

CHAPTER 10

Pages 188–209

CHAPTER SUMMARY

In this chapter children

- describe ways in which each person is unique.
- identify feelings.
- express needs, wants, and emotions in healthful ways.
- demonstrate how to be responsible and show respect.
- identify ways to be a good friend.



Life Skills

Children practice *managing stress* caused by situations at school.



Building Good Character

Children show *respect* when they play games fairly.



Literature Springboard

Use the poem “Bad Mood” to spark interest in the chapter topic. See the Read-Aloud Anthology on page RA-3 of this *Teacher Edition*.

Prereading Strategies

SCAN THE CHAPTER Have children preview the chapter content by scanning the titles, headings, pictures, graphs, and tables. Ask children to predict what they’ll learn. Use their predictions to assess prior knowledge.

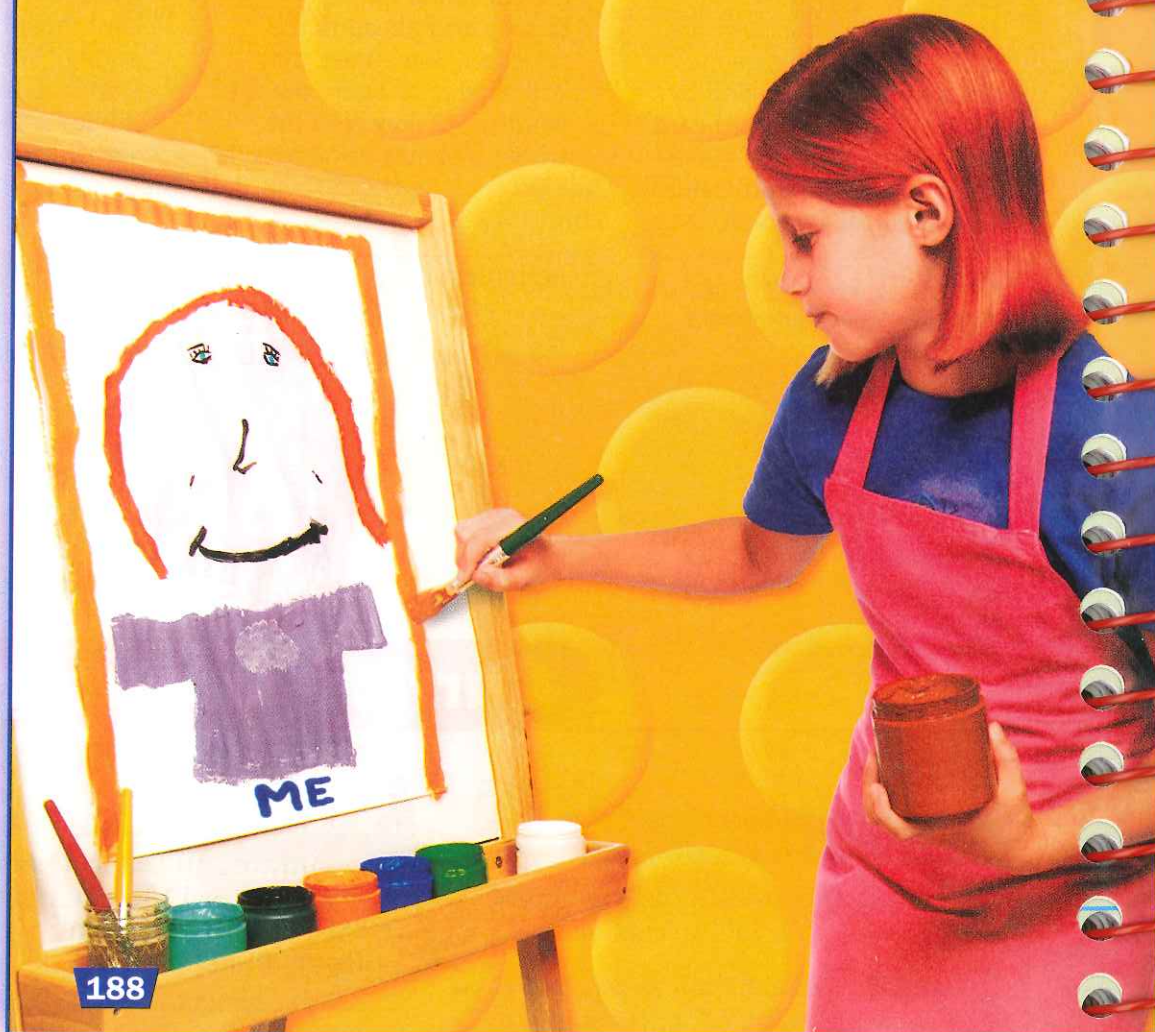
PREVIEW VOCABULARY Have children preview the chapter vocabulary and sort the words into three groups. Have children look up unfamiliar words in the Glossary and record their definitions before they read the chapter.

Words I Know	Words I’ve Seen or Heard	New Words

CHAPTER

10

Your Feelings




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Reading Skill

RECALL AND RETELL To introduce or review this skill, have children use the Reading in Health Handbook, pp. 248–253. Teaching strategies and additional activities are also provided.

Children will have opportunities to practice and apply this skill throughout this chapter.

- Focus Skill Reading Mini-Lesson, p. 190
- Reading Skill questions identified with the 
- Activity Book p. 48 (shown on p. 197)
- Chapter Review, p. 208

Adapting for Reading Proficiency

Read Aloud	Read Along	Read Alone
Model reading the page. Have children summarize the page orally.	Invite children to read with you. Encourage them to summarize the page.	Invite children to read the page independently.



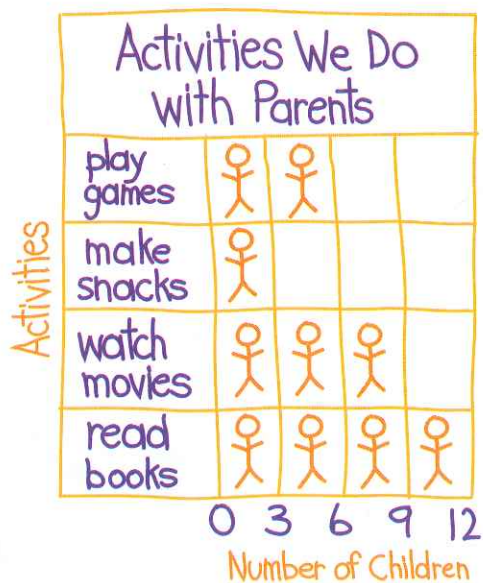
Reading Skill

Recall and Retell

To recall is to remember what you have read. To retell is to tell it in your own words.

