

Health Education 2

Guide

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Health Education 2

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Health Education 2

Curriculum Guide

2019

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Outcomes and Indicators

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT)
Personal Career Development (PCD) Technological Fluency (TF)

Learners will investigate the health benefits of active leisure and quiet leisure in having a healthy mind and healthy body.

Indicators:

- Investigate the benefits of physical activity on a healthy mind and a healthy body (CZ, COM, PCD, CT)
- Investigate active and quiet leisure (PCD)
- Investigate the link between mental health and what they do in their leisure time (COM, PCD)
- Investigate strategies for coping with positive and negative emotions (COM, PCD, CT)

Learners will investigate empathy.

Indicators:

- Investigate times when people need care and concern (CZ, COM, PCD, CI, CT)
- Investigate ways of showing respect and consideration to others. (CZ, COM, PCD, CI, CT)
- Investigate language that shows care and concern for another (CZ, COM, PCD, CT)

Learners will investigate ways to be safe at school and in the community.

Indicators:

- Investigate ways of playing safe in school and in the community (CZ, COM, PCD, CT)
- Investigate the concept of personal information (CZ, COM, PCD, CT)
- Investigate strategies for safe sharing of personal information (CZ, COM, PCD, CT, TF)

Learners will investigate the health benefits of active leisure and quiet leisure in having a healthy mind and healthy body.

Rationale

Young children are designed to move and enjoy learning through movement. This outcome highlights the role and value of active play and quiet leisure as protective factors of mental health and substance use and gambling. Active play and quiet leisure contribute to the development of important coping and self-management skills for children now and as they age. Screen time is not considered quiet leisure as addressed in this outcome.

Indicators

- Investigate the benefits of physical activity on a healthy mind and a healthy body (CZ, COM, PCD, CT)
- Investigate active and quiet leisure (PCD)
- Investigate the link between mental health and what they do in their leisure time (COM, PCD)
- Investigate strategies for coping with positive and negative emotions (COM, PCD, CT)

Concepts (and Guiding Questions)

Benefits of active and quiet leisure

- How do learners in our class enjoy active leisure activities?
- How do learners in our class enjoy quiet leisure activities?
- Why is being alone different than being lonely?
- How can I explore active and quiet leisure activities at school?
- How does active and quiet leisure benefit me?

Mental health

- What happens in our bodies and brain when we are doing quiet activities?
- What happens in our bodies and brain when we are active and getting lots of movement?
- How can I use a coping strategy when I feel difficult emotions? How can I use active or quiet leisure activities to help me feel better?
- How do I know if a coping strategy works for me?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Assessment, Teaching, and Learning

- Introduce the concept of health benefits. Read aloud non-fiction text pertaining to being active to build on prior knowledge that students have about physical activity. Some titles to consider include the following:
 - *Exercising* (Nelson 2006)
 - *My Heart and Lungs: An Exciting Way to Learn about Your Body!* (Hewitt 2009)
 - *Why Do I Run?: An Exciting Way to Learn about Your Body* (Royston 2009)

