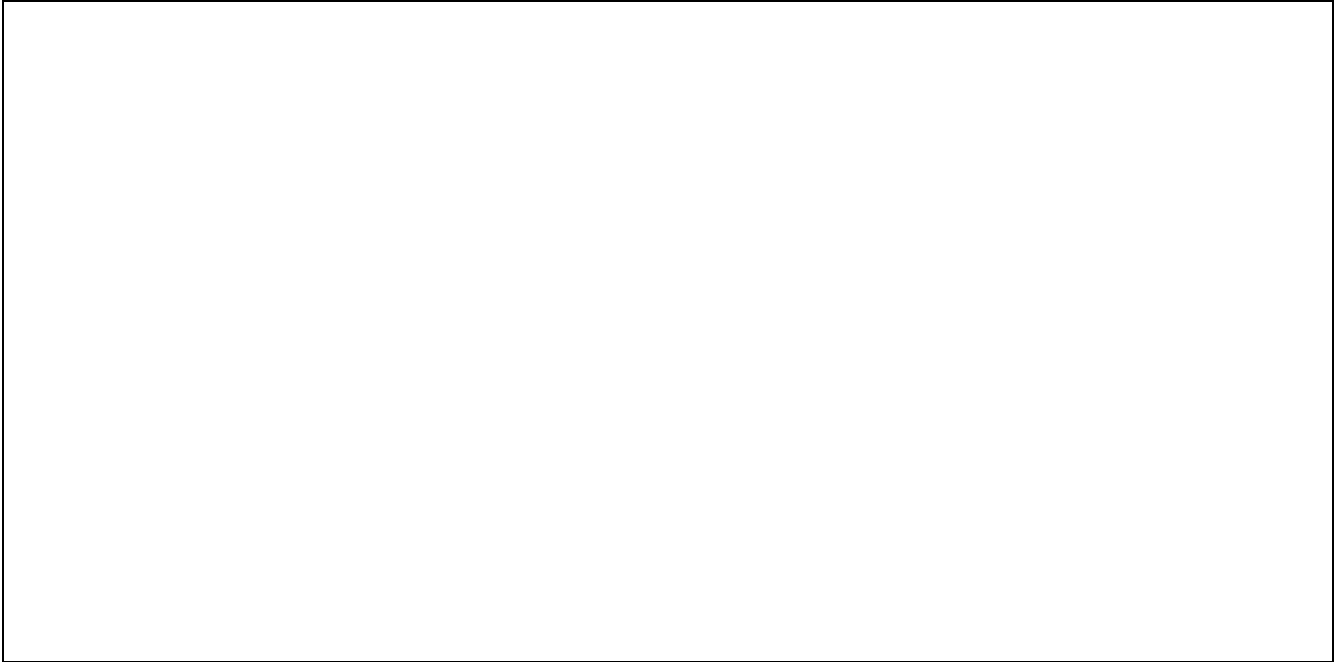


- ✓ Fork to the left of plate, tines (points) up
- ✓ Nicely folded napkin next to fork
- ✓ Knife to the right of plate, sharp edge pointed toward plate
- ✓ Spoon to the right of knife
- ✓ Cup or glass above knife & spoon
- ✓ Place card above plate.

(Adapted from: <http://www.totallycoolkids.net>)

- Think you got it?
- We can go to the picnic table and practise this skill.
- Here is your test.

- Draw and label your table setting!
- Keep trying until you get it right!



Thanksgiving is a time for giving thanks and sometimes a time to have a family feast.

Thanksgiving Monday is a holiday.

- Tell your teacher what you do on this day.



<http://inanutshell.ca/wp-content/uploads/2016/10/Thanksgiving.jpg>

Ten Table Manners

1. Eat with a fork unless the food is meant to be eaten with fingers.
2. Don't stuff your mouth full of food. It looks gross, and you could choke.
3. Chew with your mouth closed. No talking with your mouth full.
4. Always say thank you when served something.
5. Wait until everyone is served before eating. It shows consideration.
6. Eat slowly. Don't gobble up the food. Someone took a long time to prepare the food. Enjoy it slowly. Slowly means to wait about 5 seconds after swallowing before getting another forkful.
7. Don't reach over someone's plate for something. Ask for the item to be passed to you.
8. Don't pick anything out of your teeth. It's gross.
9. Always keep your napkin on your lap when not in use.
10. Use a napkin to dab your mouth.



Adapted from: <http://www.drdaveanddee.com/elbows.html>
<https://www.tablemannersforkids.com/wp-content/uploads/2016/07/TableMannersforKids.jpg>

- Read the following silly poem and judge which "Goops" stanza you like best.

TABLE MANNERS - 1

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloth –
Oh, they lead disgusting lives!
The Goops they talk while eating,
And loud and fast they chew;
And that is why I'm glad that I
Am not a Goop – are you?

The Goops are gluttonous and rude,
They gobble with their food;
They throw their crumbs upon the floor,
And at dessert they tease for more;
They will not eat their soup and bread
But like to gobble sweets, instead,
And this is why I oft decline,
When I am asked to stay and dine!

From GOOPS and how to be them (Gelett Burgess)

- Listen to the poem titled 'Courtesy' below and circle three words you want to learn.

COURTESY

I wonder why it is polite
In shaking hands, to give your right
I wonder why it is refined
In passing one, to go behind.
I never fuss to wait in line.
If you must sneeze, please turn your head.
And when you are sick, please stay in bed.
When your manners are the best
You can wear the courtesy vest!

- What does the poem mean when it says "to give your right"?

It means _____

- What does the poem mean when it says "to go behind"?

It means _____

Extension: Elegant Recycled Picnic Contest/Project

(adapted from 4H Table Setting Contest)

<http://extension.oregonstate.edu/washington/4h/sites/default/files/washcotablessettingguide050212.pdf>

- You and a classmate may enter a Fine Dining Contest.
- All you have to do is plan a fine dining picnic experience for 2 people.
- You will have up to 15 minutes to set up your display.

Check when complete		Points
Plan		
	List of food and beverage items for menu and who will bring them in	
	Detailed, labelled sketch of plan	
	List of cutlery, plates and glasses needed and who will bring in	
	Plan for centerpiece	
	Plans are neat and easy to read	

List of food items	Who will bring in
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Place setting items

Who will bring in

1.

2.

3.

4.

5.

6.

7.

8.