Recall Detail	Retell
Recall Detail	
Recall Detail	

Health Graph



Daily Physical Activity

If you feel sad or angry, exercise can help you feel better. Exercise every day.



Be Active!

Use Super Stress

Buster on Track

10.



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INTRODUCE THE CHAPTER

Health Graph

Interpret Data

Explain that the graph on this page shows some activities children like to do with their families. Point out that each section represents three children. How many children chose playing games? **6 children** Which activity did the most children choose? **read books** How many children chose it? **12 children** Which activity did the fewest children choose? **make snacks** How many children chose it? **3 children**

Make a Graph

Ask volunteers to name the activity on the graph that they most like to do with their families. Tally the responses, and have children make a graph to show the results.

Daily Physical Activity



Use *Be Active! Music for Daily Physical Activity* with the Instant Activity Cards to provide children with movement activities that can be done in limited space. Options for using these components are provided beginning on page TR2 in this *Teacher Edition*.

Chapter Project

Getting to Know You (*Assessment Guide* p. 60)

ASSESS PRIOR KNOWLEDGE Use children's initial ideas for the project as a baseline assessment of their understanding of chapter concepts. Have children complete the project as they work through the chapter.

PERFORMANCE ASSESSMENT The project can be used for performance assessment. Use the Project Evaluation Sheet, *Assessment Guide* p. 71.



School-Home Connection

Distribute copies of the School-Home Connection (in English or Spanish). Have children take the page home to share with their families as you begin this chapter.

Follow Up Have volunteers share the results of their activities.



Supports the Coordinated School Health Program

TEACHING RESOURCES P. 41

School-Home Connection

A Note to Family Members

What We Are Learning About Health

In Chapter 10 of *Harcourt Health and Fitness*, we are learning about

- how everyone is unique,
- expressing wants, needs, and emotions in healthful ways,
- managing stress at school,
- respecting others when playing games or sports.

Visit www.harcourt.com/health for links to parent resources.

How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- discussing how family members are unique,
- encouraging your child to examine his or her needs and wants,
- playing a game together.

A Family Activity

Talk with your child about his or her friends. Have your child dictate information about a friend while you fill in the table below. Talk about ways to make new friends and maintain existing friendships.

My Special Friend	
My friend's name	
How long we've been friends	
How we met	
What we like to do	

Available online.

www.harcourt.com/health

LESSON 1

Pages 190–193

Objectives

- Recognize that each person is unique.
- Identify qualities that make people special.



When Minutes Count . . .

Complete the Quick Study, Lesson 1, Activity Book pp. 46–47 (shown on p. 191).

Program Resources

- Activity Book pp. 46–47
- Transparency 4

Vocabulary

special p. 190

Daily Fitness Tip



Although the sports children like to play are different, one thing is always the same—children must make sure to wear any necessary safety gear. Discuss various sports and the types of safety gear children should wear, such as a helmet, goggles, a mouth guard, and safety pads.



For more information, see *Be Active! Resources for Physical Education* pp. 167–168.

1. MOTIVATE

Have children write the following information on cards: hair and eye color; favorite game, book, and subject at school. Collect the cards and read them aloud. Have the class guess the identity of each child. Lead the class to see that children look different and like to do different things; everyone is special and different from every other person.

2. TEACH

Interpret Visuals—Pictures

How are the children on these pages similar and different? Children may note similarities or differences in hair, eye, and skin color; body size; gender; hair length; expressions; and clothing.

LESSON

1

People Are Special

Lesson Focus

All people are special.

Vocabulary

special

You are special. Being **special** is being different from everyone else. No one acts and feels just the way you do. No one looks just like you.

All people are special. They look different. Their feelings are different. They act in different ways, too.



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Reading Skill

Mini-Lesson

RECALL AND RETELL

After children read the lesson, have them practice recalling and retelling by answering the question *What makes people special?*

Complete *Transparency 4* with children. More practice for this Reading Skill is provided on *Activity Book* p. 48 (shown on p. 197).



TRANSPARENCY 4

4



Reading Skill Graphic Organizer

Recall and Retell

Recall Detail
They look different.

Recall Detail
They have different feelings.

Recall Detail
They have different skills and interests.

Retell
People are special because they are different. They have different looks, feelings, interests, and skills.

All people feel happy and sad. But they may have these feelings at different times and for different reasons. They show their feelings in different ways.

People learn in different ways. They also want to learn about different things. They have different interests.



Discuss

Have children read these pages. Point out that physical differences aren't very important and shouldn't be used to judge a person's value. People are special because of who they are, how they think and feel, and what they do.

What makes you laugh? What makes you feel scared? Guide children to see that people react differently to different things. People don't always have the same emotions at the same time.

Write the word *unique* on the board. Explain that something that's *unique* is the only one of its kind. **How is each person unique?** Possible responses: Each person looks different, has different feelings, acts differently, and has different interests.

Write *personality* on the board. Explain that a *personality* is all of the parts of a person's character that make the person unique. People may describe their personalities as funny, shy, cheerful, polite, kind, outgoing, or quiet. **Describe personalities of characters from television shows or books.** Responses will vary. Help children point out similarities and differences between the personalities.

Tell children that *self-concept* is what a person thinks about himself or herself. People with healthy self-concepts like the way they are.

Critical Thinking What can influence a person's self-concept? Possible responses: things people say about you, books you read, television shows, movies, and ads Help children understand that they shouldn't let one person or thing affect how they feel about themselves. Just because one person says something unkind to them doesn't mean that they should feel bad about themselves. Speaking with friends and family members can help children get a better sense of themselves.

QUICK STUDY, ACTIVITY BOOK PP. 46-47

CHAPTER 10 Name _____

Your Feelings

Lesson 1 pp. 190-193

Write the word from the box that best completes each sentence.

feels learn skills special

Being special is being different from all others.

People have different skills and like to do different things.

No one acts and feels just the way you do.

Different people want to learn about different things.

Lesson 2 pp. 194-197

Draw a need and a want in the boxes below. Label your drawings.

NEED

Drawings will vary. Child may draw food, water, shelter, or a caretaker for a need.

WANT

Drawings will vary. Child may draw toys, games, or sports equipment for a want.

Name _____

Lesson 3 pp. 200-201

How does the girl in the picture show she is **responsible**?

Possible response:

The girl shows she is responsible by doing her chores.

Lesson 4 pp. 202-203

Circle the picture that shows respect.