- *Why Do We Need to be Active?* (Royston 2005)
- Ask students to share physically active experiences they enjoy most. Invite students to reflect on how their bodies and minds feel during these activities. Does their breathing change? If so, how does this make them feel? Do they notice when their muscles feel relaxed? Do they most enjoy physically active experience indoors or outdoors? What do they most enjoy doing in physical education? What health benefits are they getting from participating in these kinds of activities? How does this benefit them in other areas of their lives inside and outside of school? *Finklehopper Frog* (Livingston 2008) is a fun read-aloud to share that celebrates that we each have our own way of moving.
- Invite students to keep note of their physical activity levels during school hours. If they feel as a class they could use more, problem solve ways they could incorporate more movement into the day as a class. Likewise, ask students to think about what their physical activity levels look like outside of the school day. Is there a way they can increase the time they (and their family) are physically active? What does this look like across seasons?
- Facilitate grade 2 lessons within Sustainable Happiness and Health Education.
- Take the opportunity to promote play-based activities in the outdoor environment throughout the day and/or week as an instructional learning experience. Integrate learning across subject areas. The outdoor classroom encourages students to move as they learn.
- Ask students to create a story for a persona doll. Invite them to advise how and when they could incorporate more physically active behaviour into the day. This is an opportunity to reinforce learnings from the gender identity outcome in grade 1 by checking their assumptions related to gender roles.
- Read *Shadow Chasers* (MacKay 2014). Invite students to share, as the story is read aloud, the ways in which the children in this story move in the nature-based environment (balancing on tree limbs, swinging from trees, crouching, carrying, skipping, running). Connect these movements to health-related benefits for muscles, joints, flexibility, and cardiovascular, for example. *Willow and the Snow Day Dance* (Brennan-Nelson 2011) is another wonderful story that highlights ways of moving in the outdoors (planting and tending a garden, building forts, throwing snowballs, skating, making snow angels).
- Select stories to read aloud that highlight physical activity in the outdoor environment across all seasons. *Perfect Snow* (Reid 2009) is one such story. This selection is highlighted in ArtsLinks. Use the arts experiences to inspire physical activity throughout the seasons. Likewise, be sure to use opportunities to get outside and use the outdoor classroom across subjects to model the value of movement, whenever possible. For assessment purposes, have students write about and reflect on how they feel physically and mentally having had the opportunity to move and work outside of the classroom.
- Ask students to think of the term health. Pose the question, When you hear the word health or healthy, what do you think of? Record the responses. We want students to understand that health is more than the absence of illness. It is the health of our body and its parts, our spirit, and our brain (which controls what we think, feel, and do). Introduce the term mental health. Create a working definition, mind map, or word splash.
- It is recommended that teachers refer to the lessons for grade 2 within *Healthy Mind, Healthy Body, Grades Primary to 3: My Health and My Brain* (Lauria-Horner 2011) to assist in the facilitation of this outcome. Refer to lesson 4 within *Kids in the Know: A Personal Safety Program, Grade 2, Second*

Edition (Canadian Centre for Child Protection 2011), which addresses emotions and ways in which they are felt.

- Refer to *ArtsLinks, Grades Primary–6: A Teaching Resource* (Nova Scotia Department of Education and Early Childhood Development 2013) for learning experiences associated with the titles *Oma’s Quilt* (Bourgeois and Jorisch 2001) and *Silly Billy* (Browne 2006).
- Read *A Happy Hat* (Kim 2013) that tells the story of change, loss, new opportunities, optimism, and resilience. Introduce the term resilience.
- Use a persona doll to highlight a way it is feeling emotions both positively and negatively. Discuss how emotions and behaviours affect mental health and ways that can support mental health by choosing positive actions when feeling negative emotions. What advice would the student give to the persona doll?
- Read a story about loss (a friend moving, a death of a loved one or pet, a change in schools). Through the story, explain that negative emotions and feelings are often felt during this time and that, while loss and change is often difficult, these emotions and feelings change over time, especially when things are done to promote mental health like doing enjoyable things (quiet and/or active leisure) and being around people who are safe to share feelings with and/or who evoke happiness.
- Some titles to consider include the following:
 - *Clancy and Millie and the Very Fine House* (Gleeson 2009)
 - *Franklin’s Bad Day* (Bourgeois 2011)
 - *Oma’s Quilt* (Bourgeois and Jorisch 2001)
 - *Remembering Crystal* (Loth 2010)
 - *Tess’s Tree* (Brailier 2009)
 - *The Great Big Book of Feelings* (Hoffman 2013)
- Have students create artistic representations that connect colours to emotions. Read *My Blue Is Happy* (Young 2013) and use the story to illustrate the connection people sometimes make between colour and emotion. Invite students to add captions to their finished art piece.
- Use *Explorations in Art, Big Book, Grade 2* (Stewart and Katter 2008), Unit 2, “Expressing Moods and Feelings” to further explore the concept of emotions and mental health. Throughout *Explorations in Art*, there are even more art experiences that link with mental health. Use opportunities to connect art with mental health and identity.
- Read picture books together that help students to continue to build their emotional lexicon. While reading, take opportunities to ask how they think a character is feeling. Introduce many different emotions that may be new to them (envy, jealousy, confusion, frustration, annoyance, curiosity, contentment, loneliness).
- *Second Step: Skills for Social and Academic Success, Grade 2, Fourth Edition* (Committee for Children 2011) has a unit on emotional management that includes some lessons on managing negative emotions, such as anger, anxiousness, and embarrassment.
- Students can co-create an in-person/live scenario—with movement—that portrays a fictional digital game or adapt an existing one (a variation may be creating a reality TV show). Characters in this live game gain rewards for physical activity and lose rewards for being sedentary. The characters whose place in the top positions have a tiered set of health benefits with the most being awards to the top scorer.
- Invite a conversation about the experiences students enjoy that may not be physically active, but do not involve screen time. Create a list. Once everyone has shared, review the list by reading each

