

# Health Education 1

*Guide*

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## Health Education 1

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# Health Education 1

Curriculum Guide

2019



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## Outcomes and Indicators

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT)  
Personal Career Development (PCD) Technological Fluency (TF)

### Learners will investigate habits that contribute to having a healthy mind and a healthy body.

#### Indicators:

- Investigate the role of sleep in having a healthy mind and body (COM, PCD, CT)
- Investigate the role of healthy eating in having a healthy mind and body (COM, PCD, CT)
- Investigate the maintenance of oral health (COM, PCD, CT)
- Investigate the role of active and quiet leisure in having a healthy mind and body (COM, PCD, CT)

### Learners will investigate healthy ways for coping with changes to family life.

#### Indicators:

- Investigate changes that affect families (CZ, COM, PCD, CT)
- Investigate common emotions associated with change (CZ, COM, PCD, CT)
- Investigate healthy coping strategies (CZ, COM, PCD, CT)

### Learners will investigate characteristics that promote healthy and safe relationships.

#### Indicators:

- Investigate the characteristics of a healthy and safe friendship (CZ, COM, PCD, CT)
- Investigate the characteristics of a healthy and safe peer relationships (CZ, COM, PCD, CT)

# Learners will investigate habits that contribute to having a healthy mind and a healthy body.

## Rationale

The intent of this outcomes is for children to be introduced to the health behaviours that contribute to the health of their bodies, including their brain. Healthy eating, sleep, oral health, and physical activity are all health behaviours that young children can begin to value and recognize as having impact on their health and well-being. There are also many environmental and social factors that impact the implementation of health behaviours in the lives of children, including factors that are out of children's control. It is recognized that not all children and youth in our province are food secure. Therefore, when planning for and delivering learning experiences that address outcomes related to healthy eating, it is critical for teachers to be mindful of assumptions that all families are food secure.

## Indicators

- Investigate the role of sleep in having a healthy mind and body (COM, PCD, CT)
- Investigate the role of healthy eating in having a healthy mind and body (COM, PCD, CT)
- Investigate the maintenance of oral health (COM, PCD, CT)
- Investigate the role of active and quiet leisure in having a healthy mind and body (COM, PCD, CT)

## Concepts (and Guiding Questions)

### Sleep

- How does sleep help our bodies and our brains be healthy?
- How does the amount of sleep needed change as you age?
- How can you get a good night's sleep?

### Healthy Eating

- How do we know what foods are the healthiest for our brain and body?
- How can we find out what healthy eating practices are?
- How can schools be places for healthy foods and healthy eating practices?

### Oral Health

- How do teeth change as we grow?
- How does having healthy teeth affect our mind and our body?
- How can we take care of our teeth?

### Physical Activity

- How does moving and physical activity keep our brain and body healthy?
- How does quiet leisure help our brain and body?

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.



## Assessment, Teaching, and Learning

- Define the term habit. Ask students to turn eye to eye and knee to knee with a partner and share habits they can think of. Discuss as a whole class, habits they talked about that could be considered healthy habits. What might be an example of an unhealthy habit?
- Having just returned from physical education, ask students to share through conversation or a writing/drawing experience how they were active and how they feel now.
- Using clay, have students model an activity they enjoy doing that is active and one that is non-active.
- On an 11" × 17" piece of paper, have students divide the sheet into quarters. Ask students to illustrate an activity they enjoy doing in each season. Have them share their finished product with a classmate. An active assessment would be to capture a digital image of each student or the class enjoying an experience across seasons while at school.
- Have students keep a log for one week, in the form of a booklet, of something they experienced each day that contributed to their feeling healthy (happy or good) in their body and mind. This would also make a fine addition to add to their learning or assessment portfolio. Students could label the top of the page with the day of the week, and the teacher could print a statement on each page, if desired, that reads, "I enjoyed \_\_\_\_\_. It made me feel \_\_\_\_\_." A blank page is a perfectly fine practice, too. This is a rich learning experience to end the day with.
- Take children on a walk in the neighbouring community or on the school grounds and, if possible, on a nature walk. Ask students to share how this makes their body and mind feel.
- Read a selection of stories where the main character illustrates something they enjoy doing that is an example of being active, or an example of quiet leisure. Have students write/draw the kinds of activities that make them feel healthy.
- Spend time playing outside with the class.
- Spend time engaging in movement experiences during class time. Read *Singily Skipping Along* (Fitch 2013) for inspiration and ideas for connecting movement with poetry.
- Teachers who are certified to teach yoga may wish to incorporate yoga-type experiences into the school day and ask students to reflect on how they feel during and after practice.
- Refer to the lessons Physical Activity and Happiness and Appreciating Our Community, Grade Primary from *Sustainable Happiness and Health Education for Nova Scotia* (O'Brien 2010).
- Give each student a rhythm scarf and move to a selection of music for the course of the song. Ask students to note how they feel having been physically active. Likewise, observe students having this experience and share with them what you notice.
- Provide students with the opportunity to be physically active outside and/or have a quiet experience. Go out early for recess or the end of the day, stay out a little longer after lunch across the seasons and in various weather, and do things such as
  - make snow angels
  - lie on the ground and watch the clouds roll by, looking at the various shapes and their likeness to real-life objects
  - jump rope
  - draw with sidewalk chalk
  - trace shadows with sidewalk chalk
  - observe plant life