Lesson 5 pp. 204-205

Write T on the line if the sentence is true. Write F if it is false.

☒ A good friend listens to you.

☒ A good friend asks you to do things that are unsafe.

☒ A good friend helps you stay healthy and safe.

☒ A good friend makes fun of you.



TEACH *continued*

Critical Thinking How can a person's self-concept affect his or her personality? Possible responses: People who have positive self-concepts feel good about themselves. They may be more outgoing and talkative because they have confidence in themselves. People who don't feel good about themselves may not want to talk or have people notice them. Help children see that a person's ability to identify undesirable aspects of his or her personality allows the person to try to adjust them.

Interpret Visuals—Pictures

What activities do the children on these pages like to do? take pictures, solve math problems, play soccer, play music, and dance

Critical Thinking Is it all right for family members or friends to like different things? Yes; everyone doesn't have to like the same thing. Point out that people in the same family can have different interests but may have similar personality traits, such as being funny, serious, kind, respectful, or caring.



Activity

Set Goals Have children discuss the importance of goal setting. If they want to learn a new skill, they should set a goal and plan steps to meet the goal. For example, if they want to learn how to play soccer, they should decide how often they'll practice; practice; and then ask themselves how they're doing.

Critical Thinking What are some physical and emotional characteristics that are important for a person to have? Possible responses: strength, physical fitness, self-control, happiness, cheerfulness



People have different skills and like to do different things. Some like to dance or play music. Others like to read or play sports. Some people like to do all of these things.

What do these children like to do?



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Art

A Unique Class Ask children to name things they like about themselves that make them unique. Have them draw "personality pictures" that show how they're unique and write sentences that describe the pictures. Ask volunteers to present their pictures to the rest of the class.



Language Arts

That Makes Me Feel Special Ask children to suggest phrases that make them feel special, such as *Great job!* *Thanks a lot!* *You're a good helper!* Have them write the phrases on flash cards and keep the cards handy. Encourage children to use these phrases to compliment other children who are being helpful, kind, or caring. Discuss how making someone feel special builds that person's confidence and helps create a positive self-concept.

You can feel good about the ways you are special. You do not need to be like anyone else. Others do not need to be like you. If everyone looked and acted the same way, no one would be special!



Review

- 1 **Vocabulary** What is being **special**?
- 2 Name four ways each person is special.
- 3 Write about ways you are special.

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Cultural Connection

Celebrate Diversity Play music from different countries, and display pictures of people from different cultures celebrating special days. Then ask children to identify one aspect of their family's culture they enjoy, such as a holiday they celebrate, a food they eat, or a song they sing. Ask volunteers to share their choices.



Language Arts

My Family and Me Show children how to make a Venn diagram. Ask children to think of a family member and write things they have in common with the family member in the parts of the circles that overlap. Have them write things they don't share with the family member in the left-hand section and things the family member doesn't share with them in the right-hand section.

Discuss

Why is it good that people look and act differently? If everyone were the same, no one would be special.



Activity

Respect Have children discuss why it's important to respect people who may look, speak, or act differently. Have children brainstorm ways they can include in games and activities children who have disabilities.

Health Background

Diversity and Tolerance Adults can do many things to help children respect differences among people. Most importantly, adults need to realize that children learn by example. If children are present, adults shouldn't tell jokes that appear to be disrespectful to a group of people. In addition, adults should point out stereotypes on television shows and in movies. Explaining to children that these characterizations misrepresent people will help prevent children from forming unfair impressions about people.

Source: KidsHealth



For more background, visit the **Webliography** in Teacher Resources at www.harcourtschool.com/health
Keyword Emotional Health

3. WRAP UP

Review

1. Being special means being different from all others.
2. Accept any four of the following: the different ways people look, act, feel, and learn, and their different skills and interests
3. Sentences should tell why children think they are special.

LESSON 2

Pages 194–197

Objectives

- Recognize that everyone experiences many different feelings.
- Express needs, wants, and emotions in healthful ways.
- Describe how to communicate effectively.
- Explain the benefits of practicing self-control.
- Identify trusted adults when feeling uncomfortable or unsafe.



When Minutes Count . . .

Complete the Quick Study, Lesson 2, Activity Book pp. 46–47 (shown on p. 191).

Program Resources

- Activity Book pp. 46–48

Vocabulary

needs p. 194, **wants** p. 194,
emotions p. 195, **self-control** p. 197

Daily Fitness Tip



Tell children that exercise is an effective coping strategy when they feel stress or anxiety. Skating, biking, or jumping rope can help them relax and take their minds off what's bothering them. Exercising or playing with a friend will also help them manage stress and feel less alone.

1. MOTIVATE

Write on the board the names of different feelings, such as happiness, sadness, anger, surprise, worry, and fear. Act out each one, and have children identify the feeling from the list on the board. **How can you tell what other people are feeling?** Guide children to understand that feelings can be communicated without words through facial expressions and body language.

LESSON

2

Managing Your Feelings

Lesson Focus

It is important to know how to manage your feelings.

Vocabulary

needs
wants
emotions
self-control

Needs are things you must have, such as food, water, and shelter. You also need love, a place to belong, and a trusted adult to care for you. **Wants** are things you would like to have but do not need. Needs should be met before wants.

One of these boys is ready to go swimming. His brother is ill. Which boy has a need? Which boy has a want?



Meeting Individual Needs Leveled Activities

BELOW-LEVEL Make Paper-Plate Faces Ask children to think of a time they wanted to go somewhere but couldn't. How did they feel? Have each child draw a face on a paper plate to show how he or she felt.

ON-LEVEL Act Out Feelings Have children act out different feelings, such as anger, disappointment, boredom, or surprise. Ask volunteers to suggest what may have happened to cause each feeling.

CHALLENGE Write Stories Have children make up lists of opposite feelings, such as happiness and sadness or boredom and excitement. When they've completed their lists, ask them to write stories that include the pairs of opposites.

You can tell the adults who care for you about your needs and wants. Speak calmly. Do not yell. Trust your adults to do what is best for you.

If you do not get what you want, you may feel sad or angry. Sadness and anger are **emotions**, or feelings. So are happiness, fear, and worry. Share your emotions calmly. Your family will help you with them.