contribution aloud. As the list is being read, ask students to comment on whether the experience is one that they also enjoy. Collectively, make another mind map with the terms leisure and recreation in the middle with the health benefits of engaging in these experiences (chances are that a range of social, emotional, mental, and perhaps spiritual aspects of health will surface). There may be a need to introduce the concept of leisure and recreation. Invite students to think about how much time in their day/week they have for leisure or recreation activities. How much time would they predict they spend on screens? How much time does this leave for leisure activities?

- Read *Blackout* (Rocco 2011). It is a wonderful story to illustrate busy lives with little time for leisure and lots of time for “must dos” and “screen time.” When the lights go out, a family and a community have time for leisure and recreation. Invite a reflective discussion. Ask students to write their own short story (real or fictional) about a time when the lights go out.
- As a learning-at-home opportunity, invite students and their families to consider the time they have for leisure and recreational experiences. After about a week, invite students to draw the kinds of leisure and recreational activities they engaged in and write about their feelings while engaged in them. Likewise, provide opportunities throughout the week at school for students to choose an experience to engage in. Invite students to reflect on how leisure and recreation makes them feel in body, mind, and spirit.
- Explore what can be learned, felt, and understood from spending time out of doors and away from screens. Read aloud *How to* (Morstad 2013). Co-create a book in the spirit of *How to* by inviting students to illustrate a page for a like-minded class book that highlights what one can learn away from screen devices.
- *Dot* (Zuckerberg 2013) is a great read-aloud that will spark a conversation about the role of computer and mobile devices in life. Have students consider both the positive and negative aspects of computer technology. *The Man with the Violin* (Stinson 2013) is based on a real-life story of a famous musician who plays in a subway station and goes unnoticed by many. It highlights the nature of hurried living, which in one way connects to distractedness.
- Invite students to think about a time when they were not feeling especially happy. Ask them to think of the kind of leisure and recreation activities outside of technology that would help during a time like this.
- Facilitate grade 2 lessons within Sustainable Happiness and Health Education.
- Pose a question for debate. Ask students to argue for or against whether they think adults are on their mobile devices or computer technologies in a way that impacts their time for leisure and recreation. Use the story *Julia, Child* (Maclear 2014) to illustrate the point.

Learners will investigate empathy.

Rationale

Labeling and talking about emotions and feelings are a central to fostering perspective-taking skills and empathic behaviour. Demonstrating empathy happens within a social context. This outcome provides young people with the opportunity to learn from missteps and to reflect on the feelings of others and seeing things from another's point of view.

Indicators

- Investigate times when people need care and concern (CZ, COM, PCD, CI, CT)
- Investigate ways of showing respect and consideration to others. (CZ, COM, PCD, CI, CT)
- Investigate language that shows care and concern for another (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Perspective taking

- How can body language tell us how someone might be feeling?
- How does understanding the feelings of others help to show empathy towards another?
- When might our friends and classmates need care and concern?

