

Health Education Primary

Guide

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Health Education Primary

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Health Education Primary

Curriculum Guide

2019

Contents

Outcomes and Indicators	1
Students will investigate a range of emotions that humans share.....	2
Students will investigate various family structures.	5
Students will investigate safe practices and effective strategies for personal safety and injury and disease prevention.....	7

Outcomes and Indicators

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

Students will investigate a range of emotions that humans share.

Indicators:

- Investigate a variety of emotional responses (COM, CI, CT)
- Investigate emotional responses to events (COM, PCD, CI, CT)
- investigate emotional responses of others (CZ, COM, PCD, CI, CT)

Learners will investigate various family structures.

Indicators:

- Investigate their own family structure (CZ, COM, PCD, CI, CT)
- Investigate family structures different from their own (CZ, COM, PCD)

Learners will investigate safe practices and effective strategies for personal safety and injury and disease prevention.

Indicators:

- Investigate unsafe substances and scenarios at home and in the community and their related safety skills (CZ, COM, PCD, CI, CT)
- Investigate strategies that prevent the spread of communicable diseases (CZ, COM, PCD, CT)
- Apply the appropriate language for parts of the body that are private. (CZ, COM, PCD, CT)
- Investigate various adults in their lives they can go to for help (CZ, COM, PCD,CT)

Students will investigate a range of emotions that humans share.

Rationale

Emotional competence is critical for healthy child development. Emotional development begins in infancy, and by grade primary, children are cognitively able to develop an understanding of their own and others' feelings. Mental health literacy begins with the ability to name and recognize a variety of emotions and emotional responses with an understanding that it is normal and expected for everyone to experience a range of emotions. By providing an opportunity to expand the words they use to describe their emotions, we equip our youngest learners to become aware of their own emotions and the emotions of people around them.

Indicators

- Investigate a variety of emotional responses (COM, CI, CT)
- Investigate emotional responses to events (COM, PCD, CI, CT)

Concepts (and Guiding Questions)

Emotional identification

- How can words best describe how people are feeling?
- How can we identify if emotions are positive or difficult?
- What are clues that can tell us how other people are feeling?
- What are clues that might tell us how we are feeling?
- Why would we want to be able to describe how we feel?

Emotional responses

- What kinds of events or experiences make children feel sad? frustrated? angry? scared? worried? embarrassed? sad? happy? surprised? lonely, disappointed, anxious? proud?
- How can I anticipate someone's response to an event?
- How can you tell what emotion someone is feeling?
- How can you find out why someone might be feeling a certain emotion?
- How can you know someone's feelings based on the way they act?
- What can you do to help yourself, a friend, or a classmate feel better when they have a difficult emotion?
- Who are safe people we can share our difficult feelings with?
- How can we share difficult feelings we are having with people?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Assessment, Teaching, and Learning

- Having shared a story incorporating emotional competency using a persona doll, ask students, What would you say to [name of doll] to let them know that this feeling is normal? Can you tell [name of doll] about a time when you felt this way?