2. TEACH

Interpret Visuals—Pictures

What does the boy on page 194 want? **He wants to go swimming.** What does the boy on this page need, and why? **He needs help from his mother to get well, because he's ill.**

Critical Thinking Which is more important—what the first boy wants or what his ill brother needs? Why? **What the brother needs is more important; he's ill and needs to get healthy. The first boy can go swimming another time.**

Discuss

Have children read these pages. **What are needs?** **something you must have in order to live, such as food, water, shelter, love, and a place to belong** Point out that having a trusted adult care for you is a need, just like food, water, and shelter. **What are wants?** **something you would like to have but don't need**

Critical Thinking Have children explain how they can express their needs, wants, and emotions in healthful ways. **by speaking calmly and clearly and by not yelling, hitting, or losing my temper**

Have children identify trusted adults they can talk to if they are made to feel unsafe or uncomfortable.

Health Background

Child Abuse Children can be abused sexually, physically, verbally, emotionally, and through neglect. According to the Child Welfare League of America, more than half of all reported cases of abuse are the result of neglect in which basic needs aren't being met.

Source: *Child Welfare League of America*

Lessons that provide strategies for teaching about child abuse, including sexual exploitation, are provided on pages TR30–TR33. Use these lessons in compliance with state and local guidelines.



Science

Basic Needs of All Living Things Tell children that, just like people, animals have the basic needs of food, water, and shelter. Ask them to each choose an animal and research what it eats, how it gets its food, where it lives, and how the places it lives protect it. Have children draw pictures of the animals they choose. Ask volunteers to show their pictures to the class.



Art

Needs and Wants Give small groups of children two boxes—one labeled *Needs* and one labeled *Wants*. Hand out newspaper and magazine ads and circulars from a local supermarket. Have each group sort the ads into the two boxes. Then have group members work together to make a collage in which one part shows things they need and the other part shows things they want. Have groups present their collages and explain their choices.

TEACH *continued*

Interpret Visuals—Pictures

What's the boy on this page doing? *saying goodbye to his grandmother* How is he feeling? *sad*

Critical Thinking What can the boy do to feel better? *write his grandmother a letter; talk with his parents or friends*

Discuss

After children read these pages, have them talk about times when they felt sad or lonely. **What did you do to feel better?** *Possible responses: played with or talked with my friends or family*

Tell children that the ability to bounce back from something sad or upsetting is called *resiliency*. It's important to be resilient so that you don't stay upset and can enjoy doing things you like to do. It is important for them to have emotional support from others. Activities that help children bond with friends and adults, such as playing sports or music, can foster resiliency.

Critical Thinking Why is it important to share angry or sad feelings? *The person I share with may be able to help me find a way to feel better. Sharing my feelings may also help me realize that other people have felt the way I do and they were able to feel better again.*



Activity

Honesty Have children discuss how when they're honest about their feelings, adults can be more helpful in finding ways to help them feel better. For example, have children explain that if they are touched by a person in a way that makes them feel uncomfortable, they should tell a trusted adult so that he or she can make sure it doesn't happen again.



Recall and Retell

After children read this page, have them recall and retell ways to feel better when they're sad or lonely.

Everyone feels sad or lonely at some time. Here are some ways you can help yourself feel better.

- Think about why you feel as you do.
- Write about how you feel. Draw pictures to show how you feel.
- Talk to your family about your feelings.



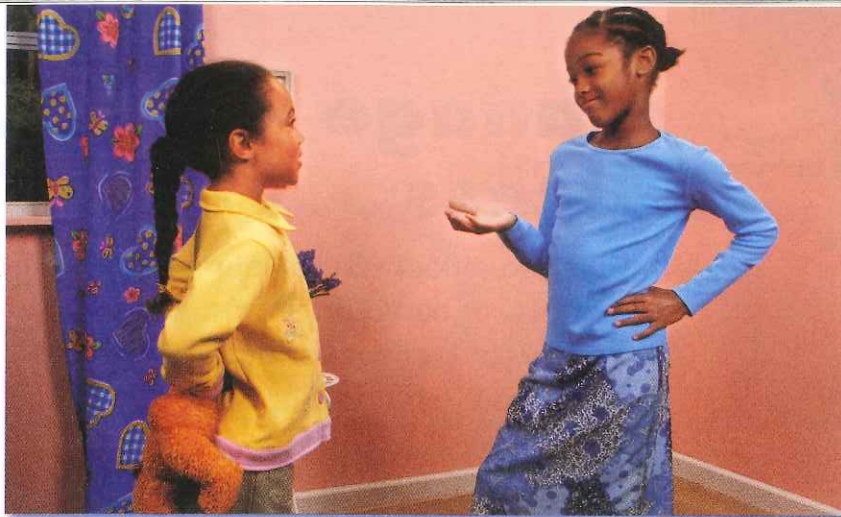
Language Arts

Character Emotions Most characters in a story feel a range of emotions. Ask children to choose a favorite character from a short book and list the emotions the character feels, from the beginning of the story to the end. You may want to model this by taking a short book and identifying a character's emotions on each page. Discuss how the emotions were expressed and how they affected the character's behavior and decisions.



Art

Coming to a Theater Near You Discuss with children the fact that books, movies, and television shows can make people feel scared, excited, sad, or nervous. Ads for movies often try to capture the feeling that a person will have while watching the movie. Ask children to choose an emotion and make a movie poster that captures that feeling.



Having **self-control** is controlling your emotions and actions. Practice self-control when you are angry. Instead of shouting, hitting, or throwing things, use these tips.

- ▶ Think about why you are angry.
- ▶ Take some time to calm down.
- ▶ Think of a way to feel better.

Review

- 1 **Vocabulary** What is having **self-control**?
- 2 Name three things you can do to keep control when you are angry.
- 3 Write a letter to tell a friend how to feel better when he or she is sad or upset.

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Discuss

Write the term *self-control* on the board. Tell children that people who have self-control are able to control their emotions and actions. Help them recognize that feelings are expressed with actions. We can't always choose our feelings, but we can control how we act on them.

Critical Thinking Have children explain the benefits of self-control. **How can self-control help when you're angry?** Possible response: If I practice self-control, I can calmly try to explain why I'm angry instead of yelling or hitting, which can make a situation worse. Make sure children realize that destructive actions don't help people with angry feelings. Talking is a better choice because it can help people feel better without causing harm.

Activity

Make Good Decisions Review with children the importance of using the steps for making decisions: think about the choices; eliminate choices that are against the law or their family's rules; ask themselves what could happen with each choice; and make the best choice. Then have children use the steps to tell what to do when they're angry with a friend on the playground.



Art

Safe Places Ask children to name places where they feel safe. They may mention their home, their classroom, or a friend's or relative's house. Have them identify the qualities of a safe environment, such as the following: it's clean, people follow rules, adults are around, and drugs and other illegal or unsafe items aren't used. Then ask children to draw a picture of a place where they feel safe. Have volunteers describe their pictures.

