

LIVING WELL



When considering what it means to take care of themselves, students have a number of aspects to think about. Eating well, drinking enough water, enjoying food, being active, limiting screen time, getting enough sleep, and spending time with others all contribute to feeling good about themselves and living satisfying lives.

This fun activity introduces students to the **Healthy Kids Quest** program. It is recommended that you start the program with this activity before moving on to the other modules.

Curriculum Links

- Health and Physical Education: Healthy Living
- Science and Technology: Life Systems
- Mathematics: Data Processing and Probability

Learning Objective

- Understand that taking care of ourselves includes eating well, drinking enough water, enjoying food, being active, limiting screen time, getting enough sleep, spending time with others, protecting mental health and maintaining bodily hygiene — all these habits contribute to living well and feeling good

Learning Methods

- Creating a concept diagram that illustrates how to take care of ourselves to live well and feel good.
- Grouping items based on their relation to activities that help us live well

Materials

- Exploration boxes
- 3 to 5 large cardboard boxes or containers

Before Starting: Prepare Exploration Boxes

1. Prepare a box for each group of three to five students.
2. Use shoeboxes or boxes of a similar size.
3. Fill each box with items that represent activities, products, or food that can contribute to living well, or print and cut out the illustrations below.
4. Place three or more items (or illustrations) in each box. Vary the items from one box to another, making sure that each has something from at least two of the categories listed below.
5. Choose from the following items:
 - **Food** (examples: fresh or canned fruits and vegetables, a package of whole grain pasta, a clean, rinsed yogurt or milk container, a package of whole grain crackers or cereal, canned beans, an empty egg carton)
 - **Items related to exploring and enjoying food** (examples: mixing bowls and measuring cups, garden plants or images of gardens)
 - **Water** (examples: a small water bottle or a reusable water bottle)
 - **Small sports items** (examples: a tennis ball, golf ball or ping-pong ball, a hockey puck, a skipping rope, a dog leash, knee pads, cycling gloves, running shoes, elbow pads)
 - **Sleep-related items** (examples: a small blanket or stuffed animal, a recording of relaxing music or lullabies)
 - **Items related to spending time with others** (examples: a picture of a family eating at a table, something representing a cultural celebration such as a Christmas card)
 - **Mental health-related items** (examples: a yoga mat, a jigsaw puzzle, pencils and sketch pad, hiking boots, a colouring book, a novel or a storybook)
 - **Bodily hygiene products** (examples: soap, shampoo, hair conditioner, a washcloth)
 - **Oral hygiene products** (examples: a toothbrush, toothpaste, dental floss)
 - **Sun protection essentials** (examples: sunscreen, a sun hat, sunglasses, a cap with visor)

Instructions

1. Divide the class into teams of three to five students. Give each team an exploration box.

2. Ask each team to look at the items (or illustrations) in their box. What are they? How do they fit together?
3. Bring the class back together and ask each team to present their items and explain how they think they fit together.
4. If students have not guessed the connection between the items, lead them towards the answer by asking questions and giving hints. All the items in the boxes have something to do with taking care of ourselves so that we can live well and feel good.
5. Tell students that they are going to learn about how to take care of themselves by creating something called a “concept web,” and then explain the term. A concept web is a tool that connects words and phrases with arrows or lines, and it gives us a “bigger picture” of an idea.
6. In the centre of the board, draw a circle and write Living Well inside.
7. Draw two more circles: one each side of the first one. Draw a line from each new circle to the main one. Write Enjoy Food inside one circle and Be Active inside the other one.