Place Setting Picture (with centerpiece)

Notes:

- Might want to wear an apron or chef's hat to serve meal
- Valuable or sentimental items should not be included in the displays
- No excess items
- Don't buy new things; use what you have from home or school!
- Salt and pepper shakers (optional)
- No alcoholic beverages
- Coffee MUGS are NOT used for a formal dinner.
- No candles - outdoors
- Do not use glitter, sand, beads, which could get into food.
- Watch for bugs when using things from nature (i.e. Plants)

Centerpiece Artwork

- Piece of driftwood
- Wicker basket
- Fruit in season arranged in an elegant bowl.
- Dried fruit or Artificial Flowers
- House Plants; ferns, flowers, or herbs
- Toys, Collections, Books

8. Caring about School and Learning

Memorize the three promises that will help us learn, do and be more.

Promise 1: _____

Promise 2: _____

Promise 3: _____

Greetings

- Handshaking (a caring way to greet people)
- Say the other person's name out loud.
- Go to each person in class, shake their hand and say:

HELLO, _____.

- Smile
- Pick up garbage on the floor (especially when it's not yours)
- Tell people nice things - Give them compliments.
- Caring is being on time.
- Be nice to people who are sad or mad.
- Help someone who needs help.
- Being patient when lining up in school.

Why do people 'bud' into a line?

- (a) They are not very patient?
 - (b) They just care about themselves?
 - (c) They do not care about others?
 - (d) All of the above
- Does it take more time for things to get done when someone 'buds' into a line?

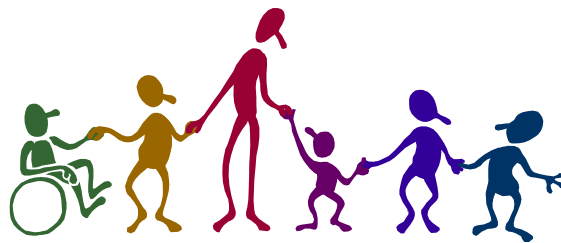
Usually

sometimes

no

- Finish this sentence:

When someone 'buds' in front of someone else in a line... (Ask for help with some of the words)



- Read Dr. Seuss's story about the Sneetches:



http://orig01.deviantart.net/0d13/f/2009/151/e/f/the_sneetches_by_peacelovekatee.jpg

- Talk about when the sneetches were being ignored in the story.
- How do you feel when you are ignored?

Happy Sad Mad

Showing an Interest in Others

- You care for others when you ask them questions.
- Interview a classmate, or your Learning buddy.

Interview Questions:

How old are you?

How do you get to school?

What is a favorite job you'd like?

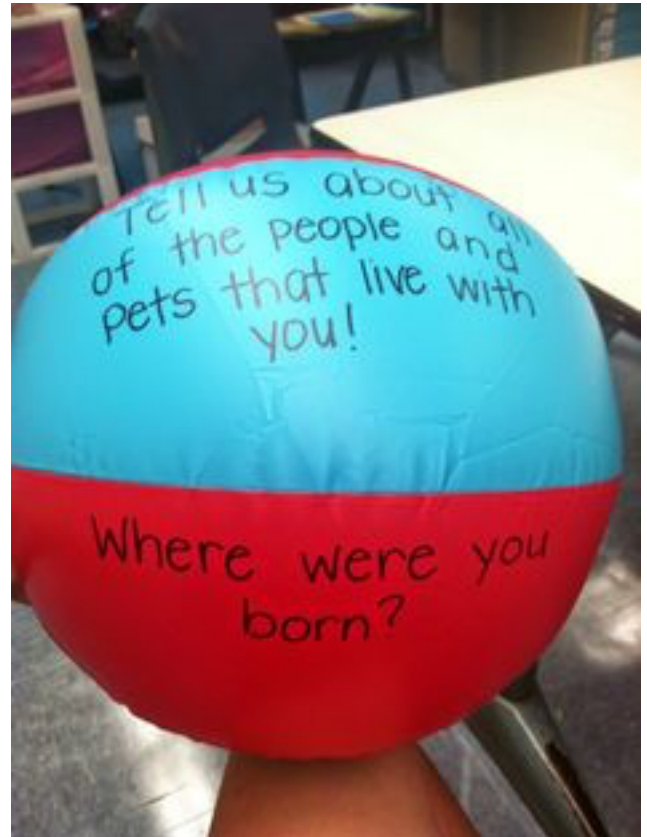
What is your favorite book?

What do you like about school?

Do you have a pet?

Do you like to ride a bike?

What is your favourite meal?



- What could you do to help the audience understand what you are saying?

I will need to speak _____.

- What did you listen for when your buddy answered your questions?

I listened for _____

- What could you do to check and see if the person you interviewed understood what you heard?

I could _____

Name: _____ Date: _____

INTERVIEW A CLASSMATE

First Draft

Directions: Write a paragraph about the most interesting things that you learned about your classmate.

I interviewed: _____

Age: _____

Birthday: _____

<http://www.uniqueteachingresources.com/image-files/megaphonefirstdraft.jpg>

- Make a poster that promotes the person you interviewed.
- Include ideas this person shared in the interview.
- Look at samples of student posters:



<https://s-media-cache-ak0.pinimg.com/originals/52/b1/b7/52b1b7d583e9ce1434cc407f6e67bde9.jpg>



<https://s-media-cache-ak0.pinimg.com/736x/5b/90/65/5b906596e5732f3364a3c4a0e647feea--cute-campaign-posters-student-council-ideas-for-posters-for-student-council.jpg>

- Make a draft of your poster and share it with some classmates, who will give you some ideas for further edits.
- How did your classmates help you create your poster?

My classmates suggested...

- How did looking at other posters help you come up with ideas for this poster?

I think the sample posters...

- How did talking about the project with other students help you create a better poster?

Talking about my poster with others...

- What was it like being interviewed?

When I was interviewed _____

- How did seeing the question written down help you listen?

When I could see the interview questions, I _____

Sharing is Caring

During Morning Meeting Circle, Sharing Time Circles, or end of the day meetings, we must always be respectful of one another.

- How can we share?
- Can twenty-two people share a pencil at the same time?
- Talk about a solution to this problem.
- Look at the images that follow.
- Tell your teacher why one is your favourite.