ACTIVITY BOOK P. 48

Name: _____ **Reading Skill**

Recall and Retell

Read the paragraph. Recall what it tells about being special. Then retell in your own words what you learned.

Everyone is special because everyone is different. People look different and act in different ways. People have different skills and interests.

Recall	Retell
1. Everyone is special because everyone is different.	Possible response: People are special because they are all different. They don't
2. People look different and act in different ways.	look the same or act in the same ways. People like to do different things, and
3. People have different skills and interests.	they are good at different things.

3. WRAP UP

Review

1. *Self-control* means that you control your emotions and actions.
2. Think about why you're angry. Take some time to calm down. Think of a way to feel better.
3. Letters should include suggestions such as thinking about why the friend feels the way he or she does, writing about the feeling, drawing pictures to show the feeling, or talking with family members or friends about the feeling.



Life Skills

Communicate
Make Good Decisions
Manage Stress
Refuse
Resolve Conflicts
Set Goals

Objectives

- Define *stress* and identify the steps for managing stress.
- Use the steps to manage stress.

Program Resources

- Activity Book p. 49
- Poster 9

Vocabulary

stress p. 198

1. MOTIVATE

Begin the lesson by acting as if you're under a lot of stress. Tell children that you don't have enough time to get the lesson done, your stomach hurts, and your hands are shaky. As you're doing this, write the word *stress* on the board. Then resume your normal teaching tone, and discuss with children the signs of stress that you acted out.

2. TEACH

Discuss

Help children define *stress* as the feeling you have when you're nervous, excited, anxious, or tense about something, such as a trip you can't wait to take or an upcoming test. Point out that everyone feels stress, or has nervous feelings, at one time or another.

Critical Thinking When have you felt stress at school? Children may mention times when they were taking tests, speaking in front of the class, or doing something new, such as playing a new sport or learning a new skill.



Manage Stress

Going to school can sometimes give you **stress**, or nervous feelings. You can learn how to manage, or deal with, your stress. Here is what you can do.

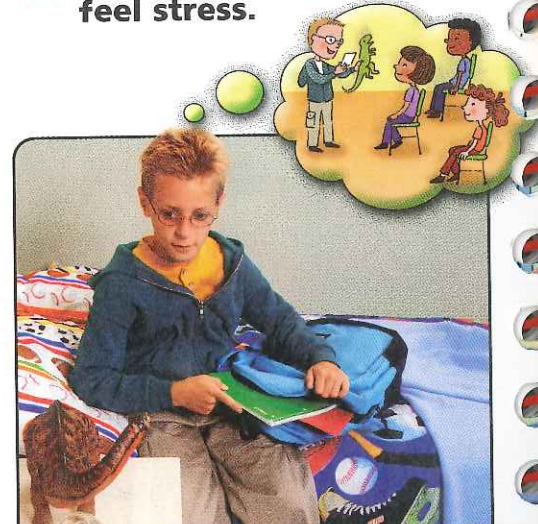
1 Know what stress feels like.



Max is feeling stress. The stress is making his stomach hurt.

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2 Figure out why you feel stress.



Max must give a report in class tomorrow. He is worried that he will not do a good job. Other children may laugh at him.

Teacher Tip

Media Stress Be aware that many children suffer stress after hearing frightening or disturbing news stories on the radio or television. Encourage children to use some of the following techniques to help manage their stress: talk to a parent, teacher, or other trusted adult and express their feelings of fear and sadness; draw pictures; listen to music; think about a happy place; imagine themselves doing well in the stressful situation; take a walk; exercise or play a sport.

ACTIVITY BOOK P. 49

Name _____



Manage Stress

Steps for Managing Stress



Problem Solving

1. Know what stress feels like.
2. Figure out why you feel stress.
3. Do something to feel better. Talk to someone you trust.
4. Prepare to handle the stress.

Use the steps to help you solve this problem.
 You are going to be in a school play tomorrow.
 You are afraid you will forget what to say. How can you manage your stress?

Possible response: I know I feel stress, because my
 stomach hurts when I think about the school play. I feel
 stress because I am nervous about forgetting what to say.
 I tell my dad, and he helps me practice until I feel
 ready. I imagine being on stage and doing a good job.

Available online.

3 Do something to feel better. Talk to someone you trust.

Don't worry. You'll do a great job.

Thanks, Mom. I feel better now.



Max talks to his mom about his stress. She listens and helps calm him.

4 Prepare so you can manage the stress.



Max practices giving his report in front of his mom. He feels ready to give his report tomorrow.



Problem Solving

Use the steps to solve this problem.

You have a big spelling test tomorrow. You feel stress because you do not think you are ready for it. How can you manage your stress?

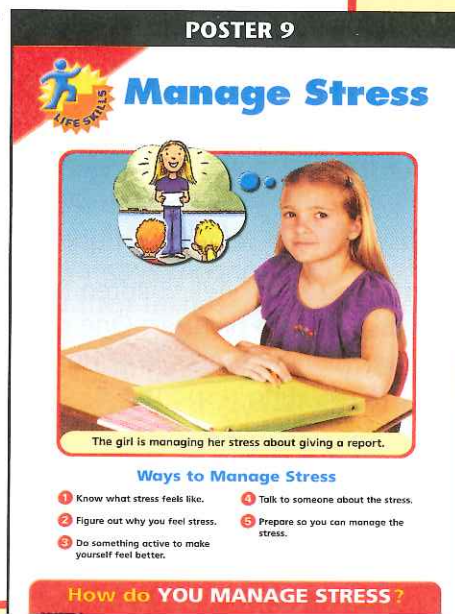
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Using the Poster

Activity Have children role-play situations in which they use the steps for managing stress.

Display Poster 9 to remind children of the steps for managing stress.



Step 1

What does Max's stress feel like? His stress is making his stomach hurt.

Step 2

What is Max worried about? Max thinks that he won't do a good job when he gives his report and that people will laugh at him.

Step 3

How does Max calm down? He talks to his mom about his stress. Why is talking to parents or other trusted adults helpful? They can suggest ways to manage your stress.

Critical Thinking What other things could Max do to calm down? Possible responses: deep breathing, playing outside with friends, exercising

Step 4

How does Max handle his stress? Max practices giving his report in front of his mom. This helps him feel ready and confident that he'll do a good job when he gives his report the next day.



Activity

Caring Have children discuss how friends show they care for one another by helping one another when they feel stress.