- Show students a picture of a child expressing a particular feeling or emotion. Invite students to create a story that led up to this moment.
- Using a lifelike doll that is part of play-based learning in a family living zone, ask students to share how their doll/baby is feeling today. Ask, What might have made the baby feel this way? How can you help the baby?
- Using works of art or posters, ask students to articulate what feelings the subject in the art piece might be experiencing.
- Encourage students to draw a picture of an activity that they like to do that makes them feel better when they are experiencing a feeling they don't like. Have students draw a picture of something that they like to do that makes their body and their brain feel good. Likewise, through conferencing, ask students to think of things that they like to do (answers may include, but are not limited to, drawing, playing with friends, being outside, walking to school, eating with their family, listening to music, swimming, riding a bike, playing on the computer). Ask, How does doing those things make you feel?
- Using a drawing of a person, have students label the parts of the body where sometimes they feel emotions (for example, when they feel worried, they might feel this in their stomach area).
- Read aloud picture books that highlight various emotions. Many titles have been distributed for use by teachers and students. Some of these titles that teachers may wish to use are listed under Resources.
- Use teachable moments to name the emotions, feelings, and emotional responses that come up during the school day. Keep a record of them for reference at another time when children are gathered. It is important that students be provided with rich examples of emotions and responses (both positive and negative) that are relevant and real.
- Read aloud the book *Happy* (Van Hout 2012). Using scratch art or a combination of paint and chalk, have each student choose an emotion to represent and write the corresponding word with the picture. Another (and better idea because it brings the classroom outside) would be to use the playground or a sidewalk leading up to the school and use chalk to draw a series of "emotional" fish. Students may choose another animal to depict an emotion. Take digital photos of this collaboration before the rain washes it away.
- Ask students to create a picture glossary book of feelings. Personalize this picture glossary by encouraging each child to draw an image of a time they experienced that feeling.
- Use the learning experiences and/or lessons from *Sustainable Happiness and Health Education, Teacher's Guide for Nova Scotia* (O'Brien 2010), available to download free of charge online at www.sustainablehappiness.ca.
- Invite students to create masks using plaster that convey a feeling. When completed, use the masks to act out a story. Lessons on mask-making can be found in *Visual Arts Primary–6* (Nova Scotia Department of Education 2000).
- Use the learning experiences found in Lesson 2 of *Kids in the Know*. The confused or mixed-up feeling is an important concept for personal safety and builds capacity for seeking help.
- Refer to the lessons in *Healthy Mind, Healthy Body* for grade primary.
- Provide students with opportunities to use their new language in play-based experiences. Having access to puppets is one area where students may practice using new language they have learned. Providing students with time for pretend play in the family living zone with access to dolls, dollhouses, and puppets is another opportunity for children to use newly learned terms that describe feelings.

- Having shared the books in the Feelings series (Medina 2007 and 2008) that were distributed to all schools primary–6 to support mental health, students can then
 - write or draw in their journal about a time when they felt this feeling
 - turn knee-to-knee and eye-to-eye and tell a partner about a time when they felt this feeling
 - work in groups to create a drama or story that illustrates the feeling introduced, using puppets from the classroom collection
 - create a poem about a feeling
 - draw a mural, in a group, of things (influences) in their environment that can cause them to have different feelings
- Using rhythmic scarves or ribbons, have students move to music in a way that conveys different feelings. Teachers can choose various selections of music with different tempos, rhythms, and volume.
- Using a persona doll, ask students to develop a story that has an emotion or emotional response that they wish to introduce and/or strengthen an understanding of. Ask students to suggest an emotional response to the persona doll, or provide comfort or reassurance that the feeling is normal.
- As a curriculum connection to visual arts, refer to Unit 3, Lesson 1, in *Explorations in Art, Kindergarten*. This lesson suggests using found materials to make a collage of a face and an expression.
- *Second Step: Skills for Social and Academic Success, Kindergarten Teaching Materials, Fourth Edition* (Committee for Children, 2011) is a resource familiar to many schools and teachers. This edition has been approved, and teachers will find relevant lessons related to emotional health within Unit 2.

Students will investigate various family structures.

Rationale

Young children commonly understand family as “the people who live with you” or “the people who love and care for you.” It is critical that teachers and school communities acknowledge and make visible all the family structures that are real in the lives of children through the resources we use and the language we speak. As teachers we must equitably nurture and support children from every kind of family, including families led by same sex parents.

Indicators

- Investigate their own family structure (CZ, COM, PCD, CI, CT)
- Investigate family structures different from their own (CZ, COM, PCD)
- Concepts and Guiding Questions
- - Family structure
- How can we find out about the kinds of families people have?
- How are families the same and different?

Concepts (and Guiding Questions)

Family structure

- How can we find out about the kinds of families people have?
- How are families the same and different?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Assessment, Teaching, and Learning

- Students can, through artistic means, represent their families and, through text or speech, tell what each family member does that helps to keep the family healthy.
- Teachers can, while students are using play-based materials such as dollhouse play, ask them to construct different family structures. Provide multiple play-based resources so that children are easily able to do this.
- Provide a variety of play-based materials that allow students to construct many different kinds of families. A dollhouse is an important inclusion that supports learning in health education in early elementary. Ensure that many figures are included so that students can model as many family constructs as possible (grandparents, multiple male and female adult and child figures of varying ethnic backgrounds).
- Refer to lessons in *Healthy Mind, Healthy Body*, grade primary, that relate to the needs of babies. *Roots of Empathy* (Gordon 2000) is a program that is offered through many schools that would present an authentic opportunity for students to investigate the role of families in health enhancement.
- Provide time for pretend play. The family living zone will naturally provide space for students to play family.

