

# Health Education 4

*Outcomes*

## 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 If an outdated or inappropriate site is found, please report it to 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](mailto:curriculum@novascotia.ca)>.

© Crown copyright, Province of Nova Scotia, 2021

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 Grade 4

At a Glance Document

2021

## Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.

### Rationale

Learners will explore a range of health behaviours that together contribute to the dimensions of health which include physical, mental, emotional, social, and spiritual facets. From a two-eyed seeing perspective, the dimensions of health may also be thought of as body, mind, heart, and spirit. Learners will engage with concepts related to healthy eating, physical activity, communicable disease prevention, use of the internet and other emerging communication technologies, sleep, and oral health. As they do, they will begin to understand the importance of forming positive habits that work together to enhance all aspects of their health. This is important as their bodies and minds change and grow because their ability to make healthy decisions increase with their growing independence.

### Competencies

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

### Indicators

- **Investigate** how the recommendations within the Canada Food Guide contribute to the dimensions of health (CT, PCD)
- **Investigate** benefits of physical activity in the outdoor environment (CZ, PCD)
- **Compare** the impacts of technology use (PCD, TF)
- **Investigate** childhood communicable diseases (COM, PCD)
- **Compare** reliable information about sleep (COM, CT)

### Concepts (and Guiding Questions)

#### Food Choice and Eating Habits

- How does a healthy diet contribute to the dimensions of health?
- How might the concept of a healthy diet be the same and different across cultures?
- What are recommendations from Canada's Food Guide on what and how to eat?
- In what ways does food contribute to health?

#### Physical Activity and the Outdoors

- How can children be physically active in the outdoor environment across seasons?
- How do we use outdoor spaces to connect people and enhance belonging?
- How do we stay safe when being physically active walking and actively transporting on bikes, scooters or skateboards?
- How do we make everyone feel welcome to play?
- How do we demonstrate the core values of Netukulimk (Respect, Responsibility, Relationship, and Reciprocity) in our interactions with people, and the living and non-living world we share?
- How can being outdoors impact spiritual health?

#### Impacts of Technology

- How do young people use the internet to build relationships with others?
- How might the internet affect body image?
- How can I use the internet safely?
- How does use of online communication impact my relationship with myself, my family, my community, and my environment?

#### Communicable Diseases

- What are common childhood communicable diseases?
- How are communicable diseases transmitted?

- What are impacts of communicable diseases?

## **Sleep**

- What does the internet say about sleep?
- Where can I find reliable information about sleep?
- What are myths about sleep?
- How does sleep contribute to the dimensions of health?

## **Skills**

### **Investigate**

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

### **Compare**

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

## Learners will investigate the components of mental health literacy

### Rationale

Learners will continue along the pathway in the development of mental health literacy, as they learn how their brain works and that thoughts, feelings, and behaviours originate from the brain. They will learn how stress, fear, anxiety, and grief might be felt in the body. Learners will increase their emotional literacy by using an expanding vocabulary to describe their own emotions and those of others. They will explore healthy ways to cope with mental health distress and problems that can be experienced by children and become aware of relaxation techniques they can use to address difficult feelings. Learners will begin to understand that difficult emotions like feelings of stress, worry, fear, and anxiousness play an important role in personal growth. They will begin to recognize instances where they are agents in learning new capacities to address challenging life circumstances and times when they need help from a safe adult. The concept of grief is introduced for the first time in Health Education.

### Competencies

- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

### Indicators

- **Investigate** parts of the brain and their function in mental health (COM, CT, PCD)
- **Select** words to describe emotions (COM, PCD)
- **Investigate** ways to cope with challenging life circumstances (CT, PCD)
- **Investigate** ways to seek help and share difficult emotions (CT, PCD)

### Concepts (and Guiding Questions)

#### Parts and Function of the Brain

- How do the parts of the brain work together and separately?
- What is a stress response?