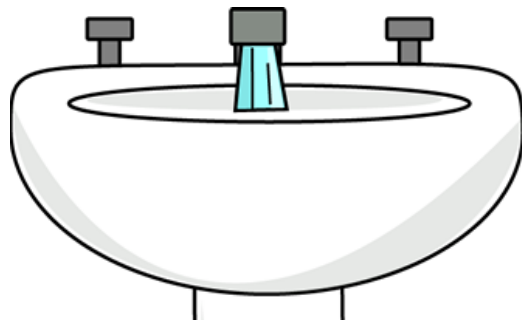
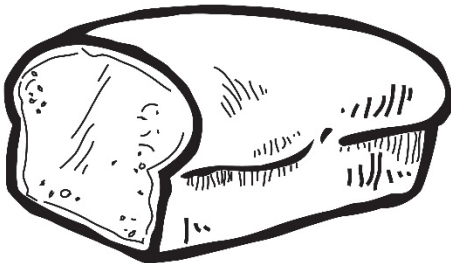
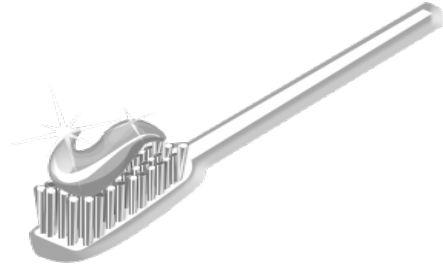
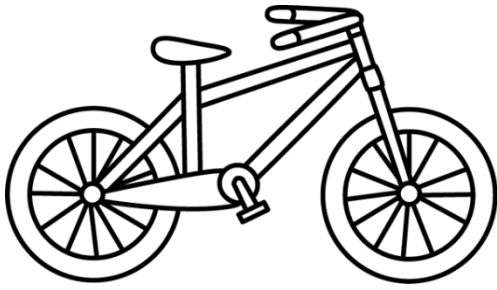
8. Ask students to help expand the concept web by providing more words or phrases that are connected with the idea of living well. They can use the items (or illustrations) from the boxes as a starting point.
 - If the word or phrase relates to food, write it on the board near the Enjoy Food circle and draw a line connecting it to that circle. The words or phrases relating to activities around food (e.g., cooking, gardening, a family meal and cultural celebrations) should also be written near the Enjoy Food circle.
 - If the word or phrase relates to physical activity, write it on the board near the Be Active circle and draw a line connecting it to that circle.
 - If the word or phrase is *not* about food or physical activity, write it on the board near the Living Well circle. Draw a circle around the new word and draw a line connecting it to the Living Well circle. The topics that will connect directly to living well will be: Sleep, Mental Health, Oral Hygiene, Bodily Hygiene, and Sun Protection.
 - Some items may be related to more than one concept and may form a cluster concept. For example, enjoying a family meal is related to both enjoying food and mental health, since we are enjoying food while spending quality time with others.

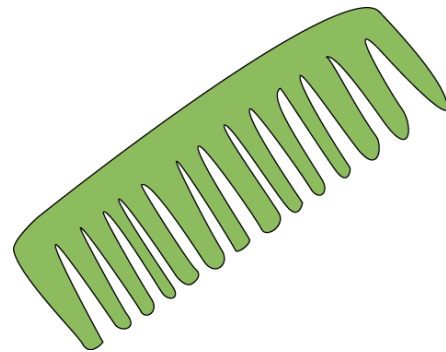
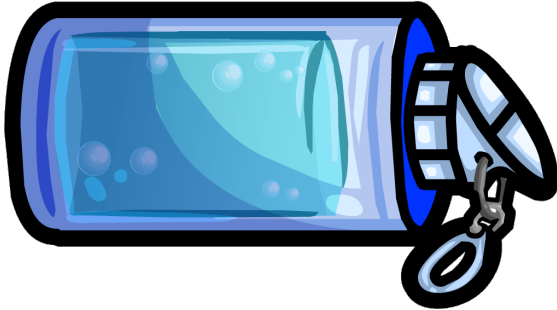
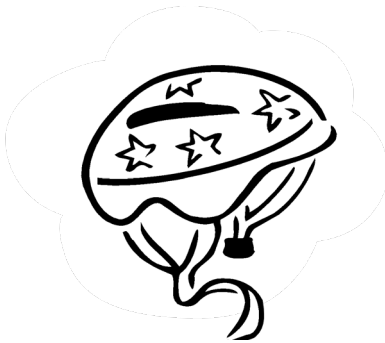
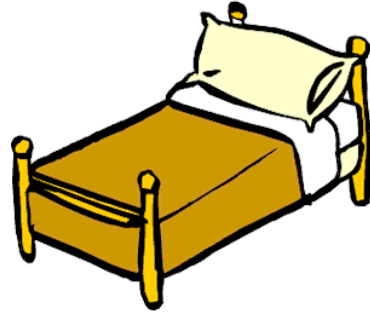
9. Ask students what they think living well means. Living well means feeling good and spending time learning, playing and doing the things we love. Ask the students what “living well” looks like to them. What do they like to do? Living well will look different to everyone.
10. Explain to students that, in order to live well we need to take care of ourselves by making sure we meet our bodies’ basic needs. Ask if they can list them. We need food, water, air, warmth (from clothing and shelter), sleep and space; we also need to be active and to be safe; we need to protect our mental health; we need to take care of our teeth (by brushing them every day); and we need to keep our bodies clean.
11. Introduce the **Healthy Kids Quest**. Tell students that, over the next few weeks, they will take part in an educational program that includes fun activities and is designed to encourage them to explore what they can do to take care of themselves and feel good so they can live well.