- Have students take a book walk around their classroom. Give small groups of students a digital camera and have them look for pictures of families in books and or magazines. Take a picture of the families you see. Are different kinds of families evident? Are any left out?
- Turn to pages 50–51 in *Explorations in Art, Grade 1*. Using art principles, ask students to create a room for their family and show what is happening with their family in this room. Children who live in two homes could do two pictures or acknowledge their reality in any way they can imagine.
- Have students respond to read-aloud stories that highlight families with prompts that draw attention to the enduring understanding of the outcome.
- Invite students to create a persona doll story that addresses family structure. The doll may have two moms or two dads, live with a foster family, or may be being raised by a grandparent.

Students will investigate safe practices and effective strategies for personal safety and injury and disease prevention.

Rationale

This outcome provides the opportunity for learners to investigate injury and disease prevention health practices, which include the age appropriate introduction of substance misuse concepts through poison prevention, proper use of prescription and nonprescription medicines, the importance of sunscreen as a protective measure for skin. Learners may also investigate the prevention and control of allergies. As learners develop safety practices, the geographical context of the communities to which the learner belongs is critical.

Along with the introduction of critical personal safety practices and literacies that are fundamental to protecting children from sexual victimization and exploitation, learners will be provided with the oral language to tell an adult if they have, or are experiencing, sexual abuse. Evidence shows that sexual offenders will test children's personal awareness to determine the risk of them telling. Knowing the correct terminology for parts of their body, including parts that are considered private, is essential.

Indicators

- Investigate unsafe substances and scenarios at home and in the community and their related safety skills (CZ, COM, PCD, CI, CT)
- Investigate strategies that prevent the spread of communicable diseases (CZ, COM, PCD, CT)
- Apply the appropriate language for parts of the body that are private. (CZ, COM, PCD, CT)
- Investigate various adults in their lives they can go to for help (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Safety practices (Home and Community)

- How do our senses help to keep us safe?
- How can I be safe around water?
- How can I be safe around fire? What are safety practices to prevent and respond to fire?
- How can I be safe around people who are unknown or make me feel uncomfortable? What are safety practices around people we are uncomfortable with?
- How can I be safe when traveling and playing outside?
- How do we know a substance is or is not safe?
- What are safety rules that should be used around unknown/unsafe substances at home, school, and other places?

Communicable disease prevention

- How do people spread colds to one another?
- How does handwashing stop the spread of viruses and bacteria?
- What is the best way to wash your hands?
- How can I help the chances of not getting sick?
- Why would we want to help prevent the spread of viruses and bacteria?

Sexual health

- How do I know the parts of my body that are considered private?

- When is it appropriate for someone to touch the parts of my body that are considered private?
- How do we appropriately name the body parts that are considered private ?
- Why is it important to know and use the correct words for the parts of the body considered private?
- How do I know if it's okay for someone to touch or ask to see the parts of my body considered private?
- How do I know if it's okay to touch or see a part of the body considered private belonging to someone else?

Help-seeking

- Why are some situations unsafe for children?
- How do I respond if someone is touching me in a way that makes me feel uncomfortable?
- How can a safe adult help when we are feeling unsafe or uncomfortable?
- Who is a grown up you can go to for help?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Apply

Carry out or complete a procedure/ technique.

Assessment, Teaching, and Learning

- Have students role play with puppets injury-prevention stories/ideas that are shared during class time. Can they relate back or dramatize what you have read and discussed together as a class?
- Students can draw a picture of adults in their school, home, and surrounding community who can help them in various scenarios (crossing the street, getting on or off a school bus, lost in a store, or in the outside environment).
- Assuming the role of play partner, teachers can extend the learning during playtime by being in character and coming up with a scenario where students, in pretend-play mode, need to demonstrate ways that families support the health of one another.
- Ask students to create a story for a persona doll so that they can provide advice to the classroom persona doll that needs help (they are lost; they are wearing a scarf, necklace, or clothing with drawstrings that can catch on playground equipment).
- Introduce the buddy system to reduce vulnerability of injury and victimization. Kids in the Know includes a lesson and resources to help with this root safety message.
- Review laws that have been made by communities that keep children safe including
 - use of bicycle helmets when biking or other kinds of wheeling
 - use of booster seats in motor vehicles for children up to nine years of age
 - children up to age 12 need to ride in the back seat of a vehicle
- Work through the complete set of lessons within Kids in the Know. The lessons within this supplement will address many outcomes for Health Education Primary. Be sure to involve families in the learning. The Canadian Centre for Child Protection has many comprehensive information pieces for families that teachers can download or provide links to within newsletters. The introduction to the

program, included in every kit provided to schools, also has reproducibles that would be of interest to families.