<https://juliajrntalk.files.wordpress.com/2016/02/sharing-is-caring.jpg?w=240>



<http://freshharvestfoodbank.org/wp-content/uploads/2015/06/a49220f2-8fee-4a66-bcb0-ff54aa3c196f.jpg>



<https://myahe.org/wp-content/uploads/2014/06/sharinghands2.jpg>



http://p11cdn4static.sharpschool.com/UserFiles/Servers/Server_225309/Image/Our%20Staff/Miss%20Diane%20Chamberlain/bigstock_Star_Kids_611671-e1317351391786.jpg

sharing is caring



<http://www.theinspirenetwork.co.uk/wp-content/uploads/2013/04/Sharing-is-caring.png>



https://mikedavisfaia.files.wordpress.com/2013/06/sharing2-shutterstock_19756345.jpg

- Read the following two poems out loud about sharing:

Sharing

(adapted from by Joyce C. Lock)

Share a seed and see it grow.
Then you can feel the joy of giving.
Share yourself and share your life.
Then you can feel the joy of living!



Sharing



My Poem about Sharing:

Sharing is Caring.

I like to Share with my cousin,
We are kind and we like
to take care of each other.
We Share together because
we are friends.

Sharing makes you happy 🍀 🍀 🍀

<http://www.lancasterian.manchester.sch.uk/files/userfiles/ZarhaJ.png>

- What did you look at before you began reading each poem?

I looked at _____

- What do you do if your reading doesn't make sense to you?

I _____

- When you come to a word or phrase you don't know, what do you do?

When I come to words I may not know, I _____

- How do discussions before reading help you get ready to read about new topics?

When I discuss a topic before I read, it helps me read:

Yes

No

Maybe

- Does it help you become a better reader when you listen to someone else reading?

Yes

No

Maybe

- Does it help when you talk to someone else about what you are reading?

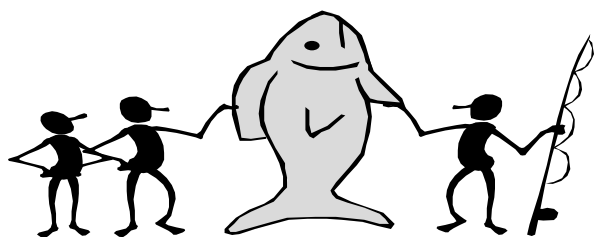
Yes

No

Maybe

- How does looking at the illustrations help you make sense of what you are reading?

- Draw a picture of a sharing story on large poster paper and label it.



- What helped you organize your ideas?

I _____

- Look at the words that are labelled and use them to print your first draft of your story (or ask your teacher to help) below:

- Read your draft out loud.
- Listen to some classmate's read their drafts out loud.
- Did you find any places where words were left out?

Yes

No

Stories we read have a beginning, middle and an end.

- Do you think reading other stories about sharing helped you write your story?

Yes

No

Maybe

- Did listening to someone else's ideas help you improve your writing?

Yes

No

Maybe

- Make changes to your draft.
- Read your poem out loud to your teacher.
- How do you get ready to speak?

I _____

- How do you know your teacher was listening?

My teacher _____

- Do you watch television? Yes No
- If so, do TV shows give you some ideas for writing stories?

Yes

No

Maybe

- What kind of music do you think might fit for a background to your story?

Quiet

Loud

Fast

9. Caring for the Environment



- Complete the 'who what when where why and how' table with help from your teacher/learning buddy:

https://Int.org/sites/default/files/LNT_CitizenSciencelogo.jpg

Caring about the environment	
Who	
What	
When	
Where	
Why	
How	

- Read *The Giving Tree* by Shel Silverstein.



http://www.adagio.com/images2/custom_blends/51456.jpg

- Write a letter to the giving tree.

Dear Giving Tree,

Warmly,

- Talk about reasons why we give?
- Talk about how we give.

Extension:

- Read about how the litter from water bottles is adding up. (from <https://drinktapconcordia.wordpress.com/quick-facts/>)

Used bottles and cans often end up in landfills or worse, in our lakes and oceans or on the ground as litter! This pollution hurts birds, turtles and other wildlife. It takes more energy to produce, fill, ship and recycle plastic water bottles than it does to bring drinking water to your tap!

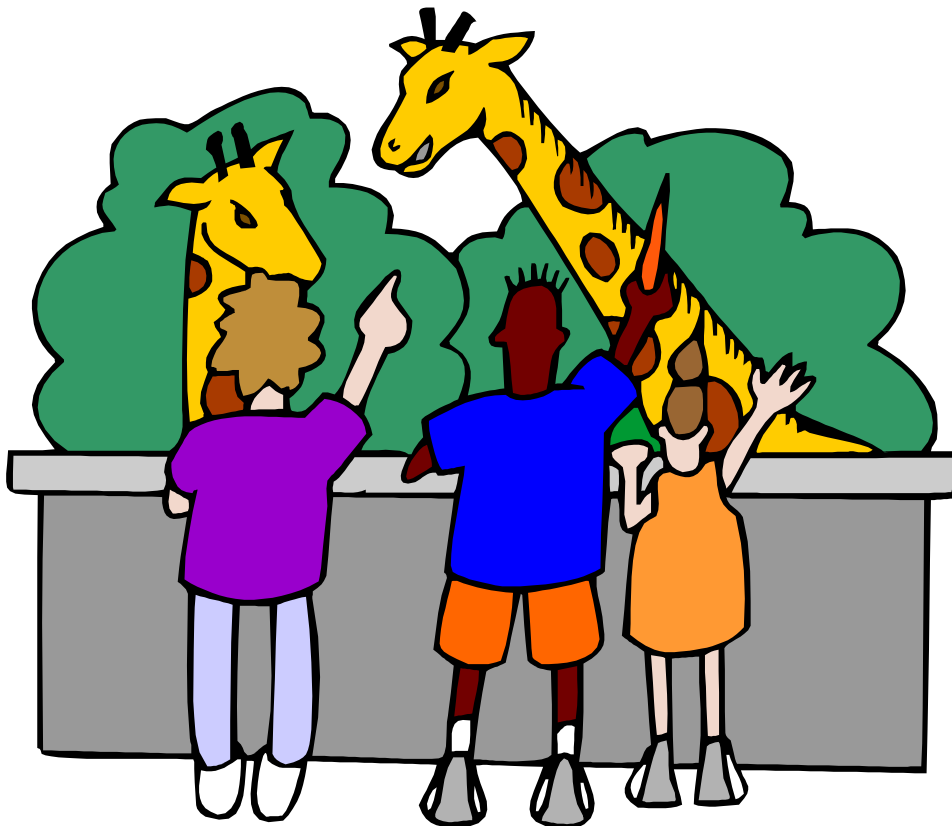
Transportation of water by trucks burns fossil fuels (like coal and oil) and releases CO₂ into the atmosphere, which is one of the leading causes of climate change. The most planet-friendly thing you can do is drink tap water in a reusable bottle! By bringing a re-useable water bottle to school you're taking a stand against climate change! Find a reusable water bottle in a size and colour that you like, you can even use a glass juice bottle. Ask your teacher if they can create a water bottle challenge for your class. This will encourage other students to bring their reusable water bottles every day too!