Using verbal and nonverbal language

- How can we show care and concern for a classmate or friend?
- How might a friend or classmate look if they are sad, worried, lonely, anxious, or frustrated?
- How can we listen or speak in away help to show empathy towards another?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Assessment, Teaching, and Learning

- Introduce the term empathy. A simple definition for young children is to associate empathy with "putting themselves in the other person's shoes." Select a read-aloud and invite students to respond to the question, How would you feel if you were in this character's shoes? Invite students to turn knee to knee and eye to eye and respond to a peer about this question.
- Name and talk about emotions with students. Use pictures and stories (real or fictional) to discuss the emotions of characters or people portrayed in the story. *Kids in the Know* includes a wonderful introductory lesson to this outcome on emotions. Understanding emotions in ourselves and being able to read the nonverbal cues of others that assist us to identify emotions or another's experience is a component of empathy building.
- Use favourite read-aloud stories to note strengths and attributes of the characters in relation to empathy building. If problems arise in the story, invite responses from students on which empathetic behaviours are appropriate in the situation. Ask guiding questions such as: What would you do differently if you were a character in the story? What information might this character need to know or have practised to show empathy? What is this character's misstep? What could the character or others do differently next time? Some recommended titles include the following:

- *Say Hello: One Little Word Can Make a Big Difference* (Foreman and Foreman 2008)
 - *The Invisible Boy* (Ludwig 2013)
 - *Willow Finds a Way* (Button 2013)
- Use elements of the PATHS program (Channing Bete Company 2011) or Second Step that address the components of empathy building.
 - Through authentic classroom experiences, provide lots of opportunity for students to understand and help one another in learning empathetic behaviours and to feel the satisfaction that comes with relating to one another with care and compassion.
 - Engage students in self- and peer-assessment opportunities by encouraging them to look for evidence of empathetic behaviour in multiple settings throughout the school day. Reflecting on active play during breaks and after school is an ideal opportunity to explore empathy.
 - Invite students to use a persona doll to create a story that addresses aspects of the outcome. Ask them to have their doll demonstrate empathy for others. Invite students to respond to a persona doll scenario in a way that models empathy.
 - Provide opportunities throughout the year for students to engage in dramatic role play involving perspective taking and empathy. *Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-Control and Empathy* (Shapiro 2008) has vignettes, scripts, and lesson ideas on the topic. This resource was distributed to schools as part of a mental health school collection in 2011.
 - Look for evidence throughout the year as students engage in and develop skills in empathy. Take pictures, make anecdotal notes, and have conferences with each student at varying points of the year to check in on the topic of making and maintaining friendships. Invite discussion on perspective-taking and thinking about their friends' points of view, about noting an injustice, and taking action to address it.
 - Use examples of artwork and paintings as presented in Explorations in Art and ask guiding questions about the emotions and feelings of people depicted in the art pieces.
 - Refer to the arts experiences associated with the title *Don't Laugh at Me* (Seskin and Shamblin 2002) from ArtsLinks.

Learners will investigate ways to be safe at school and in the community.

Rationale

The outcome provides an opportunity for learners to investigate how they can minimize risk of injury while actively playing, at school, at home, and in the community. They will determine ways to not do harm to themselves or to others, and ways to help others be safe, including when online. Children are asked to share personal information when online. It can become confusing as to what information is okay to share and what information is not safe to share. Sometimes information that is shared reveals information about the child without the child's realizing. Children need to learn explicitly what constitutes personal information like their name/names of family members, age, phone number, home/email address, passwords, hobbies, photographs, grade level, school name, or sport teams.

Indicators

- Investigate ways of playing safe in school and in the community (CZ, COM, PCD, CT)
- Investigate the concept of personal information (CZ, COM, PCD, CT)
- Investigate strategies for safe sharing of personal information (CZ, COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Safe practices

- How are children my age active at school and in the community?
- How can I be safer or be safe while participating in active experiences that have some risk?

Online Safety

- How do I know what information is personal?
- How is personal information shared online?
- How do I know when it is okay to share personal information and when not to?