- Having spent time in the creative learning zone, ask students to reflect on how they are feeling having experienced time to create and do art. Ask, How does doing art make me feel?
- Using a rhythmic scarf, bring students together in the circle and play This Is a Scarf. In this game that fosters oral literacy, active listening, and movement, the teacher starts out by holding the scarf and says, “This is a scarf, but it isn’t really a scarf, it’s a ...” (make an action relating to what the scarf has transformed into). In the case of this outcome, the person holding the scarf will think of something they like to do that is physically active and/or a quiet activity. An example to illustrate the flow is
  - “This is a scarf, but it isn’t really a scarf ... It’s a ... paintbrush.” [Make an action]
  - The teacher passes it to the student beside them, who in turn will say “This is a paintbrush.” [And repeats the action]
  - “But, it’s not really a paintbrush. It’s a ... basketball.” [Make an action to illustrate a basketball]
  - The child passes their “basketball” to the next person who repeats the flow.
- Read aloud the picture book *I’m Writing a Story* (Groenendyk 2009), distributed to all schools as part of the Mental and Emotional Health School Collection in 2011, and involve students in a writing experience that illustrates a character or themselves being active and/or quiet. Likewise, it could be a poem.
- Play music during the day, perhaps during a time when children are involved in a writing experience. Ask students to reflect on how they feel when the music is on. Ask, How does music shape how we feel?
- Gather students and use art posters from the *Explorations in Art, Big Book, Grade 1* (Stewart and Katter 2008) series or from your own collection and view paintings or other art representations that highlight the subject being active or involved in leisure activities. *Explorations in Art, Grade 1*, pages 42–45, highlights “active people” and suggests several rich learning experiences. It also presents paintings of people being active to which students can respond.
- Explore with students times when they remember feeling tired. Ask students to check in by asking, How do you feel right now? Listen to your body. Do you feel hungry or tired?
- Over the course of a few weeks, experiment with providing time to eat before and after an active recess period (this hopefully takes place outdoors). Include students in an interrogation into which of these two options leaves them with more energy to learn and be more active. Have students respond through writing or other ways of representing during a writing experience. Consider, as a class, settling on a time to eat (before or after recess or lunch).
- Read a story highlighting the importance of sleep. This could be a non-fiction text or fictional text. *Why Do I Sleep?: An Exciting Way to Learn about Your Body* (Royston 2011) is a suggestion for an age-appropriate non-fiction text on the topic of sleep.
- While keeping track of personal food intake is not considered best practice in light of food security variables within the classroom, keeping a log of bedtime and wake-up time is useful for students to begin to think about how much sleep they are getting most nights.
- Read *Your Tummy’s Talking* (Cochrane 2008), previously distributed to schools. This title addresses listening for your body’s hunger cues.
- There are natural connections to the concepts of energy within the Science 1 unit on Daily and Seasonal Changes.
- Make time to dance! Refer to ArtsLinks for learning experiences associated with the titles from the *Can Dance* series (Beach 2009), which comprises six books with rich connections to many outcomes, including this one, within Healthy Education 1.

