

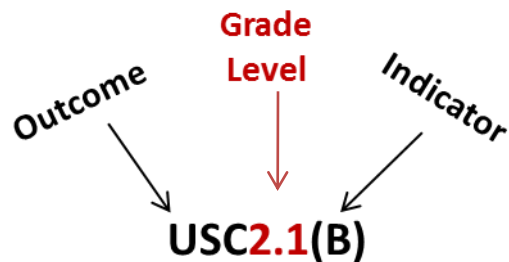
APPENDIX A

Outcomes Legend:

Understanding, Skills and Confidences (USC)

Decision Making (DM)

Action Planning (AP)



STOP - THINK - DO Decision Making Model

Tobacco-Free for You and Me!

APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.

Indicators: A,B

DM1.1 Examine initial steps (e.g., Stop - Think - Do) for making basic choices regarding healthy behaviours; healthy brain, heart, lungs; healthy relationships; and healthy sense of self.

Indicators: A,B,D,E,F

AP1.1 Apply the steps of Stop, Think, Do, (with guidance) to develop healthy behaviours related to healthy brain, heart and lungs; healthy relationships; and a healthy sense of self.

Indicators: A,B,C,D

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, affects of illness/disease, respect.

Indicators: A,B,C,D

Kindergarten

Healthy or Unhealthy?

Perspective: Wondering About Health

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

Indicators: B,C,E,G,I

Grade 1

How I Breathe - Song and Dance

Perspective: Building on What I Already Know

USC1.2 Determine, with support, the importance of the brain, heart and lungs and examine behaviours that keep these organs healthy.

Indicators: B,F,G

How I Breathe - Body Trace

Perspective: Building on What I Already Know

USC1.2 Determine, with support, the importance of the brain, heart and lungs and examine behaviours that keep these organs healthy.

Indicators: B,C,F,G

How I Breathe - Parachute Game

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Indicators: B,C,G,I

USC1.2 Determine, with support, the importance of the brain, heart and lungs and examine behaviours that keep these organs healthy.

Indicators: B,F,G,H,L

STOP - THINK - DO - Develop a Healthy Action Plan

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Indicators: B,C,D,E,F,G,H

Grade 1

STOP - THINK – DO - Scenarios

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Indicators: D,J

AP1.1 Apply the steps of STOP - THINK - DO, (with guidance) to develop healthy behaviours related to a healthy brain, heart and lungs: healthy relationships, pedestrian/street safety; and a healthy sense of self.

Indicators: A,B,C,D

Our Heart and Lungs - How Do They Work?

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Indicators: B,F

USC1.2 Determine, with support, the importance of the brain, heart and lungs and examine behaviours that keep these organs healthy.

Indicators: B,C,D,E,F,G,H,I,J

Lungs Filter our Air - Science Experiment

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Indicators: B,C

USC1.2 Determine, with support, the importance of the brain, heart and lungs and examine behaviours that keep these organs healthy.

Indicators: A,B,F,H,L

Grade 2

What Should I Say or Do?

Perspective: Discovering Connections Between Self and Wellness

USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

Indicators: B,E,F,H

Appearance vs. Illness and Disease

Perspective: Discovering Connections Between Self and Wellness

USC2.3 Develop an understanding of how health may be affected by illness and disease.

Indicators: A,B,H

Grade 3

Traditional Use of Tobacco – First Nations and Métis Cultures

The Lung Squad Goes on a Field Trip!

Perspective: Investigating Health Knowledge and Information

USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.

Indicators: G,H

USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.

Indicators: B,E,G,I