- Invite children to construct a community model where there are lots of opportunities for active play, including people who live there. Ask students to tell how children there play in safe ways. Ask, How do children cross the street where they live, go to school, and play? and What rules are made into laws there so that children are safe?
- Use *Think First* resources (Think First Foundation of Canada 2008; www.parachutecanada.org/thinkfirstcanada) for the grade primary level and the curriculum supplement *Risk Watch Unintentional Injuries: An Injury Prevention Program* from NFPA, Pre-K and K (National Fire Protection Association 2005), which was distributed to schools in 2008.
- Provide time for pretend play. This is the time where children work through new learnings. Remember that play is the way that children gain control over the environment.
- Children in grade primary most often are accompanied by the classroom teacher to wash their hands prior to eating. Setting this routine is an authentic assessment and health enhancement opportunity to address this outcome.
- Share *Germs Are Not for Sharing* (Verdick 2006) as a read-aloud. This picture book was distributed to schools in the fall of 2009 and highlights methods for preventing the spread of communicable diseases such as colds and flus.
- Assuming the role of play partner, teachers can extend the learning during playtime by being in character and coming up with a scenario where students, in pretend-play mode, have opportunities to practise preventing the spread of viruses.
- Have students create a story for a persona doll so that they can provide advice to the classroom persona doll to keep healthy during cold and flu season.
- *William! Won't You Wash Your Hands?* (Nault 2009) is a teaching resource that was distributed to schools in the fall of 2009. It includes a read-aloud story, posters, and a resource booklet with action songs, finger plays, and related activities that may be of use to teachers who are able to find it in their schools. This was distributed to schools as a one-time distribution to address the H1N1 flu virus that was of concern to schools and communities at that time.
- Have students create a story for a persona doll so that they can provide advice to the classroom persona doll that needs help (they are lost, they are living in a home with violence).
- Ask students to articulate answers to the following essential questions:
 - Where are some places you go every day or every week?
 - What are some reasons you may need help at those places?
 - Who are some safe people there you can ask for help?
- Work through the complete set of lessons within *Kids in the Know*. The lessons within this supplement will address many outcomes for Health Education Primary. Be sure to involve families in the learning. The Canadian Centre for Child Protection has many comprehensive information pieces for families that teachers can download or provide links to within newsletters. The introduction to the program, included in every kit provided to schools, also has reproducibles that would be of interest to families.
- Refer to grade primary lessons in *Healthy Mind, Healthy Body* for lessons that align with this outcome.
- Provide students with a blank piece of paper with a circle drawn in so that they can draw inside the circle all of the ways they are shown love, care, and protection by the adults in their lives. It is important for students to share this with you and/or another adult helper in the classroom.

- Provide time for pretend play. This is the time where children work through new learnings. Play is the way that children gain control over the environment.
- Have students respond to read-aloud stories that highlight families, with prompts that draw attention to the concepts within this essential outcome.
- Ask students to have a persona doll share the identity of their safe and trusted adult (perhaps it is a family friend, a grandparent, an aunt or uncle, a caregiver, or their teacher).
- Using a paper doll, have students cover with or draw clothing on the doll. Invite them to tell the teacher or a friend in the classroom the names of the private areas that they have covered with clothing on the paper doll.
- On a large piece of paper, invite students to draw an outline of a body (one that does not belong to anyone in particular). Using a marker, crayon, paints, or pastel, ask students to label the parts of the body, even the parts that cannot be seen using a picture, words, or letter. On the surrounding parts of the body, have students draw and show what the parts of the body do. This might include, but are not limited to, the following:
 - hands (helping, cooking, eating, drawing)
 - covering the mouth with the elbow when sneezing
 - feet (playing, running, jumping, walking, being active)
 - brain (thinking, learning, feeling emotions)
 - nose (smelling food, sensing danger)
 - heart (pumping blood carrying energy to all parts of the body)
 - lungs (breathing, which we need to do to live)
 - breast/nipples (female) providing milk for babies
 - penis/vagina
 - mouth (for tasting new foods, talking)
- Using a lifelike doll that is part of play-based learning in a family living zone, ask students to name the private areas of their doll. Ask them if they can see all of the private areas. What would they tell their doll to do if she/he was touched there by someone they knew or did not know?
- Invite students to create an artistic representation of themselves with as many parts of the body as they can.
- Have students use pictures or words of different parts of the body for girls and boys and record in a chart, the
 - names of body parts that can be seen for both girls and boys
 - names of body parts that cannot be seen for both girls and boys
- Ask students, Do girls and boys share most of the same body parts? What are the names of the some of the body parts they have in common? What are the names of the some of the body parts they do not have in common? Read *The Bare Naked Book* (Stinson 2006).
- Invite students to use clay to make a model of what they think their brain might look like if they could see it. Have them look in a mirror at their head. Ask, How big do you think your brain would be? What can we do to keep our brain safe from harm when we are riding our bikes, on a scooter, ice skating, and/or playing hockey?
- Invite students to write or draw a picture in their journal about parts of the body that were new to them and something new that they learned. Have them write or draw about a question they have about the parts of the body on the outside or on the inside.