3. WRAP UP

Problem Solving

Accept responses that suggest talking to someone children trust. Children should also suggest ways, such as taking a practice test or studying with a friend, in which they can prepare for the situation they're worried about.

LESSON 3

Pages 200–201

Objectives

- Recognize the importance of being responsible.
- Identify ways to be responsible to friends, family members, one's community, and oneself.



When Minutes Count . . .

Complete the Quick Study, Lesson 3, Activity Book pp. 46–47 (shown on p. 191).

Program Resources

- Activity Book pp. 46–47

Vocabulary

responsible p. 200

Daily Fitness Tip



Tell children they can stay fit and be responsible at the same time. Suggest that they help their family or an elderly neighbor by raking leaves, shoveling snow, or taking garbage cans to the curb. Point out that doing things that show responsibility makes you feel good about yourself.

1. MOTIVATE

Talk with children about the responsibilities they have at home. **What chores do you do at home?** Possible responses: cleaning my room, feeding the dog or cat, walking the dog, watering plants, clearing the dinner table, washing or drying dishes

Tell children that doing chores is one way they're responsible to their families. Explain that they'll learn ways they can also be responsible for helping friends, family, their community, and themselves. Then have children read these pages.

2. TEACH

Interpret Visuals—Pictures

How is the girl on this page being responsible? *She's feeding her cat.*

LESSON

3

Being Responsible

Lesson Focus

You are responsible to your family, your friends, your community, and yourself.

Vocabulary

responsible

If you are **responsible**, people can count on you. Your friends know you can be trusted. Your family members know you do what you are supposed to do. No one needs to remind you to follow rules and help out at home.

You are responsible to your school. You follow school rules. You listen to your teacher.



ESL/ELL Support

LANGUAGE AND VOCABULARY Children may have difficulty understanding the meaning of *responsible*.

Beginning Ask children *yes/no* questions such as *Are you responsible for your homework?* or *Are you responsible for washing my car?* Have children answer *yes* or *no* for each question.

Intermediate Tell children to fold a piece of drawing paper in half and draw two pictures. One picture should show them demonstrating responsibility to people at home and the other should show them demonstrating responsibility to their school. Have them label each picture.


Advanced After children complete the Intermediate activity, have them write a simple sentence that describes each of their pictures. They can use the sentence frame *I show responsibility when I _____*.

You are also responsible to your community. You help keep it safe and clean. You obey laws and rules.

You are responsible to yourself, too. You learn things that will help you. You keep yourself safe and healthy. You stand up for what is right.



Review

- 1 **Vocabulary** What is being **responsible**?
- 2 How are you responsible to your community and to yourself?
- 3  Write about why it is important to be responsible to your family and friends.

201

Teacher Tip

Honesty People who practice honesty in everyday situations are likely to maintain this value throughout their lives. Explain to children the importance of honesty. Discuss situations in which they must decide whether to be honest, such as breaking something when no one is around or being given too much change by a salesperson. Being honest in these situations shows that they're responsible people.



Language Arts

We're All Responsible to One Another Explain that friends and family members show responsibility to one another. Ask children to write a short story that shows ways in which they and their friends and family show responsibility to one another. Tell them to include reasons it's important to show responsibility within these relationships.

Discuss

You may want to refer to the Building Good Character features in Chapters 6 and 9. Tell children that when they're responsible to themselves, they're showing *personal*, or *individual*, *responsibility*. **How do you feel when you're responsible and people know they can count on you?** *I feel good about myself.*

Critical Thinking Ask children to explain the steps they should take when they have a task, or chore, to do. They should mention determining how to do the task and whether they need any materials or help to complete the task. Then they should carefully complete the task.

Why is it important to finish a job?

If not, the job would not get done, or someone else would have to finish it.



Recall and Retell

Who are you responsible to? *my family, my friends, my community, and myself*



Activity

Citizenship Have children discuss ways they can show responsibility by being good citizens.

3. WRAP UP

Review

1. Being responsible means people can count on you.
2. Responsible to my community: keep parks and playgrounds clean, obey laws; responsible to myself: learn things that will help me, help keep myself safe and healthy, stand up for what's right
3. Responses should explain that family and friends need to know they can trust the child and that being responsible to them shows that the child cares about them.


CHALLENGE The Golden Rule Write this sentence on the board: *Treat others as you want them to treat you.* Tell children to write a story about two characters who learn how to treat each other and then tell children to use this sentence as the moral, or lesson, of the story. Allow time for children to share their stories with the class.



Are these children showing respect?

You also show respect when you share and work with others. You are kind and helpful. You listen carefully to people. You raise your hand to get your teacher's attention.

Review

- 1 **Vocabulary** How do you show **respect**?
- 2 Why is showing respect important?
- 3  Write two lists. Tell ways the children in the pictures are and are not showing respect.

203

Teacher Tip

Nonverbal Communication

Children can communicate respect with actions as well as words. Adults need to remind children that they should treat others as they would like to be treated. This means no pushing, pinching, or hitting. Point out nonverbal ways children can show respect, such as an encouraging pat on the back, a handshake, or a smile.



Language Arts

Spell Respect Have children use the letters in the word *respect* to list ways they can show respect at school or at home. For example, **R**-raise your hand to get attention; **E**-encourage others; **S**-sit quietly; **P**-pay attention; **E**-exercise or play sports safely; **C**-care for others; **T**-talk politely. Display children's work in the classroom.

Discuss

You may want to refer to the Building Good Character feature in Chapter 2 to review ways to show respect. **To whom should you show respect?** *Everyone deserves respect, not only our friends, family members, and authority figures.*



Activity

Communicate Help children brainstorm a list of ways to be good listeners, including looking at the speaker, not interrupting the speaker, not letting their attention wander from the speaker, asking questions to find out more, giving nonverbal cues such as nodding, talking about what you heard. Then have children demonstrate these listening skills in role-playing situations; for example, listening to instructions in an emergency, getting directions, listening carefully to a friend, and so on.



Recall and Retell

After children read these pages, have them retell ways to show respect.

3. WRAP UP

Review

1. Accept any four of the following: being polite in the way you talk and act; saying *please*, *thank you*, and *you're welcome*; not interrupting; sharing and working with others; being kind and helpful; listening carefully to people; raising your hand to get your teacher's attention
2. Showing respect is important because it helps people get along.
3. Showing respect: working together, taking turns, sharing, being polite, keeping the room clean; not showing respect: being rude, being messy, not helping one another, grabbing things, pulling on the teacher's clothes

LESSON 5

Pages 204–205

Objectives

- Recognize the importance of having friends.
- Identify ways to make new friends and to be a good friend.