Help Seeking

- How can you get help if you are feeling uncomfortable or scared of online content or interactions?
- How do I know who is a safe person that will help me if needed?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Assessment, Teaching, and Learning

- Ask students to draw a plan of an emergency escape route for their home with at least two ways of escaping. Discuss the importance of identifying a safe meeting place for family members.
- Review standard emergency procedures that can be used for a variety of scenarios if they find a friend or family member hurt. An example of a standard emergency procedure may be as follows:
 - Stay calm so you can think clearly.

- Look around to determine what has happened. Make sure you are safe.
- Get help by finding an adult and a phone. Call 911 and be ready to answer the helper’s questions, including your address or location.
- Using interactive and conversation-based learning experiences, teachers should facilitate lessons on a variety of injury-prevention topics, including the following:
 - bus safety
 - falls
 - fire safety and emergency procedures related to fire
 - motor vehicle safety
 - pedestrian safety
 - personal safety
 - protecting skin from the sun and cold weather
 - safe use of medicines/non-use of medicines prescribed to someone else
 - safety around water and ice
 - using helmets when wheeling
- Teachers are encouraged to address safety precautions specific to the local community and responsive to local concerns. In fishing communities, safety around water and ice may be very relevant, for example.
- Each lesson in *Kids in the Know* addresses key personal safety concepts regarding how to identify dangerous situations and how to respond safely, including making decisions that increase personal safety.
- Read-aloud stories can introduce injury-prevention topics. Some titles include the following:
 - *A Treasure at Sea for Dragon and Me: Water Safety for Kids (and Dragons)* (Pendziwol 2005)
 - *No Dragons for Tea: Fire Safety for Kids (and Dragons)* (Pendziwol 1999)
 - *Playing Safely* (Nelson 2006)
 - *Simon and the Catapult Man’s Perilous Playground Adventures* (Smiley 2009)
 - *Staying Safe in Emergencies* (Nelson 2006)
 - *The Tale of Sir Dragon: Dealing with Bullies for Kids (and Dragons)* (Pendziwol 2007)
- *Risk Watch Unintentional Injuries: An Injury Prevention Program from NFPA, Grades 1 and 2* (National Fire Protection Association 2005) is a resource binder that contains learning experiences and helpful information for teachers. This resource was distributed to schools in 2009.
- Bring in a first-aid kit to share with students what is typically kept inside a kit. Likewise, teachers may wish to create a first-aid kit for the classroom and demonstrate how to use the materials inside it.
- Teachers may wish to invite a public health nurse into the classroom to demonstrate the use of an EpiPen and discuss what to do if a classmate has an allergic reaction.
- Have students create an injury-prevention and/or basic first-aid scenario for a persona doll. Can students advise how to treat a burn or prevent an injury?
- Take opportunities to share injury-prevention topics with families. Provide learning experiences for students to do at home with families, such as creating fire escape plans, practise putting on helmets correctly, walking safely to and from school, proper use of sunscreen, and other safety components.
- It is important to share the nature of this outcome with families of the students. Outline the key messages and the important role that adults play in keeping children safe, as children this age do not cognitively understand what is considered personal information, particularly in the grey areas (like

passwords and username creations). Draw families to www.thedoorthatsnotlocked.ca website that has helpful articles with key personal safety messages for this and other age groups.

- Through authentic classroom experiences, provide lots of opportunity for students to demonstrate their understanding of what personal information is, particularly when using technology as part of instruction.
- Have students create a persona doll story that highlights a risk scenario around sharing of personal information. Can students identify a risk? What would students advise the persona doll to remember in order to keep them safe while online or offline? When is it appropriate to share personal information? When is it not appropriate? As another assessment opportunity, invite students to create and role-play scenarios that demonstrate achievement of the outcome.
- Coupled with the lesson from the Canadian Centre for Child Protection, spend time reviewing with students times when it is appropriate to share personal information (e.g., to emergency workers, providing names and phone numbers if lost). This discussion provides an opportune time to review the importance of identifying a safe and trusted adult in their lives, a concept that should be reviewed yearly and reinforced often. The ability to seek help in any number of health scenarios is a critical life skill.