- Read picture books that reference parts of the body. Many titles have been distributed for use by teachers and students.
- Use puzzles as a play-based experience to label parts of the body.
- Using materials that are found, recycled, or come from the natural environment, students may construct a person in the likeness of themselves and design and construct clothing. This lesson can be found within *Explorations in Art, Big Book, Kindergarten* (Topal 2008). Students will need to think about and represent the body parts that they can see. Can they name the body parts that are underneath the clothing and/or covered by skin?
- Work through the lessons within *Kids in the Know: A Personal Safety Program, Kindergarten, Second Edition* (Canadian Centre for Child Protection 2011) related to naming private areas of the body. Alongside this task, there is a natural opportunity to increase students' awareness of personal boundaries and to identify inappropriate touching. *Kids in the Know* includes interactive lessons that address this learning through use of read-alouds, puppets, guiding questions, and learning experiences. Classroom teachers should have their own copy of this supplement for the grades they are teaching. Several read-aloud picture books were distributed to all schools, which introduce and reinforce this message.
- Refer to Primary Lesson 0.2, titled "Basic Brain Fun," in *Healthy Mind, Healthy Body: A Mental Health Curriculum Supplement—Grades Primary–3, My Health and My Brain* (Lauria-Horner 2011).
- Provide students with opportunities to use their new language in play-based experiences. Having access to puppets is one area where students may practise using new language they have learned. Providing students with time for pretend play in the family living zone with access to dolls, including anatomically correct lifelike dolls, is another opportunity for children to use newly learned terms for parts of their body. As the teacher, this time can be used to ask individual children to point to these areas on their doll.
- Ask students to bring in clothes (T-shirts, undershirts, underwear, mittens, hats, socks, shoes, scarves, sunglasses, pants, etc.) and place them in the middle of the floor with the children sitting around in a circle. Ask students to find an item they would wear to cover the following parts of the body:
 - a private area of their body
 - hands
 - legs
 - arm
 - neck
 - head
 - eyes
 - ears
 - chest
 - bottom
 - skin
 - brain
- Students may, through writing, drawing, or other forms of representation, create a poster for display that tells the viewer why it is important to know the names for the parts of the body that can and cannot be seen and/or create a drawing or poster that shows bodies being healthy.

- Students may, through writing, drawing, or other forms of representation, create a poster for display that tells the viewer why it is important to know the names for the parts of the body that can and cannot be seen and/or create a drawing or poster that shows bodies being healthy.
- As a curriculum connection to visual arts, refer to Unit 9, Lesson 3, in *Explorations in Art, Kindergarten* on matching skin colour. In discussing the role of skin, there is a natural opportunity to address ethnic diversity and differing skin colours. Have students experiment with mixing paint colours to produce skin colours like their own. Show them images from read-aloud books in the primary classroom collection of characters with diverse colour skin. Encourage students to remember that not all people share the same skin colour and to apply this understanding to the drawing they create. Share with students your understanding that people who live in warmer climates have more melanin in their skin to help protect their skin, so their skin is often darker. A delightful story to celebrate and highlight ethnic diversity and shades of skin is *The Colors of Us* (Katz 2002). This story was distributed to all primary classrooms in 2008.
- Have students use a persona doll to create a story that highlights ethnic diversity and the physical features that can differ among ethnicities.