Quick Facts

- Bottled water is 2000 times more energy intensive than tap water. For example, approximately 3.4 megajoules to manufacture the packaging, bottle and cap of a one-litre plastic bottle (Source: Pacific Institute).
- It takes 3 litres of 1 to produce 1 litre of bottled water (Source: Pacific Institute).
- According to one report, 235,086 tons of plastic bottles were generated and approximately 84,744 tons were recovered and recycled in 2002.
- Approximately 2.25 billion liters of bottled water is sold in Canada every year. This means that about 215.68 million kilograms (475.49 million pounds) of plastic is used to bottle water every year. That is more than the weight of 1328 empty Boeing 747 airplanes!
- In Canada, unless bottled water is specifically labeled “spring” or “mineral” it can come from any source – there is currently no regulatory requirement that other types of bottled water declare the source of the water used for their manufacture. Over 25% of bottled water sold in Canada is packaged tap water.
- Studies have found that much of the bottled water for sale contains huge amounts of bacterial contaminants, and some contain organic chemicals (such as industrial solvents and chemicals leached from plastics) and inorganic contaminants (such as arsenic). One current study found 38 pollutants in 10 of the biggest bottled water brands.
- Bottled water in North America costs anywhere from 240 to 10,000 times more than tap water. In fact, we now are paying much more for bottled water than we are for the same amount of gasoline.

TECH CHECK:

- <https://ecokids.ca/blog/contests/ecoreporters2017>
 - <https://ecokids.ca/blog/contests/powereco>
 - <https://ecokids.ca/blog/contests/ecokids-battery-busters-2016>
 - <https://ecokids.ca/blog/contests/ecokids-battery-busters>
 - <https://ecokids.ca/blog/contests/ecoreporters-for-play>
 - <http://thewaterbrothers.ca/beyond-world-water-day/>
 - <http://thewaterbrothers.ca/>
- Let's try to find a zookeeper to Skype!
 - Find out the names of eight specific animals and find out how the Zookeepers takes care of their needs.
 - Make a class chart listing the ways to take care of the animals.



- Plan a home for a _____ to live.

- Draw the plan here.

- Ask for help to put words on your plan.
- Find the partner who had the same animal.
- Create a space for your animal using plasticene and other craft materials.

How well did you display caring and sharing?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

How are you doing?	Teacher
Show good manners	
Can set a table in a restaurant	
Express feelings politely	
Take turns	
Know when to use indoor/outdoor voice	
Wait quietly for instruction	
Stay on task (does not distract others)	
Use class materials respectfully	
Attempt new experiences	
Cooperate with others (class, and at play)	

Please say yes, no or ? (sometimes)	STUDENT
DO I LEARN NEW THINGS?	
DO I HELP OTHERS?	
DO I PLAY NICELY?	
DO I PUT THINGS AWAY?	
DO I WAIT TO TAKE MY TURN?	

TEACHER TELEGRAM TIME

Dear _____,

Your teacher,

STUDENT TELEGRAM TIME

Dear _____,

Your student,

SERVICE LEARNING

Bat House PROJECT



10. Local Service Project: Building Bat Houses

Why Build Bat Houses?

- Read about why bats need to be protected (from <https://batconservation.org/help/bat-houses/#section-Bat%20House>)

Installing a Bat House can provide a safe environment for hundreds of bats.

Bat houses give females a safe, warm place to raise their young. Because bats typically only have one pup each year, populations are slow to grow. Plus, because of habitat loss, bats are finding it harder to find places to roost during the day and to raise their young.

By installing a bat house, you give these pups a chance to survive and for populations to be healthy. And all those healthy bats mean we can use less pesticide on our plants—a win win for everyone.



<http://www.5rm.com.au/images/bat.jpg>

TECH CHECK:

- <https://batconservation.org/learn/kids-club/> (Join the Bat Brigade)
 - <https://batconservation.org/learn/threats-to-bats/>
 - <https://www.thisoldhouse.com/how-to/fun-family-project-how-to-build-bat-house>
 - <http://www.nwf.org/Garden-For-Wildlife/Cover/Build-a-Bat-House.aspx>
-
- Let's make bat houses to help preserve the bat population.

We care about Bats!



<https://i.ytimg.com/vi/WPlkXifGJ9M/maxresdefault.jpg>

Extension Idea: Global Service

Some people give gifts that help people in developing countries.

- Read about St. Gabriel's drive to buy goats for a community in Ecuador:

Our Social Justice Club is running a "Goat Drive" from now until Easter. Our goal is to collect at least \$50 in spare change in each class. That \$50 can provide a goat for a family in our adopted village in Ecuador. That goat can flourish into a herd, which can provide an entire family with milk and a sustainable income! That herd can also enable a woman to start turning her home farm into a thriving business. Once this happens, she is able to send her children to school and plan a better future for her family. Let's go St. Gabe's, We Goat This! ... **Final Results!** Amazing "GOAT DRIVE!" We raised enough money to provide our village with 23 goats! Some classes had 2 or 3 goats to their name! Awesome!!