- *Bread and Jam for Frances* (Hoban 1992) is a wonderful story to highlight the role that a variety of foods play in keeping us energized. Ask students to share a food that they think they could eat all day every day.
- This outcome provides an opportunity to connect with families on key messages around physical activity, healthy eating, and sleep. It is always important to be mindful of the realities of families of students and to send supportive messages around what is being learned in class and how families can support this learning at home.
- Have students draw themselves alone or with family members or friends, outside of school time, managing their energy input and output.
- Ask students to share healthful ways they like to rest (drawing, sitting outside, engaged in quiet activity with a favourite toy or book). Ask if this helps their body when they are tired.
- Take and display photographs of students engaged in active experiences throughout the day or course of the school year. As an assessment opportunity, ask students from time to time after a physically active experience (could be recess, physical education, or an active classroom experience) to share how energized they feel. Ultimately, students should learn to self-assess what they need when they are feeling a lack of energy and to turn to healthy alternatives to gain energy.
- Engage students in critical thinking about drinks that provide energy. Although energy drinks are not suitable for young children, many may have heard of them. Interrogate whether drinking an energy drink is a healthy way to get more energy. Ask, What are healthier ways to get more energy?
- For assessment purposes, have small groups of students stage a puppet show on the concepts introduced through the outcome.
- Have students create a story for a persona doll describing the doll's lack of energy. Have students provide advice on what the doll should consider doing to feel more energized.
- Use puppets to create a drama that involves energy concepts.
- Spend time discussing use of screen devices. Connect to outcome 3.3 by asking how these devices contribute to the energy equation. Can screen time disrupt sleep (the light from screens can make it hard for the brain to switch to sleep mode)? Are we active in ways that promote the best kind of energy intake when we are playing games on screen devices? Do you feel different when you are active outside as opposed to (possibly) being active in front of the screen? Which would be the best kind of activity for your body and for your brain?
- For assessment purposes, have students draw healthy ways that babies, children, teenagers, and adults maintain energy.
- Collect play food (or examples of real food) and have students sort and categorize the food into groups. See what they think makes foods alike and different.
- *Explorations: Learning Through Inquiry and Play* (Harcourt and Wortzman 2012) has suggestions for use of food and food concepts within dramatic play centres. This is a practical teaching resource for the grades primary–1 classroom with assessment, learning, and teaching strategies specific to play-based learning, a recommended instructional approach for Health Education Primary–2.
- Have students set up a market stand and/or restaurant. Invite creativity and link to other subject areas by having students create a name for the company or restaurant and create menus and signs. Include opportunities for learning in mathematics by pricing items for purchase.
- Have students draw themselves alone, or with family members or friends, making or purchasing healthy foods. Inquire as to what food groups are represented.

- Take and display photographs of cooking experiences in the classroom. Take pictures of shared eating experiences with the food, snack, or meal that is made in the classroom. Eat a healthy snack together. Check in an hour later to observe how they feel after having eaten a healthy snack. Do they feel awake? Tired? Energized?
- Engage students in cooking experiences. This is an opportunity to teach basic food skills, while at the same time assess understanding of different foods and how they work together to provide essential nutrients needed to grow, learn, be active, and stay healthy.
- For assessment purposes, whenever food is involved in children’s play, look for opportunities to ask questions such as, Which of these foods are the healthiest? Which of these foods are not healthy? What makes a food healthy? How might we know that we are mostly eating healthy foods? How does eating well make our body feel?
- Create a class recipe book.
- *The Cooking Book: Fostering Young Children’s Learning and Delight* (Colker 2005) is a practical teaching resource that will highlight age- and developmentally appropriate cooking and food experiences and provide a number of rich learning experiences and instructional approaches to address this outcome with connections to other subject areas (mathematics, science, English language arts).
- Use puppets to create a drama that involves healthy eating concepts.
- Bring in various fruits and vegetables. Explore them using as many senses as possible. Talk about how each looks and feels. Using visual arts terms, where possible, such as texture, shape, and form, have students paint or sketch still life images.
- Extend learning to concepts by inviting discussion around topics such as
  - environmental sustainability (*Compost Stew: An A to Z Recipe for the Earth* [Siddals 2010] is a suggestion for a read-aloud on the topic).
  - food allergies and the ways people can protect and support others who have them (This may include food allergies to dairy products, meat or fish products, nuts, and seeds.)
- Invite students to plan for their next class celebration, if it involves food. Instead of asking for volunteers to provide food for the event, ask for a small monetary donation and prepare the foods as a class, having consulted on the party list.
- For assessment purposes, ask students to design their own meal, keeping in mind the four food groups. Likewise, ask students to draw or design breakfast, lunch, and supper, with a snack or two, that includes foods from the four food groups.
- Be mindful that the food industry spends billions of dollars advertising unhealthy food products to young children, as well as to older children, youth, and adult populations. Young children are particularly vulnerable to advertising that is marketed specifically to them. This outcome can be connected to outcome 3.1 by way of reference to foods that students might see advertised on TV or on popular children’s game websites. Teachers may wish to read *Food Rules: An Eater’s Manual* (Pollan 2009) as a quick reference to concepts around what to eat and how to eat. Ask students critical questions such as
  - Do you think this food product is healthy for kids?
  - What makes you think this food might be healthy or unhealthy?
  - Do advertisements tell the truth (their main goal is to sell you something)?
  - Why would a company advertise for a product whose claims are not true (for profit)?
  - How do we know that a food is truly healthy (the healthiest foods are closest to the source)?