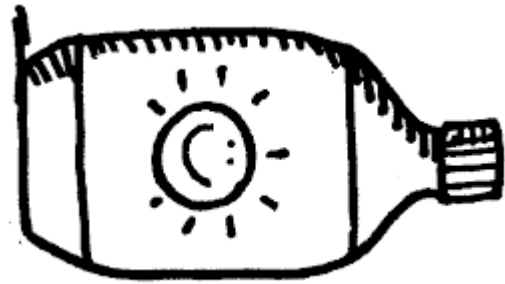
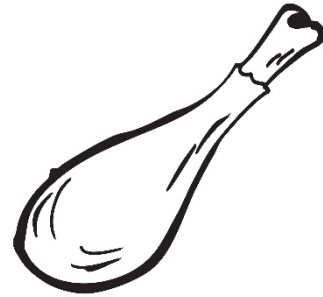
Optional Activity

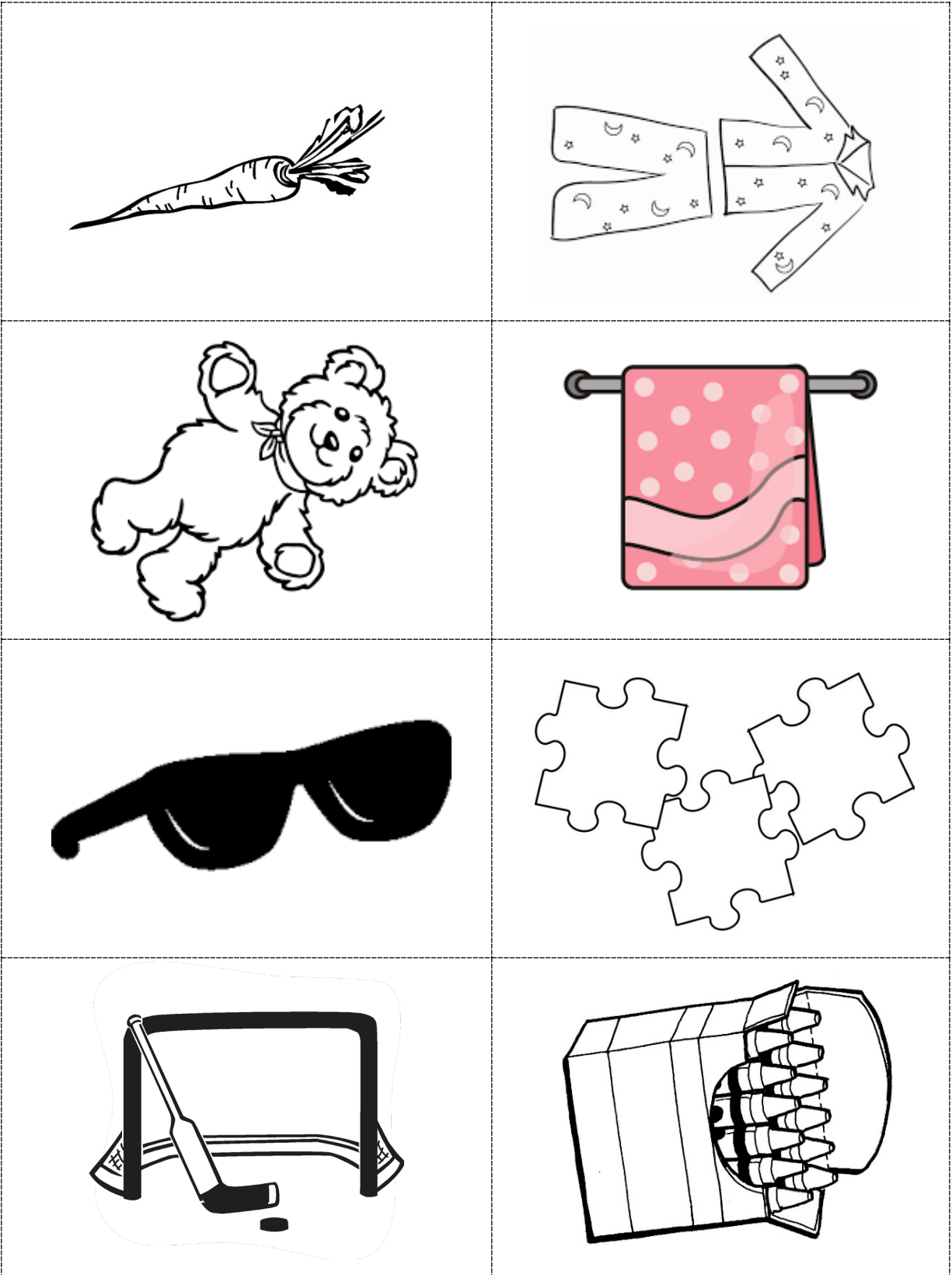
Mathematics: Talk to students about the concept web. Explain that concept webs are used for organizing information. Explain that there are other types of graphics that they can use to display information or data. Count the number of items connected to each concept. Which concept is connected to the most items? Use pictograms or a bar graph to illustrate the content of the boxes.