(<https://sites.google.com/a/mytools2go.ca/gabessocialjustice/home/we-create-change-goat-drive>)



(https://sites.google.com/a/mytools2go.ca/gabessocialjustice/_/rsrc/1468876746322/home/we-create-change-goat-drive/goat-infographic-336x336.jpg?height=400&width=400)

- Research international agencies that allow you to donate a goat to a family. For example:
 - <https://www.heifer.org/gift-catalog/animals-nutrition/index.html>
 - [https://forms.we.org/donation?cmd=\)](https://forms.we.org/donation?cmd=))

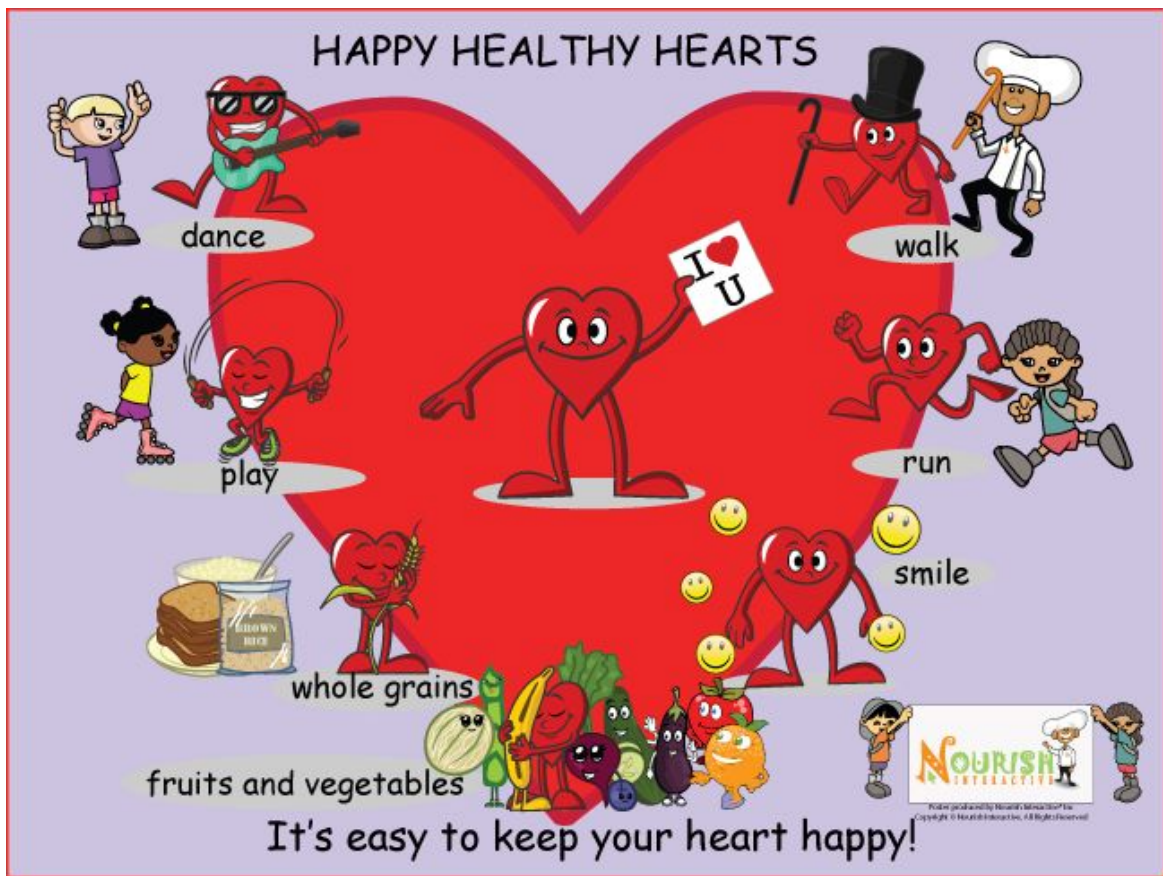
"When a family has a dairy goat, it gains a source of nutritious milk and sustainable income. It's the gift that keeps on giving!"

- What do you think would be a good choice, and why?
- Use the chart below to organize your data:

Agency	Advantage

How well did you create a bat house?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

HEALTH



<https://s-media-cache-ak0.pinimg.com/736x/e5/2c/81/e52c81460a931bdc448cead246cdace4.jpg>

http://i.dailymail.co.uk/i/pix/2012/10/22/article-2221257-159EE12100005DC-71_634x388.jpg

11. Safe Outdoor Choices

- Where do we have to be careful outside?
- Draw safe ways of doing recess and some unsafe ways of doing free play.

Safe Way to Free Play

Unsafe Way to Free Play

(a) Winter Safety

- Draw what we need to be safe in the outdoors in winter on the snowman:



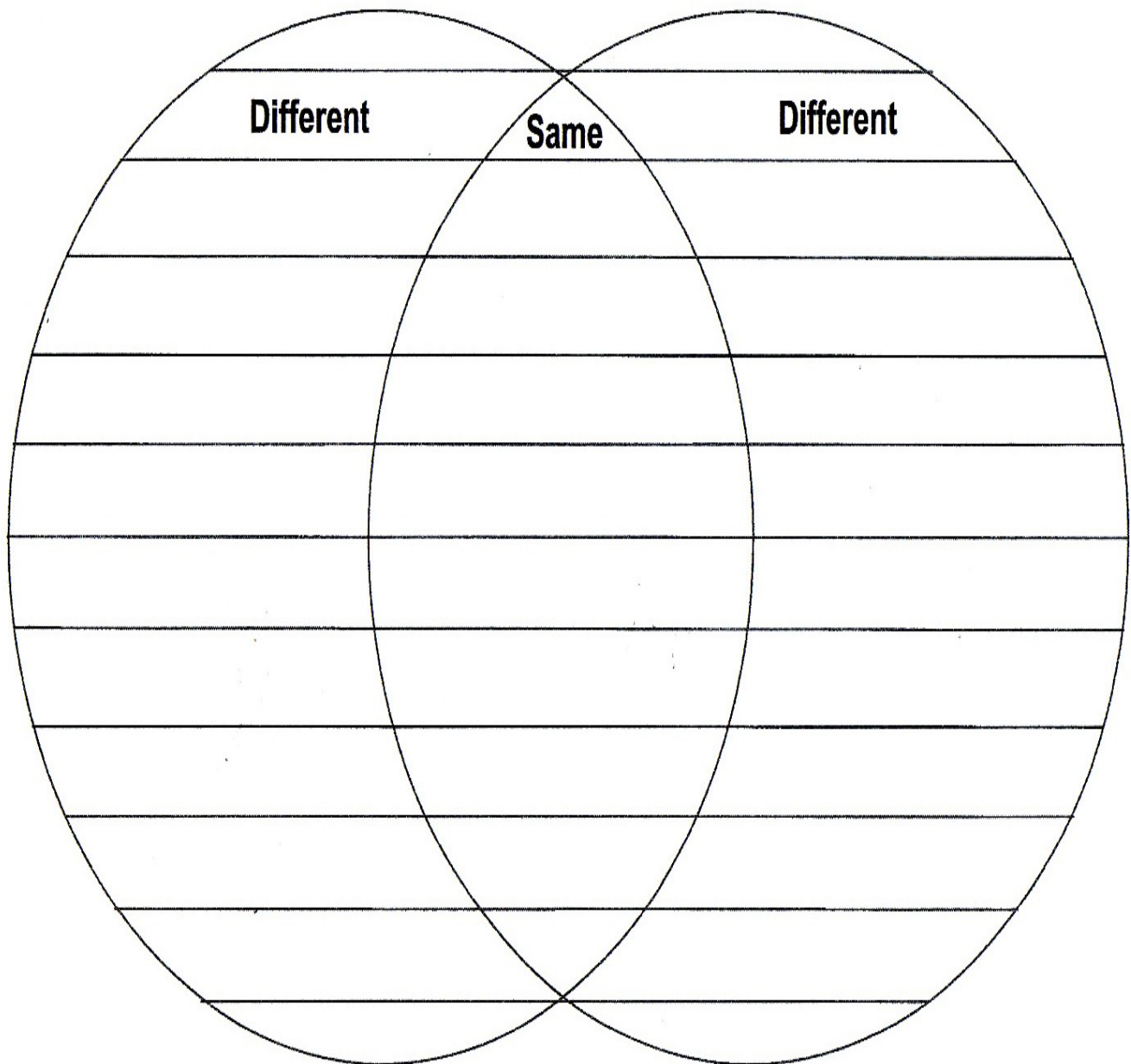
- Tell your teacher why snow safety is important.