- Introduce the topic of teeth by inviting students to share what they already know about teeth.
- There are many read-aloud titles to inspire discussion about teeth and oral health. Some of these titles include the following:
  - *Do I Have to Go to the Dentist?: A First Look at Healthy Teeth* (Thomas 2008)
  - *Franklin and the Tooth Fairy* (Bourgeois 2011)
  - *My Body: A Fun Way to Find out All the Facts about Your Body* (Royston and Hewitt 2008)
  - *The Tooth Book: A Guide to Healthy Teeth and Gums* (Miller 2009)
  - *The Tooth Mouse* (Hood 2012)
- Lead a discussion on primary teeth. Remind students that babies' teeth grow in at different rates for everyone and that everyone will lose their primary teeth at different rates, just as everyone's bodies grow at different rates. If using the Roots of Empathy program, visiting babies may be used as references when discussing and/or investigating babies and teeth. Ask students,
  - What kinds of foods do young babies eat (cooked, mashed, and/or pureed)?
  - How can you tell when babies teeth are first growing in (you can see them/feel them coming up from the gums)?
  - Which teeth grow in first (front top and bottom)?
  - What couldn't we do if we did not have any teeth (bite, chew, smile, speak)?
- Show pictures of different types of animal and human teeth and discuss how their different shapes and placement are related to the different "jobs" they do. Share the sections in the non-fiction title, previously distributed to elementary schools as part of the Mental Health Primary–6 School Collection entitled *My Body: A Fun Way to Find out All the Facts about Your Body* (Royston and Hewitt 2008) pertaining to healthy teeth (pages 56–74). This book also includes easy hands-on activities that illustrate oral health concepts.
- Have students set up a market stand and/or restaurant. Invite students to create a menu that supports oral health. Ask, What are foods that help to keep teeth healthy? What menu would you create that would help customers who visit your restaurant or market maintain healthy teeth?
- In the family/dramatic play learning zone, be sure to include items and tools for dental health, such as toothbrushes and dental floss, for students to incorporate into their play.
- Have students illustrate ways they maintain oral health at home.
- Discuss ways to protect teeth when playing sports (e.g., use mouth guards in ice sports). Discuss importance of not chewing on hard (inedible) objects.
- Teachers may wish to arrange a visit by a dentist to discuss oral health and what to expect when they visit the dentist.
- Invite pairs of students to share stories of losing teeth. Ask students to write a journal entry or create a story about a loose tooth.
- When reading about or referring to the "tooth fairy," be mindful that around the world different cultures have varying traditions and customs about who takes baby teeth. *The Tooth Mouse* (Hood 2012) is a wonderful story to illustrate this difference. At the back of the book, there is a reference to tooth traditions from around the world.
- Take and display photographs of each student with their widest smile. Have them write under their picture ways they maintain their oral health.
- Use puppets to create a drama that involves oral health concepts, and have students use them to demonstrate what they are learning about oral health and the function of teeth.