- What part of the brain do stress responses come from?
- How do you take care of the brain?
- How do you protect the brain from falls/injury?
- How do you keep your brain and body safe at home, school, and in your community?
- What are ways to keep the brain and body safer when in or on a vehicle?
- What leisure activities do I enjoy that make my brain feel calm?

#### Emotional Literacy

- How does knowing a variety of words to describe feelings help to better understand emotions?
- What does language have to do with mental health?
- What are ways to describe/express emotions and feelings other than words/language?

#### Grief

- What is grief?
- What are some of the ways people suffer loss and grief?
- How can grief be felt in the body or the mind?
- How can a person take care of oneself in mind, heart, body, and spirit if experiencing grief?
- How can you support someone who is grieving a loss?
- How do you express empathy for someone experiencing grief, loss, or disappointment?

#### Help-seeking

- How would a child know a time when it is important to share difficult emotions?
- Why should a person share difficult emotions?
- When is it okay to keep emotions to yourself?
- What might be hard about asking for help?
- Who are safe adults with whom to share difficult emotions or life circumstances?

## **Skills**

### **Investigate**

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

### **Select**

Locate several relevant details to support an answer.

## Learners will investigate sexual health and reproductive health information

### Rationale

Learners are introduced to new concepts related to sexual health and reproductive health. They will begin to develop skills to find reliable information as they learn about the physical and emotional changes related to the onset of puberty and consider ways to cope with these changes recognizing that these changes take place over time and at different rates for each individual. Learners will be introduced to the concept of body image, bodily privacy, and personal hygiene. They will begin to consider the social construction of gender and understand that gender can be expressed in many ways. How to access help is a component of this outcome as help-seeking is an important life skill that is reinforced within multiple contexts across the Health Education curriculum every year students are in school.

### Competencies

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

### Indicators

- **Investigate** emotional changes that take place during the process of puberty (CT, PCD, TF)
- **Question** the physical changes that take place during the process of puberty (CT, PCD)
- **Select** ways you might cope with changes associated with puberty (CT, PCD)
- **Compare** various perspectives on gender (CZ, COM, CT)
- **Select** safe adults/grownups who can help with questions about puberty (COM)

### Concepts (and Guiding Questions)

#### Emotional Changes of Puberty

- What is the importance of self-love, self-respect, and self-worth during times of change and growth?
- What is meant by the term body image?
- How does having a positive body image contribute to health?
- How might my mood be impacted by puberty?

#### Physical Changes of Puberty

- What is the proper terminology for parts of the body both external and internal that contribute to the process of reproduction?
- What changes are happening to female bodies and male bodies during puberty?
- How might the physical changes of puberty be hard for all genders?
- What are cultural perspectives on how bodies change during puberty?
- Where do you find reliable information about physical changes of puberty and parts of the body?

#### Coping with Changes of Puberty

- How might you prepare to cope with the changes associated with puberty even if you are not experiencing these changes yet?
- How can the Mi'kmaw concept of Kepmite'Isi be a tool to help with changes associated with puberty?
- What are good personal hygiene practices during puberty?
- Who might you talk to about the changes during puberty?

#### Gender

- How does gender identity differ from gender roles?
- How do we show respect for many ways that gender can be expressed?
- What is discrimination?



- How is discrimination harmful to health?
- What are stereotypes and biases related to gender?
- How does gender intersect with culture and race?

### **Help-seeking**

- How do I find reliable info about puberty?
- Who are safe adults that I can ask questions to about puberty?

## **Skills**

### **Investigate**

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

### **Question**

Generate broad questions in response to increasingly complex problems and/or issues; narrow broad questions to develop a question to investigate.

### **Select**

Locate several relevant details to support an answer.

### **Compare**

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

## Learners will analyse how relationships impact physical, mental, emotional, social, and spiritual health

### Rationale

Learners will understand that people are connected within many kinds of relationships, including the relationship they have with themselves. They will begin to discern the qualities and characteristics of healthy and unhealthy relationships, beginning with a focus on friendship. They will be introduced to the concept of positive role models and understand that humans have a relationship to place.

