

Township of Franklin Public Schools
Health and Family Life Curriculum
Grade 2

Skill Area	Student Objective	Example/Activities	Resource/ Materials	Assessment	NJ Core Curriculum Standard
<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell ways you can have good health • Identify ways to show good character • Tell the six questions to ask before making a decision 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will contribute to a three-column class chart. The three columns are Mind, Body, and Getting Along. Under each heading list ways to stay healthy in mind, body, and relationships. • Describe various scenarios for the students and have them match the character trait. Good character scenarios can include: not butting in line (be fair), listening quietly when another person is talking (show respect), walking a sick friend to the nurse's office (be caring), etc. • After reading the text and class discussion, students will brainstorm and act out situations in which they had to make a decision demonstrating the six questions for making a wish decision. 	<ul style="list-style-type: none"> • TG pgs. 4 – 5 • Chart paper • TG pgs. 6 – 9 • Display Poster 8A • TG pgs. 10 – 11 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 1 • Teacher Observation • Health Master 2 - 3 • Teacher Observation • Health Master 4 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.2, D1 • 2.1, A1 • 2.2, B1

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify healthful ways to share feelings • Describe and apply the four steps for using communication skills • Discuss ways to have a good self concept 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will play Feeling Charades. A volunteer is given a feeling word and must communicate that feeling to the class. • After reading the text and class discussion, students are given various scenarios in which they can demonstrate the four steps for using communication skills. Good communication scenarios can include: asking a teacher for new crayons, asking parents for permission for a sleep over, asking a friend to borrow his ipod, etc. • After reading the text and class discussion, trace each child's outline on butcher or bulletin board paper. Students will draw in their faces and decorate his or her clothes with pictures or words that describe him or herself. 	<ul style="list-style-type: none"> • TG pgs. 12 - 13 • TG pgs. 6 – 9 • Display Poster 1A Communicate • TG pgs. 16 – 17 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 5 • Teacher Observation • Health Master 6 • Teacher Observation • Health Master 7 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, F3 • 2.1, F3 • 2.2, A4 • 2.1, B2

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell what stress can do to your body and make a plan to manage stress • Discuss what to do if you make a mistake • Identify ways families are alike and different 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will brainstorm situations that cause them stress. Using the ideas generated, each child draws a stressful scenario on an index card and writes a few sentences describing a way to manage that stress on the back of the card. • Have students fold a sheet of construction or drawing paper in half. On one side they will draw a mistake they made and write a sentence describing it. On the other side the students will draw how they fixed the mistake and write how they did it. • After reading the text and class discussion, students will make a family tree with the help of a family member. Students will compare family trees with each other. 	<ul style="list-style-type: none"> • TG pgs. 18 – 19 • Index cards • TG pgs. 20 – 21 • Construction or drawing paper • TG pgs. 26 – 27 • Transparency 46 Word Web 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 8 • Teacher Observation • Health Master 9 • Teacher Observation • Health Master 11 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.2, A4 • 2.1, F4 • 2.4, A1

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify ways families work together • Identify various ways a family can change • Discuss various ways to show respect 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will write about a special time spent with a family member. They might write about a trip, a game, or a visit with a relative. Volunteers can share what they have written. • After reading the text and class discussion, students will draw a picture of a happy family change and write a sentence describing the change. Drawings can be displayed in the classroom. • After reading the text and class discussion, students practice being good listeners. Students sit in pairs and one child tells a story about a recent experience. The other child listens and retells the story. The students then switch roles. 	<ul style="list-style-type: none"> • TG pgs. 28- 29 • TG pgs. 30 – 31 • Display Poster 4B Manage Stress • TG pgs. 32 – 33 • Transparency 7 Manners Matter • Display Poster 9B Show Respect 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 12 • Teacher Observation • Health Master 13 • Teacher Observation • Health Master 14 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.4, A2 • 2.4, A3 • 2.2, A4