- Take the opportunity to highlight water as a healthy beverage. When referring to the relationships between sugar and tooth decay and cavities, note how much sugar juices contain (even those that claim 100% fruit juice). Share with students that water is typically less expensive (or free) than juice products.
- Invite students to plan for their next class celebration in a way that supports oral health. As a class, create the food and beverage menu.
- Be mindful that the food industry spends billions of dollars advertising unhealthy food products to young children, as well as to older children, youth, and adult populations. Young children are particularly vulnerable to advertising that is marketed specifically to them. This outcome can be connected to outcome 3.1 by way of reference to foods that students might see advertised on TV or on popular children’s game websites that promote foods that are unhealthy for teeth and, likewise, all the body systems. Teachers can bring in or show via the Internet examples of advertisements of unhealthy foods and beverages. Ask students critical questions such as
  - Do you think this food product is healthy for kids?
  - Is this food healthy for our teeth and gums?
  - What makes you think this food might be healthy or unhealthy?
  - Do advertisements tell the truth (their main goal is to sell something)?
  - Why would a company advertise for a product whose claims are not true (for profit)?
  - How do we know that a food is truly healthy (the healthiest foods are closest to the source)?

## Learners will investigate healthy ways to cope with changes to family life.

### Rationale

Throughout life, people face changes that can affect their health and the health of their relationships. For young children, changes within families commonly include events such as a parents' loss of job, moving homes, welcoming a new baby or sibling into the family, attending a new school, a parent leaving on an extended work term, separation of parents, a family illness, death of a loved one or pet, or a parent returning to work after having previously stayed at home. It is helpful for children to understand that change is a natural part of life and that it is normal to feel many different emotions during times of change, while recognizing that for some of our children and their families change can be traumatic.

### Indicators

- Investigate changes that affect families (CZ, COM, PCD, CT)
- Investigate common emotions associated with change (CZ, COM, PCD, CT)
- Investigate healthy coping strategies (CZ, COM, PCD, CT)

### Concepts (and Guiding Questions)

#### Change

- What are changes that can affect families?
- How can change affect me and my family?

#### Emotions

- How can changes in our families and lives make us feel?
- How can change make us feel positive or difficult emotions?

#### Coping Strategies

- How do I use healthy coping strategies?
- How do I know if something I do is healthy or unhealthy?
- Why does knowing ways to cope help me keep healthy?

### Skills

#### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Assessment, Teaching, and Learning

- Discuss the concept of change. Read many stories that highlight change. *Fletcher and the Falling Leaves* (Rawlinson 2006), *Tess's Tree* (Brallier 2009), and *When the Wind Stops* (Zolotow 1995) are examples of picture books that highlight changes in differing aspects of nature. Teachers may also wish to align presentation of this outcome with the Science 1 unit Daily and Seasonal Changes. Through these stories, and others that highlight change, point out that changes happen in everyone's lives and that changes can evoke different kinds of emotions.