When Minutes Count . . .

Complete the Quick Study, Lesson 5, Activity Book pp. 46–47 (shown on p. 191).

Program Resources

- Activity Book pp. 46–47, 50

Daily Fitness Tip



Tell children that people are more likely to exercise on a regular basis when they do it with a friend. People feel more motivated when they know that a friend is expecting them to join him or her.

1. MOTIVATE

Have children count off 1, 2, 3, 1, 2, 3, and so on, and form groups based on their numbers. **How did you find the members of your group?** *I looked for children with the same number.*

Explain that friends, like the groups, are often brought together by things they have in common. They stay together because they like to be with one another and are kind to one another. Have children explain how friends can affect a person's feelings and emotional health. Then have children read these pages.

2. TEACH

Interpret Visuals—Pictures

How are the children on this page making a new friend? *They're asking someone to play with them.*

LESSON

5

Being a Friend

Lesson Focus

Friends trust each other, share their feelings, and have fun.

A friend is someone you can trust. Friends like to do things together. They listen to each other and share their feelings. They like to play together.

You can make a new friend. Try asking someone new to play a game or sit with you at lunch.



ESL/ELL Support

LANGUAGE AND VOCABULARY Children may have difficulty with the irregular spelling of the word *friend*.

Beginning Ask children to name a friend. Write this sentence frame on the board: is my friend. Help them write the complete sentence, with the friend's name in the blank. Then have them draw a picture of the friend.

Intermediate Help children write these sentences: *I have a friend. My friend is _____.* Tell them to fill in the blank with a friend's name. Then have pairs of children exchange papers and read them back to each other.

Advanced Challenge children to write a short note to a friend either within or outside the class. Tell them to write about something they have done with the friend and to use the word *friend* in the note.



Friends teach each other how to do new things. They also show respect for each other. A good friend does not ask you to do something that is wrong or unsafe. A good friend helps you stay healthy and safe.

Review

- 1 Name three things friends do together.
- 2 How can you make a new friend?
- 3 Write about ways friends act with each other.

205



Art

Comic-Strip Friends Tell children that it's important for friends to be able to communicate effectively. Ask them to think of a situation that could make a child upset, such as not being invited to a sleepover. Then have children draw pictures and write speech balloons for a comic strip that shows a friend helping an upset child. Remind children that they should show their characters speaking politely, listening to each other, and answering questions.

ACTIVITY BOOK P. 50

Put Your Feelings into Words

Choose the word from the box that best completes each sentence.

special responsible respect self-control

1. Ella cleans her room without being asked.
Ella is responsible.
2. Ajay says please when he asks for a snack.
Ajay shows respect.
3. Max plays piano. Tia dances. Suki paints.
All of these children are special.
4. When Mario's baby sister rips a page from his coloring book, Mario does not yell at her.
He shows self-control.

Write the word that completes the title of each rhyme.

My Wants and Needs
I'd like to have a pogo stick
Or a brand-new baseball glove.
But the things I really need to live
Are food, a home, and love.

My Emotions
I shut my eyes when I'm afraid.
I cry when I am sad.
I clap when I'm excited,
And I smile when I am glad.

Discuss

You may want to refer to the Building Good Character feature in Chapter 1 to review ways for friends to show that they care for one another.

Explain that the way in which people get along together is called a *relationship*. People who are good friends have a good relationship. **Identify people with whom you have relationships.** friends, family members, teachers

Activity

Respect Have children discuss the idea that friends who respect one another don't ask one another to do something that's wrong or unsafe. Remind them that when children try to make other children do something, this is called *peer pressure*. Tell children to talk to a trusted adult if they need help refusing to do unsafe things and resisting peer pressure.



Recall and Retell

After children read this page, ask them to recall and retell ways friends should treat each other.

Problem Solving What is a responsible way to let a friend know that you're upset? Possible response: I can talk honestly and calmly about my feelings so that my friend can understand how I feel.

3. WRAP UP

Review

1. Accept any three of the following:
listen to one another, share their feelings, play together, teach one another
2. I can ask someone new at school to play a game or sit with me at lunch.
3. Sentences should mention that friends share their feelings, respect one another, teach one another new things, and don't ask one another to do anything that's wrong or unsafe.

Activities



Math

Ways We Like to Relax

Objectives

- Interpret the data found on a graph.
- Make a graph.

Suggested Time 20 minutes

Hints

- Before children look at the graph, discuss different ways they might relax, such as playing a game, doing a puzzle, watching a funny movie or television show, or drawing a picture.
- Point out that each symbol on the graph represents three children.

Learn More Have children make their own graph about ways people relax.



Writing

Happy Poem

Objectives

- Identify things that make a person happy.
- Write a poem.

Suggested Time 20 minutes

Hints

- Help children brainstorm things that make them happy. Write their suggestions on the board.
- Help children think of rhyming words for the things they suggested.

Learn More Ask children to share their poems with an older person. Then have them ask the older person to talk about what makes him or her happy.



For **writing models** with examples, see *Teaching Resources* pp. 47–58. Rubrics are also provided.

ACTIVITIES



Math

Ways to Relax Graph

How many children chose listening to music?

How many more chose painting than exercising?

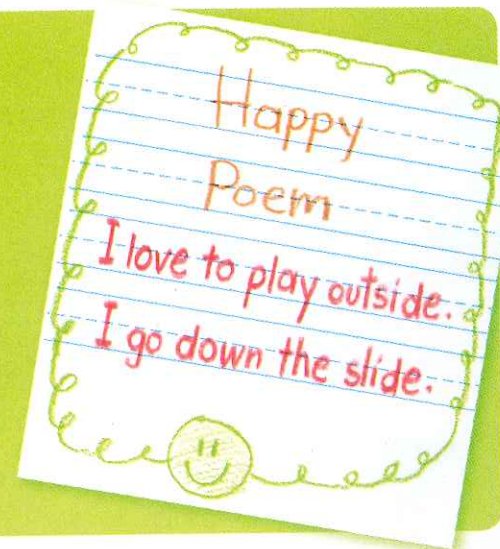
Make your own graph about ways to relax and manage stress.



Writing

Happy Poem

Think of things that make you happy. Write a short poem about them. Then share it with the class.



Art

A Relaxing Vacation Ask children to choose a place they would like to visit for a relaxing vacation and draw pictures that show what they would do there to relax, such as fishing with their families, swimming at the beach, hiking, or reading a book. Have volunteers talk about why they chose their places and what they would do there to relax.