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss ways to be a good friend 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will work in pairs to act out how good friends act. Each pair will be given a scenario such as what do you say if a friend's dog dies, what do you say if a friend is sad, what do you say if you accidentally lost your friend's book, etc. 	<ul style="list-style-type: none"> • TG pgs. 34 – 35 • Transparency 8 How to Make Friends • Display Poster 8B Be Caring 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 15 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.4, A4 • 2.4, A5
	<ul style="list-style-type: none"> • Identify six questions to ask when making a decision with friends and tell how to say "no" to wrong decisions 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will work in pairs and trace each other's hands on construction paper and cut it out. Students then write on the hands ways friends can help one another. These hands can be displayed on a bulletin board titled "Helping Hands". 	<ul style="list-style-type: none"> • TG pgs. 36 – 37 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 16 	<ul style="list-style-type: none"> • 2.1, F4
	<ul style="list-style-type: none"> • Explain what to do if a conflict arises 	<ul style="list-style-type: none"> • Discuss and demonstrate the use of cooperation to resolve conflicts. Have 2 students act out various conflict situations. Sample scenarios: A friend said something mean about you. A friend borrowed your football and lost it. A friend knocked into you when bike riding and caused you to fall. 	<ul style="list-style-type: none"> • TG pgs. 38 – 41 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 17 - 18 	<ul style="list-style-type: none"> • 2.1, F4

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify stages of growth and development • Identify habits that can contribute to a healthy lifestyle • Identify and apply the steps for setting health goals. 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will make a Learning Time Line showing things they have learned since birth. The time lines can include learning to walk, learning to ride a bike, learning to read, etc. • After reading the text and class discussion, the class will write a Healthful Habits book. Each student will illustrate and write one page showing themselves following healthful habits. • After reading the text and class discussion, each student will make a Foldable book for their personal health goal. The Foldable book lists the steps for achieving health goals. (See directions for Foldable books on pages 52 – 53 of the teacher’s guide.) 	<ul style="list-style-type: none"> • TG pgs. 46 - 49 • TG pgs. 50 - 51 • Display Poster 7B Be Responsible • TG pgs. 52 – 53 • Display Poster 2A 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 20 - 21 • Teacher Observation • Health Master 22 • Teacher Observation • Health Master 23 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, B2 • 2.1, E1 • 2.1, E2 • 2.2, C1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the major body systems and tell the function of each system • Discuss the function of the stomach and tell ways to care for the stomach 	<ul style="list-style-type: none"> • After reading the text and class discussion, trace student outlines on butcher or bulletin board paper. Students will fill in and label the major body systems. • After reading the text and class discussion, give each student an index card. On one side of the card the students draw a smile face. On the other side they draw a frowning face. Tell the students various facts about the stomach. If they sentences are true or helpful to the stomach they hold up the smile card. If the sentence if false or harmful for the stomach they hold up the frowning card. Stomach facts can include: The stomach helps to change food so your body can use it (smile). Drink mostly soda (frown). Your body gets energy from food (smile). There are bones in your stomach (frown). The stomach is part of the digestive system (smile). 	<ul style="list-style-type: none"> • TG pgs. 54 - 55 • Butcher paper or bulletin board paper • TG pgs. 56 – 57 • Index cards • Transparency 11 Digestive System 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 24 • Teacher Observation • Health Master 25 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, B1 • 2.1, B1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the function of bones and muscles and tell ways to make bones and muscles grow and become strong • Discuss the function of heart and lungs and tell ways to care for the heart and lungs • Discuss the function of brain and tell ways to care for the brain 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will make simple models of bones and muscles. Students use craft sticks for bones and then cover them with clay representing muscles. • After reading the text and class discussion, students will each set a health goal to take care of his or her heart and lungs. See page 6 of this curriculum guide for setting Health Goals. • After reading the text and class discussion, students will make safety posters encouraging others to protect their brain. Slogans on the posters could include any of the safety tips on page 15 of the student's text. 	<ul style="list-style-type: none"> • TG pgs. 58- 59 • Transparency 13 Skeletal System • Craft sticks • Clay • TG pgs. 30 – 31 • Transparency 12 Circulatory System • TG pgs. 62 – 63 • Transparency 9 Nervous System • Poster paper 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 26 • Teacher Observation • Health Master 27 • Teacher Observation • Health Master 28 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, B1 • 2.1, B1 • 2.2, C1 • 2.1, B1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of choosing healthful foods • Identify food groups and classify foods using My Pyramid • Tell how to use My Pyramid to plan healthy meals and snacks • Discuss the importance of serving sizes and learn how to recognize serving sizes 	<ul style="list-style-type: none"> • After reading the text and class discussion, each student will make his or her own My Pyramid. Students can include drawings or pictures from magazines to show their favorite foods for each group. • After reading the text and class discussion, students will work in small groups to make sample menus for healthy meals using My Pyramid. • After reading the text and class discussion, each student will make tall, narrow (5in x 12in) illustrated guide showing serving sizes. Attach magnetic tape to each guide and students can hang them on their home refrigerators. 	<ul style="list-style-type: none"> • TG pgs. 68 – 71 • Transparency 19 My Pyramid • TG pgs. 72 - 75 • Display Poster 6B My Pyramid • Transparency 20 Get Your Five a Day • TG pgs. 76 – 77 • Transparency 19 My Pyramid 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 30 - 31 • Teacher Observation • Health Master 32 - 33 • Teacher Observation • Health Master 23 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, C1 • 2.1, C2 • 2.1, C1 • 2.1, C2 • 2.2, C1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain the function of food labels • Identify healthful snacks and learn the steps for practicing healthful habits • Discuss ways ads influence food choices 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will bring in food labels. Give pairs of students food labels and have them compare foods for sugar and fat content. • After reading the text and class discussion, each student will make their own four step Foldable book. On each page students write and illustrate the steps for practicing healthful habits. Directions for the Foldable book are on pages 10 and 11 of the student text. • After reading the text and class discussion, have pairs of students write a script for a commercial about a healthful snack. The students then act out the commercial for the class. 	<ul style="list-style-type: none"> • TG pgs. 78 - 79 • Food labels • TG pgs. 80 – 83 • Display Poster • 2B Practice Healthful Habits • TG pgs. 84 - 85 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 35 • Teacher Observation • Health Master 37 • Teacher Observation • Health Master 38 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, C3 • 2.1, C1 • 2.1, A1 • 2.1, C1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell what happens during a dental exam • Tell ways to take care of your teeth 	<ul style="list-style-type: none"> • To emphasis the importance of flossing, one child wears a rubber glove, spreads jam between his or her fingers, and squeezed his or her fingers tightly together. Another child uses a toothbrush and tries to clean all the jam away. When a toothbrush is incapable of cleaning all the jam, another child uses dental floss to remove the jam between the fingers. 	<ul style="list-style-type: none"> • TG pgs. 96 - 97 • Rubber glove • Dental floss • Jam • Transparency 21 The Correct Way to Brush Your Teeth 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 43 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A2
	<ul style="list-style-type: none"> • Tell why you need rest and sleep • Tell ways to keep your body neat and clean 	<ul style="list-style-type: none"> • After reading the text and class discussion, students set goals to practice one grooming habit each day for a week. Students will make charts to track their progress 	<ul style="list-style-type: none"> • TG pgs. 98 – 99 • Transparency 23 Grooming Products 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 44 	<ul style="list-style-type: none"> • 2.1, A2
	<ul style="list-style-type: none"> • Discuss the benefits of fitness 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will write their own acrostic poems similar to the fitness poem on page 11. Students will pick a sport or healthy activity for their poem. 	<ul style="list-style-type: none"> • TG pgs. 100 - 101 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 45 	<ul style="list-style-type: none"> • 2.1, A3