Helping young people every year they are in school to recognize boundary-breaking behaviours that can lead to child sexual victimization and exploitation is important prevention programming in child protection. The concept of boundaries, both personal and interpersonal, are a critical component of this outcome. Injury prevention and personal safety concepts are embedded within this outcome as they are with other outcomes. Help-seeking in the context of relationships continues to be an important life-skill that is reinforced.

### Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

### Indicators

- **Investigate** how different kinds of relationships impact the dimensions of health (CZ, COM, CT, PCD)
- **Classify** the characteristics of healthy and unhealthy friendships (CZ, CT, PCD)
- **Question** how boundaries keep relationships safe and healthy (CZ, CT, PCD)

### Concepts (and Guiding Questions)

#### Relationships and Health

- What kinds of relationships do humans experience?
- In what ways are all peoples and cultures interrelated and interdependent?
- How do you learn from and with others?
- How are we in relationship with all living things and with mother earth?
- How does sense of place, home, and belonging influence a positive sense of identity?
- What are many ways people are in relationship with self, others, community, and land? (Nikmatut)
- What are traits and characteristics of positive role models?

#### Friendship

- What are the differences between healthy and unhealthy friendships?
- How do friendships impact the dimensions of health?
- How can friends help each other stay safe and healthy?
- How do we care for others in relationships?

#### Boundaries

- What is the purpose of personal boundaries?
- How do you express assertiveness to establish personal boundaries?
- Why is it important to trust your instincts?
- What are appropriate responses when boundaries (yours/others) are broken online?
- How would someone recognize luring behaviours?
- How might you tell a safe grown-up from an unsafe grown-up?

## **Skills**

### **Analyse**

Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings.

### **Investigate**

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

### **Classify**

Identify attributes and select criteria for groupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships.

### **Question**

Generate broad questions in response to increasingly complex problems and/or issues; narrow broad questions to develop a question to investigate.

## Learners will analyse the impacts of substances on the health and safety of children

### Rationale

Learners will understand that everything that goes into or on our bodies can affect the human body and brain in healthy and unhealthy ways. Sunscreen, hygiene products, food and beverage products, hazardous household products, medicines (both prescription and non-prescription), as well as substances that can be found in products such as caffeine (energy drinks), sugar (found in food and beverages), and cannabis (that can be found in food) are the substances of focus in grade 4. Alcohol, tobacco, cannabis, and vaping products are addressed only as unhealthy and illegal for consumption by children. The critical message that prescription drugs should only be used by the person they are prescribed to in the way they are prescribed should be reinforced every year. This outcome provides the space to discuss how allergies can impact the use or consumption of substances by children. Learners explore marketing messages and tactics used by the media and advertisements to persuade consumers to purchase and use products. Finally, learners should have opportunities every year to consider when, where, and how to ask for help if experiencing problematic substance use in their families.

### Competencies

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

### Indicators

- **Compare** health and marketing messages (CZ, COM, CT)
- **Investigate** healthy ways that substances are used by children (COM, CT, PCD)
- **Investigate** when, where, how to ask for help for problematic family substance misuse (CZ, PCD)

### Concepts (and Guiding Questions)

#### Marketing

- Where do we see marketing?
- What are tactics used to get us to use/purchase substances?
- How would you recognize persuasive intent?
- What is the intent of marketing and advertising?
- How does marketing influence our consumption of substances?
- Where can health messaging be found in the marketing of products?
- How do I verify that health information in a marketing message is reliable?

#### Substances

- What are substances that go into or on the body?
- What are substances that have an effect on the body and mind?
- What substances found in food are healthy for children?
- What substances can be found in food that can be harmful to children's health?

#### Problematic Substance Misuse in Families

- How would you know if someone in your family has a problem with substance use?
- How might problematic substance misuse be harmful to families?
- How would children get help if someone in their family has a problem with substance misuse?
- What are words you can use to ask an adult at school for help with a problem?
- How could sharing a problem with a teacher or other adult at school improve a problem at home?

## **Skills**

### **Analyse**

Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings.

### **Investigate**

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

### **Compare**

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.