When fingers and toes and ears get very cold it is serious. Frostbite can happen when blood stops flowing to an area. It can be very painful, so best to be prepared for cold weather!

- Have a Winter Fashion Show for fun!

(b) Summer Safety

Use a Venn diagram, to fill in how sun safety and water safety (in the summer) are the same and different:

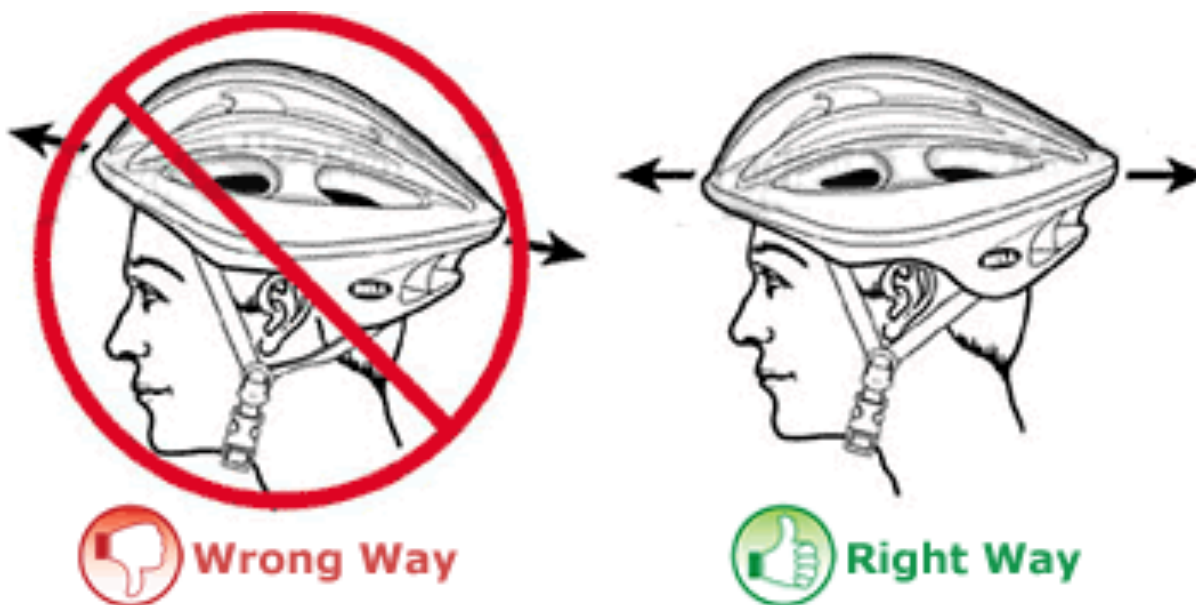


Bicycle Safety

- Talk about rules for bicycle safety on the road.
- Ask your Learning Buddy what s/he knows about bike safety.

2 things I found out:

- Look at the RIGHT way and the wrong way to wear a bike helmet.



<http://cdn.inlineskates.net/docs/wp-content/uploads/2009/06/wearinghelmet.gif>

- What other equipment is good to have when you go biking?
-

- Did you know the first bicycle with pedals was invented by a Scottish blacksmith in 1838?

The front wheels were much larger than the back wheels. Bikes were known as "boneshakers" because the ride was so rough!



Always wear a helmet and other protective gear when roller-blading, playing hockey, snow-boarding or playing other sports.

Extension:

- Read the following article about safe in-line skating with your teacher, and try on the equipment to model it for your classmates.

5 Steps to Safe Skating! by Tulle Miller

In-line skating is a fun sport that everyone can enjoy. Follow these safety tips to keep skating safe and fun.

Step 1: Gear up!

Even before you put on your skates, put on all your safety gear.

You will need:

- a helmet for your head (a bicycle helmet works great)
- knee pads
- elbow pads
- wrist guards

The wrist guards and the pads for your knees and elbows are covered with hard plastic. This means that the plastic gets scraped when you fall—not your skin!

Step 2: Buckle up!

Strap on your skates. Make sure they fit well. Your skates should not be too tight for your feet. But they should fit snugly around your ankles. This helps your ankles stay strong and straight.

Step 3: Fall down!

You probably do not usually try to fall. But it is good to practice falling on skates. Fall forward onto your knee pads. Put out your hands and let your wrist guards hit the ground. See? Are you surprised that it doesn't hurt? Practice falling until it is easy to fall forward and get up again. Knowing how to fall will help you be a better skater. If you are not afraid to fall, you will try new things. You won't be afraid to learn to turn or skate faster. Knowing how to fall will also help you find your balance. When you can stay balanced, you won't fall as much.

12. Healthy Meals

- Time to go on a field trip to the grocery store!
- If you were going to organize your own grocery store, what would you call each aisle?
- Draw a picture to show your creative grocery store.



- Read the following with your partner.

Our bodies are like machines.

They can do so much, but they need the right amount of fuel.

One thing we know for sure is that we must eat healthy foods and exercise daily to be healthy.