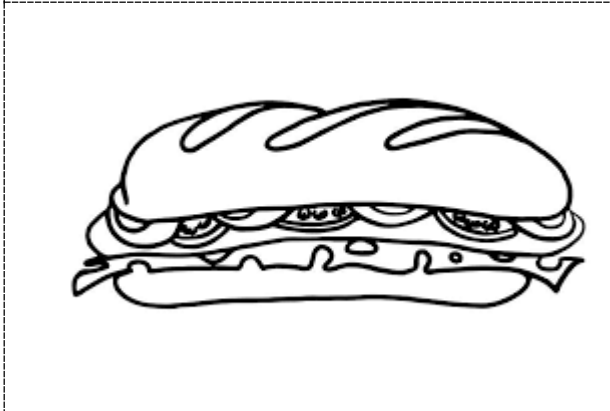
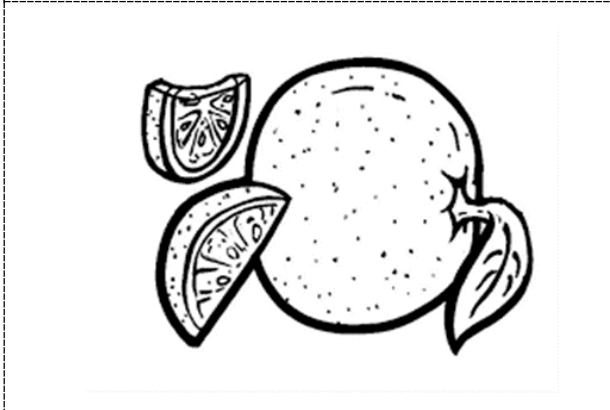
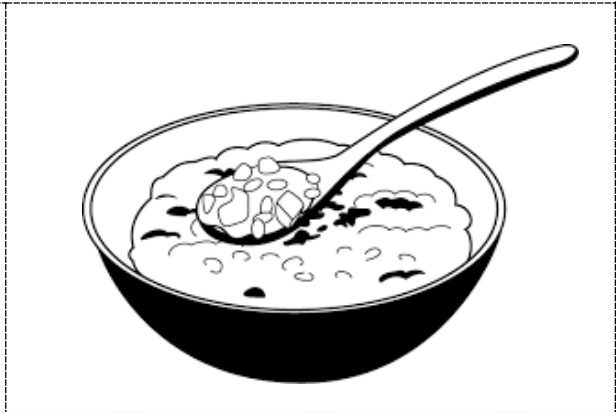