- Ask students to share changes that may make them happy. Likewise, invite suggestions that make them sad. Acknowledge that changes can leave people with mixed feelings. See *Kids in the Know: grade 1 supplement, Lesson 2*, for a lesson on feelings that includes a mixed-up (confused) feeling.
- Invite students to share changes that have taken place in their families. Recall some of the changes shared and ask the whole group how a particular change could make someone feel. Go deeper and ask if a change always evokes a particular feeling. Is it okay to feel differently than another about a change?
- Refer to *Loss, Grief, and Growth* (Morgan, Orris, and Paul 2010) endorsed by Curriculum Services Canada (CSC). This resource includes age-appropriate lessons that deal with change, loss, grief, and healthy ways to cope with change, loss, and grief. *I Remember* (Moore-Mallinos 2005) is an age-appropriate read-aloud on the topic of grief and loss of a pet, and *The Memory Tree* (Teckentrup 2013) is a beautiful picture book about how a group of forest animals remembered and celebrated their dear friend Fox.
- Sometimes change occurs in families due to illness of a family member (parent, sibling, or grandparent). *Hair for Mama* (Tinkham 2007), *Mom Has Cancer* (Moore-Mallinos 2008), and *My Grampy Can't Walk* (Oelschlager 2008) are stories that highlight these changes, along with healthy attitudes for coping with the challenge of change or illness.
- Connect the concepts of personal change to seasonal change (a rich connection to Science 1). Read the story *And Then It's Spring* (Fogliano 2012). Discuss the resiliency of nature to seasonal change and connect this to changes that can take place in the lives of people.
- Read *Remembering Crystal* (Loth 2010). This gentle story's message of loss through death highlights healthy ways of coping with sadness and loneliness upon a friend's passing. Invite students to share verbally or through writing ways they cope when they are sad or lonely or when they have lost a pet or family member.
- Many families co-parent their children in two homes. Some titles to share that normalize this family structure and the changes associated with living in two homes include the following:
  - *Fred Stays with Me!* (Coffelt 2007)
  - *I Have Two Homes* (De Smet 2012)
  - *Living with Mom and Living with Dad* (Walsh 2012)
  - *Mom and Dad Don't Live Together Anymore* (Stinson 2007)
  - *The Best of Both Nests* (Clarke 2007)
  - *Two Homes* (Masurel 2001)
- For assessment purposes, have small groups of students stage a puppet show on the concepts introduced through the outcome.
- Have students create a story for a persona doll describing a change they are facing. Invite students to share advice on healthy ways to cope with this change.
- For assessment purposes, have students draw healthy ways to cope with change.



## Learners will investigate characteristics that promote healthy and safe relationships.

### Rationale

The concept of healthy relationships is introduced in this outcome through the investigation of how to, and who to ask for help, recognizing the role of feelings in communication, and the role of personal boundaries in the development of healthy and safe relationships. All concepts should be covered alongside opportunities to practise speaking about real-life scenarios that potentially can occur in the world of a five- to seven-year-old. The personal safety aspect of this outcome refers to sexual, emotional, and/or physical abuse.

### Indicators

- Investigate the characteristics of a healthy and safe friendship (CZ, COM, PCD, CT)
- Investigate the characteristics of a healthy and safe peer relationships (CZ, COM, PCD, CT)

### Concepts (and Guiding Questions)

#### Characteristics of healthy friendships

- How do you know if someone would be a good friend?
- How can you show someone you'd like to be their friend?
- How can you let a friend know that they are safe around you?

#### Characteristics of healthy peer relationships

- What are various kinds of relationships?
- How many different kinds of relationships do we have?
- How can the words we use at school help classmates feel safe or unsafe?
- How can the way we express ourselves make relationships at school with friends and peers healthier?
- How can we let a friend or classmate know if we are not feeling safe around them?

### Skills

#### Investigate

- Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Assessment, Teaching, and Learning

- It is highly recommended that teachers use the grade 1 supplement *Kids in the Know: A Personal Safety Program* to address this outcome. Note that the material within this supplement is age- and developmentally appropriate for grade primary and grade 2 students, if teaching a combined early elementary class. This supplement contains lessons, letters to families, and rich assessment tools.
- There are several read-aloud picture books that have been distributed to schools in the Sexual Health Elementary School Collection that complement this outcome. They include the following:
  - *Do You Have a Secret?* (Moore-Mallinos 2005)
  - *I Can Play It Safe* (Feigh 2008)
  - *My Body Belongs to Me* (Starishevsky 2007)

- *Let's Be Friends: A Workbook to Help Kids Learn Social Skills and Make Great Friends* (Shapiro and Holmes 2008) is a practical resource for teachers with scripts and stories that support interactive teaching around friendship-building skills and using positive communication skills that are mentioned in the elaboration. This resource is available through the Nova Scotia School Book Bureau and can be used across grade levels.
- *Second Step: Skills for Social and Academic Success, Grade 1, Teaching Materials, Fourth Edition* (Committee for Children 2011) includes lessons that are relevant to this outcome.
- Throughout the year, look for expressions of friendship among students in the class. Assessment for this aspect of the outcome is ongoing throughout the year.
- Use a favourite read-aloud picture book that highlights being a good friend and/or way to make a friend. *Scaredy Squirrel Makes a Friend* (Watt 2007) is a fun title to read to generate discussion about how to make (and keep) friends and who is a safe friend.