- Let's look at some restaurant menus and draw foods that are good for you, and other foods that are not good for you.

'Good for Me' Food

'Not Good for Me' Food

Good Food Songs!

- Read the following poem and see if you can find a tune to sing to these lyrics

Milk, meat, bread, fruit,
These will help me grow
To be strong and tall and well,
Healthy from head to toe!
- Barbara Robinson

Did you know?

Spit helps us swallow and digest food.

24,000 liters of spit (saliva) is made in a lifetime.

- Check out the size of one liter.
- Now imagine thousands of them filled with spit. Not so yummy.

Animal Eating Facts:

- We eat every day, but not all animals do.
 - Some insects never eat. The ones that live for a few hours don't even have mouths.
 - Snails can live up to three years without food.
 - Penguins can go a month without eating.
 - Snakes tend to eat once every two weeks.
 - Some animals hibernate and store food from over-eating in the summer in their fat cells.
-
- Talk about eating a balanced diet from different food groups.
 - Using food cards, make a nutritious meal.
 - Include these Food Groups:
 - ✓ Meats, Eggs and Nuts
 - ✓ Fruits
 - ✓ Vegetables
 - ✓ Breads
 - ✓ Milk, Yogurt and Cheese
 - ✓ Fats and Sweets

 - Keep track of the food you eat on the weekend.

Saturday	Foods that I Ate	Food Group
Breakfast		
Lunch		
Dinner		
Snacks		

Sunday	Foods that I ate	Food Group
Breakfast		
Lunch		
Dinner		
Snacks		

Extension:

- Read with your teacher all about waste-free lunches

School lunches can produce a lot of waste! The average student in Ontario creates **30 kilograms of waste each school year** just from their lunches. That's about the weight of an adult goat! Try packing your lunch in reusable containers instead of using plastic bags, aluminum foil or parchment paper. It saves money and helps the environment. By taking action, you can reduce waste, save trees and ecosystems, and conserve energy that is used to make disposable, single-use products.

Talk to your teacher about starting a "A Waste Reduction Week". This could help your school reduce the amount of waste created and teach your school community about waste reduction. This is a very easy change you can make [for the environment](#). By carrying your lunch this way, you also avoid trips to restaurants or the cafeteria and you can eat better. Try packing a lunch without any trash left.

Waste-Free Lunch Challenge

The goal of the Ontario Waste-Free Lunch Challenge (WFLC) is to help schools reduce the amount of garbage they produce and to educate students, staff, and parents about waste reduction. School lunches are a major source of waste in Ontario – the average student's lunch generates a total of 30 kilograms of waste per school year, or an average of 8500 kilograms (18,700 lbs) of waste per school per year.

A waste-free lunch (sometimes called litter-less, smart, garbage-less or waste-not lunch) contains no throwaway packaging or food leftovers. As a first priority, lunches are packed in servings that will be completely eaten. To avoid any packaging, all food and drinks are packed in reusable containers within a reusable lunch bag or box. All containers are re-sealable, so that leftover food and drink that is not eaten can be consumed (or composted) later.

- Wrap soft fruits like peaches and pears in whatever you're using as a napkin, or use a container to protect them from bruising or squishing.
- Carry recyclable containers home if your school or office doesn't offer recycling. Better yet, use reusable containers.
- Look at any waste you do create each day. Is there a package or napkin left in your lunchbox at the end of the day? See if you can improve on matters.
- Bandannas make fantastic cloth napkins. They don't wrinkle much and absorb better than many cloth napkins that are made with polyester. (<http://www.wikihow.com/Pack-a-Waste-Free-Lunch>)



Waste-Free Lunch
CHALLENGE

13. Caring for Our Bodies

Dirty Hands

- Find a story about someone who has messy hands.
 - Listen to the story and talk about what the story would be like with 'messy hands'.
 - Copy your hand by outlining it in the space below
 - What do hands touch each day? (dirt, toys, noses).
 - Draw each "dirty" item inside the outline of the hand.
-
-

- Talk about how do we use our hands throughout the day?
- When should we wash our hands?

We should wash our hands _____

- What is polite to do if you have to sneeze and you do not have a tissue or handkerchief?

You should _____

- Should you come to school when you are sick?

YES

NO

- When do you need to stay home from school?

- (a) when you have a fever
- (b) when you throw up
- (c) when you have diarrhea
- (d) when you have something other people can catch
- (e) all of the above.

- Why is it polite to stay at home when you are sick?

It is polite to stay home when you are sick because _____

Healthy Teeth

- Visit a dentist's office or have a dentist/hygienist as a class visitor
- Talk about clean mouths and teeth.
- What is hygiene?
- Talk about how we take good care of our teeth?
- Talk about which snacks will not cause cavities and explain why.
- Talk about why we have certain snacks in class.
- Tell the teacher when you have a dentist appointment.
- Tell the class how it went.

My dentist is Dr. _____.

My trip to the dentist looked like this....

Sleep

Healthy bodies need rest.

WAYS TO HELP YOU SLEEP

1. Run and play outside during the day.
2. Drink a glass of milk before going to bed.
3. Go to bed on time.
4. Read a book in bed.
5. Have a dark, quiet room.

- Your teacher will read this information about sleep - and then the class will answer the questions together.

A Good Night's Sleep

1 Have you ever stayed up late one night? Did you feel tired the next day? Did you feel grouchy? It is because your body missed its sleep! So why does a good night's sleep make you feel better?

2 Scientists have studied sleep to find the answer to this question. They have found some different reasons. First, sleep helps your body stay healthy. Even though you are sleeping, your body is still active. Sleep gives your body a chance to repair itself. New cells grow while you sleep. Your muscles and bones grow too!

3 Sleep also helps your body to rest. How? Your body does not need as much energy when it slows down. The beat of your heart and your breathing rate become slower, which lowers your body's energy level. Your body needs rest after a busy day.

4 Sleep is important for your brain too. During the day your brain gathers information. Whether you read a book, taste an orange, or hear a song, your brain stores this information. At night while sleeping, your brain reviews everything that you did during the day. It saves some of your experiences so you can remember them. Some scientists think all this reviewing causes you to dream.

5 What happens if you do not have enough sleep? People who miss too much sleep have trouble paying attention. They make more mistakes in their work. Scientists believe that people who miss more than three days of sleep may become sick and even start seeing something that is not really there.

6 Most students need between ten and eleven hours of sleep each night. What can you do to help give your body a good night's sleep?

