

# Horizons

## Health Grade 2

### Teacher's Guide



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## LESSON 3: COMMUNICATING FEELINGS

### Preparation/Materials

- Obtain a story or poem about feelings or plan a puppet script in which one puppet feels left out.
- Student puppets from previous lesson
- Optional: Health puppet Alex
- Optional: chart paper

### Objectives

- Students will identify a variety of feelings.
- Students will identify ways to know how others are feeling.
- Students will practice asking about others' feelings.
- Students will understand the importance of communicating their feelings to others and to God.

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### Lesson

1. This lesson may be introduced in one of two ways. Read a story or poem in which the characters express one or more feelings associated with a basic feeling students have previously identified. For example, read a book in which the characters are lonely, jealous, hurt, or worried. Suggested titles:

*Time to Go* by Beverly and David Fiday or *Jim's Dog Muffins* by Miriam Cohen—sadness  
*Jim Meets the Thing* by Miriam Cohen or *Franklin in the Dark* by Paulette Bourgeois—  
fear

*His Mother's Dog* by Liesel Skorpen, *It's Not Fair* by Charlotte Zolotow or *She Come  
Bringing Me That Little Baby Girl* by Eloise Greenfield—jealousy

*The Trip* by Ezra Jack Keats or *We Are Best Friends* by Aliko—loneliness

*Ira Says Goodbye* and *Lyle and the Birthday Party* by Bernard Waber—sadness and envy

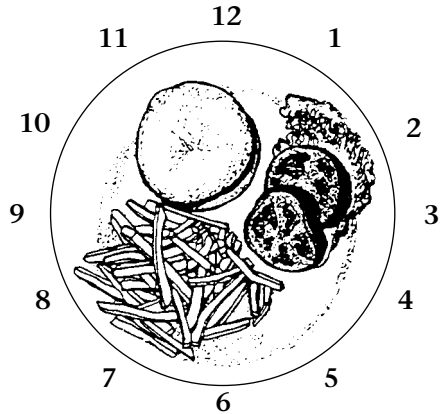
Or use the puppet Alex to introduce a variety of feelings such as being disappointed, left out, worried, and hurt.

Script idea:

Alex is alone and moping in his backyard. ("I'm never going to ask Chris to come over and play again.") Encourage students to ask questions to find out about the situation. Alex explains that he asked Chris to come over and play and have lunch at his house. When they were playing a game together in the backyard, Jamie came over and before long Chris went off to play ball with Jamie.

Ask students to identify the main character's feelings in the story or puppet play. Explain that we have many feelings besides happiness, anger, fear, and sadness.

2. Encourage the students to name as many other feelings as they can come up with. Write the words on the board or on a chart. If possible, note which of the main feelings



Ask: "How could you explain to a blind classmate how to find his or her hamburger? French fries? Tomato?"

3. Read a book such as *Roly Goes Exploring* by Philip Newth, *Through Grandpa's Eyes* by Patricia MacLachlan, *The Seeing Stick* by Jane Yolen, or Ezra Keats's *Apartment 3*. Use the story as a basis for discussion of blindness and serious visual impairment.

If you have invited a resource person to your classroom, ask him or her to speak about dealing with visual disability, and read the book later to reinforce concepts.

In the resource person's presentation or in the discussion cover devices available to help blind people move around and to read and write. Stress the heightened reliance on other senses. Emphasize what the visually handicapped can do: attend college and hold a variety of jobs (for example, computer programmer, piano tuner, lawyer, store manager, among many others).

4. If you have obtained braille books or a watch, give students the opportunity to feel and examine the items. Then introduce the braille alphabet. Explain that instead of using the sense of sight, blind people use their sense of touch to read. Tell students that braille is a language of raised dots (combinations of six raised dots), read by the fingers. It dates from 1824 when it was made by Louis Braille. (Braille was produced with a sharp stylus that punches indentations onto paper fitted over a metal slate. Today light-weight portable tools and braille typewriters are available).
5. **Student activity.** Have students complete the activity. To raise the dots, have students place the activity sheet on a tablet face down and go over each dot with a dull pencil (press heavily). Then turn the paper over and feel the raised dots. If you prefer, have students put dabs of craft glue on the dots (dry before touching) to give the raised effect. The message on the lower half of the activity sheet is "Braille is a way of reading."
6. **Closure.** Write the sentence starter: "Today I learned..." on the board. Have students complete the sentence orally. See how many different sentence endings they can come up with.

# LESSON 1: HEALTHY HABITS

## Preparation/Materials

- Health puppet
- Plan a puppet script to dramatize good and bad habits.
- Student Activity

## Objectives

- Students will identify good and bad habits.
- Students will become aware of their own good, bad, and neutral habits.

- Students will choose to work to change bad habits.

## Background

A habit is a long-term practice that is consciously or unconsciously repeated. Once a practice turns into a habit, we often no longer consider the purpose or effect of it. We are on “automatic.” For this reason, establishing good health habits at a young age is very important.

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## Lesson

1. Ask: “What is a habit?” (Something a person does regularly.) Ask students whether they have habits. Note that everyone has habits, and give an example of a typical habit or tell about one of your habits. Sometimes we don’t even realize we’ve developed certain habits until someone else calls it to our attention.
2. Brainstorm a list of common habits and write the list on the board. Encourage each class member to contribute at least one example. Go over the list with the class and decide whether a habit is good or bad. Some habits may not fall in either category.
3. Use Alex to illustrate various habits. Have Alex tell you and the class about part or all of a day’s routine. (Alternative option: describe the routine of an imaginary person for the class.) Include a few good habits (making the bed in the morning and brushing teeth) and a few bad habits (biting fingernails, dumping school things right inside the door, not eating breakfast), and some that are neither (sleeping in one position, always drinking juice before eating toast, and standing in the same spot to wait for the bus). Have Alex also act out some good and bad classroom habits. Ask the students to identify which habits are good, which bad, and which are neither good nor bad.
4. Ask: “How do we develop habits? (By doing the same thing over and over until we do it almost without thinking.) How do we break bad habits?” (By deciding we want to stop a certain action or practice and then by sticking to the decision; by substituting a good habit for it). Point out to students that new habits—new patterns—can be hard to establish, but once they are established, habits can be hard to change. Note that sometimes we develop habits by imitating what our parents and friends do. Stress that good habits can help us stay healthy and that in this unit the class is going to find out about some good health habits.