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List ways to stay safe before, during, and after exercise • Tell ways to be a good sport • Tell the rules to keep yourself and others safe 	<ul style="list-style-type: none"> • Make a Morning Exercise Jar. On tongue depressors write various exercises, such as jogging in place, jumping jacks, toe touches, etc. Place the sticks in a jar. Each morning one child will pick one stick and lead the class in that morning exercise. • Students make posters encouraging good sportsmanship. Slogan can include concepts learned from student text pages 14 and 15. • Play “Roll the Dice for Safety”. Allow a student to roll a die. If the die lands on an even number, the student must tell a way to stay safe at home. If the die lands on an odd number, the student must tell a way to stay safe at school. 	<ul style="list-style-type: none"> • TG pgs. 102 – 105 • Transparency 24 ABCs of Good Stretches • Display Poster 10A The President’s Challenge • TG pgs.108 – 109 • Display Poster 9A Be Fair • TG pgs. 114 - 115 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 46 - 47 • Teacher Observation • Health Master 49 • Teacher Observation • Health Master 51 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A2 • 2.2, D1 • 2.2, D2 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell ways to avoid injuries at home • Discuss safe places to play • Discuss ways to stay safe during play • Discuss safety equipment used in play • Discuss playground safety rules • Demonstrate hand signals for bicycle safety 	<ul style="list-style-type: none"> • Have pairs of students think of and act out situations at home when they would need to ask an adult for help in order to stay safe. Have students practice what they would do and say. Invite pairs to perform for the class. • Students will fold a piece of construction paper in half. In one half they will draw a picture of themselves in an unsafe play situation; in the other half they will draw a picture of themselves in a safe play situation. • Have students jog around in a large circle. As they jog, call out directions: "Right turn," "Left turn," and "Stop!" Students will make the proper bicycle hand signals. 	<ul style="list-style-type: none"> • TG pgs. 116 – 117 • TG pgs.118 – 119 • Transparency 32 Water Safety • TG pgs. 120 – 123 • Transparency 30 Sports Gear • Transparency 31 Helmet Safety 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 52 • Teacher Observation • Health Master 53 • Teacher Observation • Health Master 54 – 55 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.1, E1 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tells rules for staying safe in and around cars and buses • Tell ways to stay safe from strangers • Discuss what do to if lost • Tell how to prevent getting lost 	<ul style="list-style-type: none"> • Give each student an index card. On one side of the card the students draw a smile face. On the other side they draw a frowning face. Tell the students various car and bus safety rules. If they sentences are good safety tips they hold up the smile card. If the sentence is not a good safety tip they hold up the frowning card. Safety rules can include: Always wear a seatbelt (smile). It's OK is sit sideways in the seat (frown). Stay back until the driver signals that it's OK to get on the bus (smile). Keep all book bags in the aisle (frown). • In groups, students act out being a stranger and being approached by a stranger. Students will practice saying "No" to people they don't know. • Have students work in small groups to write and perform skits about being lost in a story and find ways to express their need for help. Allow students to perform their skits in front of the class. 	<ul style="list-style-type: none"> • TG pgs. 124 – 125 • TG pgs.126 – 127 • Transparency 28 Safe Surfing • TG pgs. 128 – 129 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 56 • Teacher Observation • Health Master 57 • Teacher Observation • Health Master 51 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.1, E4 • 2.1, E1 • 2.1, E4