HAPPY PETS



Our pets, just like humans, have essential needs. All pets need to eat nutritious food and be physically active to be happy, whether they are mammals (dogs, cats, rabbits, hamsters, or mice), birds (parrots, canaries, or hens), reptiles (snakes, turtles, or lizards), amphibians (frogs or salamanders), insects (stick insects), arachnids (trapdoor spiders or scorpions), or fish.

This activity allows students to take all that they learned on the topic of humans' needs during the **Healthy Kids Quest** kick-off week and apply it to animals' needs. It also gives them an opportunity to talk about their roles and responsibilities with regard to pets.

Curriculum Links

- Science and Technology: Life Systems
- Social Studies
- English: Writing, Oral Communication

Learning Objectives

- Learn that pets have essential needs, just like humans
- Understand that pets need to eat food and be physically active to be healthy and happy.
- Discover the needs of animals in different classes (including mammals, birds, reptiles, fish, and insects)
- Learn about the responsibilities of caring for pets

Learning Methods

- Creating a poster illustrating the needs of pets and how to care for them
- Making an oral presentation explaining how to care for a pet

Materials

- Photos of each student's family and their pet (see Before starting)
- Large sheets of coloured construction paper
- Crayons or markers
- Glue
- Scissors

Before Starting

Ask students to bring photos of their family members and their pets to class. Students who don't own a pet can bring a photo of one they know (e.g., a grandparent's dog) or a pet they'd like to own.

Instructions

Pre-activity: Class Discussion

1. Ask students whether they have pets at home. Note their answers on the board. Which animal is the most popular pet?
2. Ask students who in the household looks after their pet. Which tasks do students take on and which ones do other family members carry out? Note their responses on the board.
3. Explain to students that, just like humans, animals have essential needs. Ask students to list the essential needs of various pets: food, water, air, warmth (shelter), space, physical activity.
4. Ask students how different tasks meet the essential needs of a pet. Walking the dog, for example, keeps it physically active. What would happen if we stopped caring for pets? Would they be happy? Of course not — which is why it's so important to take pet care seriously.

Activity: Pet Care Poster

1. Explain to students that the purpose of this activity is to create a poster illustrating the needs of pets and how they should be looked after. Once they have finished their posters, each student will give an in-class presentation on his or her pet, describing its needs and explaining how it's cared for by different family members. For example: Jello, my goldfish, lives in water that needs to be changed daily. My mom replaces some of the water in the fish bowl every day.
2. Distribute the sheets of construction paper and other craft supplies. Students can glue the photos of their family members and pets onto the paper. They can draw their animal's food, water bowl, toys, cage, aquarium, litter or wood shavings, leash, brush, or any other equipment and supplies needed to care for the pet. They can draw a line connecting each item to the family member responsible for related tasks. For example, if the student walks Fido, a line would connect the leash to the photo of the student.
3. Ask each student to make a presentation to the class, based on his or her poster. Students can practise at home. The complexity of the presentation will vary, depending on the grade level. Ask students to introduce their pet (e.g., giving its name, age, history, preferences, and favourite activities) and then describe its needs and the care it's given to keep it healthy. Does the pet need feeding, grooming, or tooth-brushing, a change of water or litter, or to be taken to the vet? What are the student's pet care responsibilities? Grade 1 students can simply introduce the pet and describe some pet care tasks. Students in Grades 2 and 3 can say more about the pet's needs and how different family members take care of it.

Optional Activity

Divide the students' pets by animal class (e.g., mammals, birds, reptiles, fish, amphibians, arachnids, insects). Identify the physical characteristics each class share (e.g., mammals have fur and are warm-blooded; the females produce milk to feed the young). Create an encyclopaedia of pets from each class of animals.