7 Follow these steps and you will begin to feel rested and happy. Nothing else will help your body like a good night's sleep!

In paragraph 6, what does the author say might help a person sleep?

- A. staying up late each night
- B. listening to a favorite song
- C. listing experiences of the day
- D. drinking a glass of milk

Paragraph 5 is **MOSTLY** about the —

- A. best place to sleep
- B. best time for sleeping
- C. reasons for sleeping
- D. problems caused by missing sleep

Which word means the opposite of grouchy?

- A. angry
- B. greedy
- C. happy
- D. lively

Plenty of sleep will MOST likely cause a student to —

- A. have trouble making choices
- B. remember lessons easier
- C. breathe faster
- D. make mistakes in class

Which paragraph answers the question, "How much sleep do students need?"

- A. 2
- B. 3
- C. 5
- D. 6

This article could BEST help a student who wants to learn —

- A. the reason the heart slows down when a person sleeps
- B. how the brain works
- C. how sleep is important for the body and the mind
- D. the reason for too much sleep



Accident Prevention

- Talk about the reasons why safe habits are important.
- Read through a few safety rules and then make a list of rules for your favourite activity.
 - Always obey safe diving rules.
 - Swim with a buddy.
 - Have an adult check the water for hidden objects before going in. Remember, 'feet first, first time.'
 - Always look both ways before crossing the street.

First Aid

- Look at a first aid kit and talk about what all the things are for.
 - Write one word from the kit here:
-

- Draw and label names of the things in your first aid kit.
-

- List as many accidents we could have at school on a poster.
- Where do we put first aid kits?

TECH CHECK

1. Have fun and check out these web sites!

2. Let your teacher know which ones you like best!

- www.kidshealth.org
- www.bullying.org/public/frameset.cfm
- www.funbrain.com
- www.actsofkindness.org
- www.afn.org/~afn15301/seussfiles/seusspics.html
- www.billybear4kids.com/holidays/halloween/tt.htm
- www.billybear4kids.com/Learn2Draw/Learn2Draw.html
- www.owlkids.com/owl
- www.teachers.net/THEMEs/posts/2361.html
- www.songsforteaching.com/GeofSeatbelt.html
- www.sosnet.com/safety/halloween,tio.html
- www.sfasu.edu/aas/socwk/reach/honesty.htm
- <http://www.unicef.org/crcartoons/>
- http://www.unicef.ca/education/edunotes/edu_in_emerg.php
- <http://www.unicef.ca/regions/ontario/index.php?lang=en>
- www.atozteacherstuff.com/pages/250.shtml (Dr. Seuss)
- www.eric-carle.com/bb-bb.html (Brown Bear)
- <http://canadianhealthyvending.com/>
- <http://www.canadiansnacktower.com/>
- <https://ecokids.ca/blog/take-action/pack-a-waste-free-lunch>

How am I doing?	Student
show good manners	
can set a table in a restaurant	
express feelings politely	
take turns	
know when to use indoor/outdoor voice	
wait quietly for instruction	
stay on task (does not distract others)	
use class materials respectfully	
attempt new experiences	
cooperate with others (class, and at play)	

How well did you make safe outdoor and healthy meal choices?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Why do we have a class called Watermarks?

The Watermarks Class is a resource for the newly designed Character and Health Education curriculum. It is also a tool to help students read authentic informational text about community service and how to be healthy and make caring choices. This class can also incorporate the morning meeting daily. The development of character will be the focus at this Watermarks class, but it is expected that all students will apply good choices throughout the day, at home and in the community.

This class is part of the overall curriculum; as such student behavior will be assessed and reflected as a score on your report card. Work completed in the booklet, plus accounts of behavior throughout the day, will provide evidence to support scores given each semester.

PLEASE FEEL FREE TO WRITE IN ANY SPACES
IN THE WATERMARKS LEARNING LOG.



Appendix A: Ontario Ministry of Education Social Studies Expectations

SS1A1. describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self

SS1A3. demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

SS1B1: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs

SS1B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance

SS2A1 compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations

SS2A3. describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups

SS2B1. describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions

SS2B3. identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities

Appendix B: Ontario Ministry of Education Health Expectations

Grade 1

H1C1.1 explain why people need food to have healthy bodies

H1C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety

H1C2.1 describe how the food groups in Canada's Food Guide can be used to make healthy food choices [CT]

H1C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]

H1C2.3 demonstrate the ability to recognize caring behaviour and exploitive behaviours and describe the feelings associated with each [IS]

H1C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school

H1C2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others

H1C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors

Grade 2

H2C1.1 demonstrate an understanding of practices that enhance personal safety in the home and outdoors

H2C2.1 use Canada's Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development

H2C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control

H2C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations

H2C2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health

H2C3.1 describe how to relate positively to others (*e.g., cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language*), and describe behaviours that can be harmful in relating to others

H2C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems

APPENDIX C:

Ontario Ministry of Education English Language Arts Expectations

GRADE 1

ELA1A.1.1 identify purposes for listening in a few different situations, formal and informal

ELA1A.1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

ELA1A.2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

ELA1A.2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning

ELA1A.2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

ELA1A.2.7 use one or more appropriate visual aids to support or enhance oral presentations

ELA1A.3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

ELA1A.3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

ELA1B.4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

ELA1B.4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

ELA1C.4.1 identify some strategies they found helpful before, during, and after writing

ELA1C.4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

ELA1D.4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

ELA1D.4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

GRADE 2

ELA2A.1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations

ELA2A.2.1 identify a variety of purposes for speaking

ELA2A.2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

ELA2A.2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning

ELA2A.2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

ELA2A.2.7 use a few different visual aids to support or enhance oral presentations

ELA2A.3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

ELA2A.3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

ELA2B.4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading

ELA2B.4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

ELA2C.1.2 generate ideas about a potential topic, using a variety of strategies and resources to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner

ELA2C.1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

ELA2C.1.5 identify and order main ideas and supporting details, using graphic organizers

ELA2C.1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary

ELA2C.2.1 write short texts using several simple forms

ELA2C.2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience

ELA2C.2.3 use familiar words and phrases to communicate relevant details

ELA2C.2.4 use a variety of sentence types

ELA2C.4.1 identify some strategies they found helpful before, during, and after writing at helps you to get organized for writing?"

ELA2C.4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

ELA2D.4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

ELA2D.4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts