

Health Education 3

Guide

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Health Education 3

© Crown copyright, Province of Nova Scotia, 2019, 2019

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Health Education 3

Curriculum Guide

2019

Contents

Outcomes and Indicators	1
Learners will investigate decisions that affect physical, social, mental, and emotional health.....	2
Learners will investigate ways of managing difficulties in friendship.....	5
Learners will investigate ways for seeking help in unsafe risk scenarios.....	7

Outcomes and Indicators

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

Learners will investigate decisions that affect physical, social, mental, and emotional health.

Indicators:

- Investigate choices and their consequences (CZ, COM, PCD, CI, CT)
- Investigate foods that are healthy versus less healthy foods (CZ, COM, PCD, CT)
- Investigate the role media plays in decision making that can affect health (CZ, COM, PCD, CI, CT)

Students will investigate ways of managing difficulties in friendship.

Indicators:

- Investigate issues that can present challenges in friendships (CZ, COM, PCD, CI, CT)
- Investigate actions that contribute for maintaining friendships (CZ, COM, PCD, CI, CT)
- Investigate the use of interpersonal skills for solving problems within friendships (CZ, COM, PCD, CI, CT)

Learners will investigate ways for seeking help in unsafe risk scenarios.

Indicators:

- Investigate a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (CZ, COM, PCD, CI, CT, TF)
- Investigate ways for asking a safe adult for help in unsafe scenarios (CZ, COM, PCD, CI, CT, TF)
- Investigate stereotypes and prejudices within media messages (CZ, COM, PCD, CI, CT)

Learners will investigate decisions that affect physical, social, mental, and emotional health.

Rationale

This outcome is an opportunity for learners to explore health-promoting behaviours, which may include building an awareness of healthy food choices and eating practices, getting enough sleep by choosing to go to bed earlier and engaging in quiet screen-free activities before bedtime, wearing helmets when biking and skating, being physically active during recess, lunch break, and after school, being kind to themselves and to others, regularly brushing their teeth, recognizing the importance of good hygiene, and engaging in leisure activities that make them feel good .

There are complex factors in society that can undermine healthy decision-making, from socio-economic factors (how much money one makes, their level of education, and where they live) to lifestyle choices and modern conveniences, and the tactics used through marketing and advertising. The media literacy component of this outcome explores marketing messages, understanding persuasive intent, and recognizing tactics.

Indicators

- Investigate choices and their consequences (CZ, COM, PCD, CI, CT)
- Investigate foods that are healthy versus less healthy foods (CZ, COM, PCD, CT)
- Investigate the role media plays in decision making that can affect health (CZ, COM, PCD, CI, CT)

Concepts (and Guiding Questions)

Decision making

- How do I know if a behaviour is unhealthy?
- How could I predict the consequences of a decision?
- How do I make healthy decisions on my own or with the help of an adult?
- What are the consequences of not getting enough sleep?
- What are the consequences of too much screen time and not enough active or quiet leisure time?
- What are the consequences of being unkind to others?
- What are ways to protect your brain?

Healthy Food Choices

- How can eating sugary foods impact oral health?
- How do healthy food choices and healthy eating practices contribute to physical, social, mental, and emotional health?
- How can schools help children to make healthy food choices and have healthy eating practices during the school day?

Media Literacy

- How do marketers and advertisements persuade consumers to want or buy their product?
- How can you tell if a product's claims are true?
- How can you tell the difference between something that provides health information and something that is trying to sell you something?

- How do marketers on and offline use tactics to sell their product to kids our age?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Assessment, Teaching, and Learning

- Invite students to express a personal definition of the term health. One way to do this is to provide each student with a blank piece of paper, a clipboard (or a hardcover book), and a quiet place (outside would be ideal) to draw or map all the aspects of their lives that contribute to their feeling of personal health (or feeling well). Bring the group together and invite students to share. You may wish to share the World Health Organization's definition of health to categorize what students have shared into physical, social, mental, emotional, and spiritual columns on a white board, online, or on chart paper. Alternatively, from the discussion, develop a class definition of health.
- Working with the student-generated ideas of what contributes to their state of health, have students as a whole class or in small groups mark who has the greatest influence on whether the health-related behaviour is followed through (parent/family member, teacher, themselves, their community, somebody else). Facilitate a discussion around making choices. Is it always easy to make healthy choices? What helps to make a healthy choice? What can be difficult? Create a list together of choices in each category that children in the age range of the classroom can make in their day-to-day life that can positively impact their health. These might include (but are not limited to) the following:
 - going to bed at a time when they can get 10–12 hours of sleep
 - eating breakfast before school or going to a breakfast program
 - bringing an energizing recess snack
 - moving during recess, lunch, and after school
 - wearing clothing and footwear that is best for active play
 - wearing protective equipment when biking, skating, and being physically active
 - drinking water throughout the day
 - being with friends who treat you well
 - listening to music
 - practising relaxation techniques
 - participating in community groups
 - doing things that make them feel happy
 - treating others well
 - limiting screen time
 - finding activities that make them feel good while doing them (reading, art, creating, sports)
- Over a period of 21 days (it takes about 3 weeks to form a habit), have students choose a health-enhancing behaviour that is meaningful to them and invite them to record or share their progress with a trusted classmate. How has adopting a consistent health behaviour made them feel in their day-to-day life? Can one thing make a difference?
- Facilitate Lesson 3.5 in *Healthy Mind, Healthy Body: A Mental Health Curriculum Supplement—Grades Primary to 3, My Health and My Brain* (Lauria-Horner 2011).

- Emotional literacy is a critical component to this outcome, which aims to instill an understanding that health is more than simply physical health (whether we feel sick or do not). Lesson 2 from *Kids in the Know: A Personal Safety Program, Grade 3* (Canadian Centre for Child Protection 2011) offers a rich lesson that is well connected to the conversations that will guide learning within this outcome (and many others within Health Education 3). It is recommended to do this lesson early in the year so that it can be referenced when addressing multiple outcomes.
- In groups of two or three, invite students to create an infographic that highlights healthy choices that nurture their health while capturing all aspects of health, not just physical health.
- A lovely read-aloud by Julie Morstad (2013) titled *How To* is beautifully illustrated and with its simple text highlights moments in time that can contribute to mental and emotional health. Invite students to illustrate and caption their own “how to” moment.
- Refer to the affects chart lesson for grade 3 from *Sustainable Happiness and Health Education, Teacher’s Guide for Nova Scotia* (O’Brien 2010), available for download at www.sustainablehappiness.ca.
- Use *The Relaxation and Stress Reduction Workbook for Kids* (Shapiro and Sprague 2009) for language and lesson ideas that may arise from student-generated lists of health-related choices they can make for themselves.
- Choose read-aloud stories that highlight a character demonstrating clear choices that positively affect aspects of their physical, mental, social, emotional, and/or spiritual health.
- Choose non-fiction titles that highlight positive health behaviours. *My Body: A Fun Way to Find out All the Facts about Your Body* (Royston 2008) was distributed to schools in 2011 as part of the Mental Health School Collection, Primary–6, to support Health Education 3.

Outcome 2: Learners will investigate ways for managing difficulties in friendship.

Rationale

Having conflicts within relationships is part of being human. School-aged children are still developing their abilities to self-regulate and build emotional competency to express themselves. There are healthy ways to teach and model with school-aged children how to manage feelings from using calming techniques to perspective taking. There are many factors at play when dealing with conflict within friendships, including accepting unique human qualities of others. It is beneficial for children to learn that it is normal for friends to make mistakes while learning to be a good friend and for difficulties to arise. Sometimes these mistakes can be fixed and sometimes a friendship needs to be reconsidered.

Indicators

- Investigate issues that can present challenges in friendships (CZ, COM, PCD, CI, CT)
- Investigate actions that contribute for maintaining friendships (CZ, COM, PCD, CI, CT)
- Investigate the use of interpersonal skills for solving problems within friendships (CZ, COM, PCD, CI, CT)

Concepts (and Guiding Questions)

Friendship

- What is friendship?
- What does it mean to be a good friend?
- How can friendships become difficult?
- How can friendships grow or change over time?

Relationships

- How do you start a friendship?
- How do you repair a friendship?
- How do you maintain a friendship?
- How do you end a friendship?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Assessment, Teaching, and Learning

- Explore the qualities that make a good friend. *Kids in the Know*, Lesson 4, in the grade 3 supplement, is an interactive lesson, along with a personal reflection activity that is well suited for introducing this outcome.
- Discuss ways that everyone is alike and unlike others (both peers and friends/people of differing ages).
- See *Healthy Mind, Healthy Body*, Lesson 3.4, for a lesson related to facing a problem. It contains problem-solving steps that could be used when managing a conflict with a friend.

- Select a novel as a class read-aloud that presents a theme of friendship that encounters difficulty.
- Paying attention to feelings is an important component of managing difficulties in friendships. *Second Step* (Committee for Children 2011) has several relevant lessons related to emotional management, empathy, and problem solving.
- *Let's be Friends: A Workbook to Help Kids Learn Social Skills and Make Great Friends* (Sharpiro and Holmes 2008); *Cool, Calm, and Confident: A Workbook to Help Kids Learn Assertiveness Skills* (Schab 2009); and *Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-Control and Empathy* (Shapiro 2008) are authorized learning resources that have been provided to schools as part of the Mental and Emotional Health Primary–6 School Collection. Each of these teacher resources has many relevant learning experiences.
- Create a story for a persona doll that highlights a struggle the doll is having with a friend. For assessment purposes, ask students to recommend a course of action to resolve the conflict.
- For assessment purposes, invite students to create and role play scenarios that highlight a problem with a friend and healthy ways to either manage feelings or problem solve a healthy resolution. Another suggestion is to ask students to share a time when they were confronted by a conflict with a friend. What was the outcome? What happened in the time between the conflict and the outcome that helped? Illustrations, a written account, and telling the story out loud are all vehicles by which you, as the teacher, can assess understanding of how to manage difficulties when they arise in friendships.

Learners will investigate ways for seeking help in unsafe risk scenarios.

- Investigate a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (CZ, COM, PCD, CI, CT, TF)
- Investigate ways for asking a safe adult for help in unsafe scenarios (CZ, COM, PCD, CI, CT, TF)
- Investigate stereotypes and prejudices within media messages (CZ, COM, PCD, CI, CT)

Rationale

In the elementary grade levels, substance misuse outcomes concentrate on poisoning prevention. It is important that young children recognize alcohol, cannabis, tobacco, and prescription and non-prescription drugs as products that are potentially poisonous, and therefore, life threatening for children. There are many caffeinated products marketed to children (e.g., energy drinks) that are known to be harmful. In fact, there is little difference in the packaging of alcoholic energy drinks and non-alcoholic energy drinks. As cannabis edibles become legalized in Canada, this outcome also provides an opportunity for teachers to introduce food safety concepts. It is important that young children understand that they should never take medicine that belongs to someone else. They should only take medicine that is given to them by an adult that is safe to take or that a doctor has prescribed to them. Medicines help people who are sick or injured. If you are not sick or injured a medicine can hurt you. Children are often vulnerable to taking medicines since many over-the-counter medicinal products contain sugar, colouring, and attractive packaging that has been designed to appeal to children.

Indicators

- Investigate a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (CZ, COM, PCD, CI, CT, TF)
- Investigate ways for asking a safe adult for help in unsafe scenarios (CZ, COM, PCD, CI, CT, TF)
- Investigate stereotypes and prejudices within media messages (CZ, COM, PCD, CI, CT)

Concepts (and Guiding Questions)

Reasons Children Might Feel Unsafe (Substance Misuse, Sexual Health/Personal Safety, Injury Prevention)

- Why might children might feel unsafe at home, at school, or somewhere else?
- Why might children feel unsafe or uncomfortable online?
- How can we tell the difference between healthy and unhealthy boundaries?
- How can we tell if a substance at home or in the community is unsafe for children to consume?
- What are ways to stay safe until you can ask a safe adult for help?

Help Seeking Strategies (where, who, and how to ask for help)

- Who are grown ups you can go to for help at school? at home? in your community?
- Where can you go for help if something unsafe is happening or has happened at home?
- What are ways to tell a safe grown up something that you are uncomfortable with or feel worried about?
- How can you be assertive?
- When do we need to be assertive?
- How do we use words to show assertiveness?

- How do I know if a food is safe to eat?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Assessment, Teaching, and Learning

- Invite students to share with you what they know about alcohol, tobacco, caffeine, and prescription and over-the-counter drugs. Be aware that some children in the class may be living with families who smoke or misuse alcohol and/or other drugs.
- Lead a discussion on the toxic effects of alcohol (it can cause temporary sickness such as vomiting and hangovers; can lead to poor decision making such as intoxication, neglect of responsibilities, and emotional outbursts of sadness or anger) that can impact those around them. Explain that many people use alcohol and caffeine in small amounts that is not so harmful to the body. Invite students to provide examples of times they may have noticed this. Have students discuss why they think people choose to smoke, use tobacco, and use caffeine products. Talk about other healthy ways to achieve the effects of relaxing or getting energy.
- Explain that because children are smaller in size than adults, and that their brain has not done all the growing it needs to, alcohol, tobacco, caffeine, and drugs used in many medicines can have a poisonous effect on their body.
- Discuss the importance of using prescription and non-prescription medicine as intended. A safe adult should help to dispense when possible.
- Review and practise how to use the 911 emergency service. Ensure students know their street address and generate a list of reasons a child may need to call 911. Have students role play various situations requiring an emergency response.
- As with many other outcomes across grade levels, there is an opportunity within discussions to reinforce the importance of identifying a safe adult they can tell when they feel confused, mixed up, or unsafe, and whom they can ask for help. Lesson 1 from the grade 3 supplement in *Kids in the Know* is designed to help students identify a safe adult. Invite students, in pairs, to practise asking for help by taking turns role playing a safe adult and themselves. The concepts of “speak” and “keep secrets” is another one that is relevant to this outcome. Lesson 2 from this supplement provides an opportunity for students to practise assertiveness skills that assist in seeking help when needed.
- Refer to lessons within *Risk Watch*, which was distributed to schools. There is a section specifically on poisoning prevention that has some relevant learning experiences to address this outcome.