Health Education P-3

At a Glance

NOVA SCOTIA
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At a Glance Documents

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Health Education Primary

Learners 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.

Competencies

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

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)

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.

Health Education Primary

Learners 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 the range of the family structures that are represented 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.

Competencies

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

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?

Skills

Investigate

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

Health Education Primary

Learners 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.

Competencies

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

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.

Health Education Grade 1

> Learners will investigate habits that contribute to having a healthy mind and a healthy body.

Rationale

The intent of this outcomes is for children to be introduced to the health behaviours that contribute to the health of their bodies, including their brain. Healthy eating, sleep, oral hygene, and physical activity are all health behaviours that young children can begin to value and recognize as having impact on their health and well-being. There are also many environmental and social factors that impact the implementation of health behaviours in the lives of children, including factors that are out of children's control. It is recognized that not all children and youth in our province are food secure. Therefore, when planning for and delivering learning experiences that address outcomes related to healthy eating, it is critical for teachers to be aware of assumptions that all families are food secure.

Competencies

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

Indicators

- **Investigate** the role of sleep in having a healthy mind and body (COM, PCD, CT)
- **Investigate** the role of healthy eating in having a healthy mind and body (COM, PCD, CT)
- **Investigate** the maintenance of oral health (COM, PCD, CT)
- **Investigate** the role of active and quiet leisure in having a healthy mind and body (COM, PCD, CT)

Concepts (and Guiding Questions)

Sleep

- How does sleep help our bodies and our brains be healthy?
- How does the amount of sleep needed change as you age?
- How can you get a good night's sleep?

Healthy Eating

- How do we know what foods are the healthiest for our brain and body?
- How can we find out what healthy eating practices are?
- How can schools be places for healthy foods and healthy eating practices?

Oral Health

- How do teeth change as we grow?
- How does having healthy teeth affect our mind and our body?
- How can we take care of our teeth?

Physical Activity

- How does moving and physical activity keep our brain and body healthy?
- How does quiet leisure help our brain and body?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Health Education Grade 1

Learners will investigate healthy ways for coping with changes to family life.

Rationale

Throughout life, people face changes that can affect their health and the health of their relationships. For young children, changes within families commonly include events such as a parents' loss of job, moving homes, welcoming a new baby or sibling into the family, attending a new school, a parent leaving on an extended work term, separation of parents, a family illness, death of a loved one or pet, or a parent returning to work after having previously stayed at home. It is helpful for children to understand that change is a natural part of life and that it is normal to feel many different emotions during times of change, while recognizing that for some of our children and their families change can be traumatic.

Competencies

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

Indicators

- **Investigate** changes that affect families (CZ, COM, PCD, CT)
- **Investigate** common emotions associated with change (CZ, COM, PCD, CT)
- **Investigate** healthy coping strategies (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Change

- What are changes that can affect families?
- How can change affect me and my family?

Emotions

- How can changes in our families and lives make us feel?
- How can change make us feel positive or difficult emotions?

Coping Strategies

- How do I use healthy coping strategies?
- How do I know if something I do is healthy or unhealthy?
- Why does knowing ways to cope help me keep healthy?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Health Education Grade 1

> Learners will investigate characteristics that promote healthy and safe relationships.

Rationale

The concept of healthy relationships is introduced in this outcome through the investigation of how to, and who to ask for help, recognizing the role of feelings in communication, and the role of personal boundaries in the development of healthy and safe relationships. All concepts should be covered alongside opportunities to practise speaking about real-life scenarios that potentially can occur in the world of a five- to seven-year-old. The personal safety aspect of this outcome refers to sexual, emotional, and/or physical abuse.

Competencies

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

Indicators

- **Investigate** the characteristics of a healthy and safe friendship (CZ, COM, PCD, CT)
- **Investigate** the characteristics of a healthy and safe peer relationships (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Characteristics of healthy friendships

- How do you know if someone would be a good friend?
- How can you show someone you'd like to be their friend?
- How can you let a friend know that they are safe around you?

Characteristics of healthy peer relationships

- What are various kinds of relationships?
- How many different kinds of relationships do we have?
- How can the words we use at school help classmates feel safe or unsafe?
- How can the way we express ourselves make relationships at school with friends and peers healthier?
- How can we let a friend or classmate know if we are not feeling safe around them?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Health Education Grade 2

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

Competencies

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

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.

Health Education Grade 2

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.

Competencies

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

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.

Health Education Grade 2

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 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.

Competencies

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

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.

Health Education Grade 3

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.

Competencies

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

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.

Health Education Grade 3

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.

Competencies

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

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.

Health Education Grade 3

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

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.

Competencies

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

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.