Music

Mood Music Point out that different types of music can evoke feelings, such as happiness, sadness, excitement, joy, and peacefulness. Play different kinds of music, and ask children to tell how each kind makes them feel. Then ask children to tell about or sing favorite songs that make them feel happy.

Respect

Showing Respect by Including Everyone

You can show **respect** by including everyone in a game or an activity. Sometimes a person may not be able to do an activity the way you usually do it. If you adapt, or change, the activity, everyone can join in.

How are these children showing respect for one another?

Activity

Work with a partner. List ways you can include everyone in a game or an activity.



Building Good
Character



Building Good Character

Caring
Citizenship
Fairness
Respect
Responsibility
Honesty (Trustworthiness)

Objective

► Identify ways to show respect by including everyone in a game or activity.

Program Resources

► Poster 4

Vocabulary

respect p. 207

BEFORE READING

Review ways children can show respect at home and at school, such as by being polite, kind, and helpful; sharing; listening to one another; and including everyone in games and activities.

DISCUSS

Ask children to think of a time when they or someone they care about was excluded from a game or activity. Talk about how they felt. Then ask them how they feel when they are included in a group activity. Elicit from them that they felt bad when they were excluded and happy when they were included.

The children in the picture are showing respect by including everyone in the activity.

ACTIVITY

Children may think at first that it doesn't seem possible to include everyone in some activities. Point out that people who are physically or mentally challenged can do many things. Have children describe ways to be accepting and welcoming of people who are different from them.



Using the Poster

Activity Suggest that children design and display their own posters about respect.

Display Poster 4 to remind children of ways to show respect. The poster can be displayed in the classroom, the school cafeteria, or another common area.



Chapter Review

Pages 208–209

Use Health Words 10 pts. each

Possible sentences using the vocabulary words:

1. People are **special** because they enjoy doing different things.
2. Cleaning up is one way to show that you're **responsible**.
3. These children show **respect** for each other.
4. The **emotion** this boy is feeling is sadness.



Reading Skill 20 pts.

5. Children should use their own words to tell what they learned about friends. Friends trust one another. This means they can count on one another. When friends share their feelings, they take turns listening and talking. People who are friends also teach one another new things.

Use Life Skills 10 pts. each

6. Having a stomachache, feeling nervous, or being unable to sleep can help you know that you're feeling stress.
7. Know what stress feels like; figure out what's making you feel stress; do something to feel better, and talk to someone you trust; prepare for the situation that's worrying you.

Write About It 20 pts.

8. Children's responses should include rules they can follow and chores they can do at home.

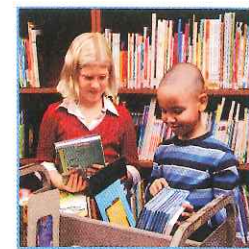
Chapter Review

Use Health Words

Use the word to tell about the picture.



1 special



2 responsible



3 respect



4 emotions



Reading Skill

- 5 Retell what you learned about being a good friend.

Recall Detail

A friend is someone you can trust.

Retell

Recall Detail

Friends share their feelings.

Recall Detail

Friends learn from each other.

208

Take-Home Booklet

Distribute copies of the Take-Home Booklet. Have children fold the pages to make four-page booklets to share with their families.

Alternative Read the Take-Home Book story aloud.

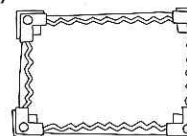


Supports the Coordinated School Health Program

TEACHING RESOURCES PP. 77–78

Activity

Feeling Friendly
Draw something that makes you feel happy.



Write one way you show you are a good friend.

Family Note: After reading the story, talk with your child about ways to express his or her feelings. Have your child complete the activity. Then do something you both enjoy.

CHAPTER
10

Name _____

Your Feelings Lin Is a Friend



Lin is special. No one is exactly like her. Lin's friends are special too. Lin likes spending time with many different people.



Available online.

Use Life Skills

Look at the picture. Then answer the questions.



- 6 How does Max know he is feeling stress?
- 7 What are four steps you can use to manage stress?

Write About It

- 8 Write about some ways you can be responsible at home.



209

Performance Assessment

Use the Chapter Project and the rubric provided on the Project Evaluation Sheet. See *Assessment Guide* pp. 18, 60, 71.

Portfolio Assessment

Have children select their best work from the following suggestions:

- Lesson Review, pp. 193, 197
- Leveled Activities, pp. 194, 202
- Language Arts Activity, p. 201
- Writing Activity, p. 206

See *Assessment Guide* pp. 12–16.

Formal Assessment

ASSESSMENT GUIDE P. 46

10

Name _____

Chapter Test

Your Feelings

1. Tell two ways in which people are different.

Possible responses: People look different. They act in different ways. They learn in different ways. They have different interests. They have different feelings about things. They have different skills.

Circle the letter of the answer that shows respect.

2. Cassie wants to go to the zoo. She talks to her mother.

a. Cassie asks, "Will you take me to the zoo sometime, please?"

b. Cassie yells, "Take me to the zoo now!"

3. Underline the sentences that tell ways you can be responsible.

You can do your homework every night.

You can do your chores without being asked.

You can leave your trash in the park after a picnic.

You can follow safety rules.

ASSESSMENT GUIDE P. 47

Name _____

Circle the letter of the best choice.

4. Needs should be met ____ wants.

a. after b. at the same time as c. before

5. You are ____ because you are different from all others.

a. happy b. special c. angry

6. If you are ____, people can count on you.

a. angry b. responsible c. yelling

7. Read the paragraph. Recall what it tells about being a good friend. Retell what you learned in your own words.

A friend is someone you can trust. Friends listen to one another and share their feelings. Friends teach one another new things.

Recall	Retell
1. A friend is someone you can trust.	Possible response: You can trust your friends and share your feelings with them.
2. Friends listen to one another and share their feelings.	Friends listen to one another. Friends can learn new things from one another.
3. Friends teach one another new things.	

ASSESSMENT GUIDE P. 48

Name _____

Read the story. Circle the picture that shows what Mei Lin should do.

8.

Mei Lin is planning to go to a baseball game with her brother. On the day of the game, it is raining, and they cannot go. Mei Lin feels bad.



Complete the sentences.

9. I am special because Possible responses: I can play the piano; I like to read; I have red hair; I like arts and crafts; I run very fast; I look different from everyone else.

10. I show respect by Possible responses: listening carefully to people; being helpful; raising my hand in class; sharing; saying please and thank you.