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell the difference between appropriate and inappropriate touch • Discuss ways to stay safe from bullies and gangs • Identify rules for gun safety • Discuss ways to stay safe from harmful household products 	<ul style="list-style-type: none"> • Have students use magazines, scissors, glue, and construction paper to make collages that show caring about people in good ways. • Students make posters that tell how to behave regarding bullies and gangs in school situations. Display the posters in the school. • Have student practice making 9-1-1 calls. Provide them with scenarios that require students calling for help. The teacher acts as the dispatcher so children know what to expect. 	<ul style="list-style-type: none"> • TG pgs. 130 – 131 • Magazines, glue, construction paper • TG pgs. 132 - 133 • TG pgs. 134 - 135 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 59 • Teacher Observation • Health Master 60 • Teacher Observation • Health Master 61 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E3 • 2.2, F2 • 2.1, E2

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell ways to stay safe in a fire • Tell ways to prevent fires • Tell ways to stay safe in an earthquake, storm, and tornado • Discuss first aid for a cut, nosebleed, bee sting, burn, and insect bite 	<ul style="list-style-type: none"> • Play “Hot Potato”. Students toss a ball (potato) to each other while music is playing. If the music stops while a student is holding the ball he or she has the ‘hot potato’ and must tell a fire safety tip or fire drill rule. • Play the Thumbs Up – Thumbs Down game. The teacher or student volunteers describe an outdoor safety scenario and the students put thumbs up if it is a safe situation and thumbs down if it is not. Some scenarios could include: Check that your shoelaces are tied when you run (thumbs up). It’s OK to use the telephone during a thunder storm (thumbs down). Stay away from windows during a tornado (thumbs up). • Students choose one of the minor injuries described in the lesson and draw a four-step story board illustrating the first aid steps needed to treat each injury. 	<ul style="list-style-type: none"> • TG pgs. 136 – 139 • Transparency 33 Fire Prevention • TG pgs.140 – 141 • Display Poster 35 What is an Emergency? • TG pgs. 142 – 145 • Transparency 27 First Aid Tools • Transparency 29 First Aid Tips 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 62 – 63 • Teacher Observation • Health Master 64 • Teacher Observation • Health Master 65 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.2, E1 • 2.1, E2