Health Education Grade 2

At-a-Glance

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2025

Health Education Grade 2 – At A Glance

Learners will develop skills that foster emotional literacy

Rationale

Emotions are tools that help us adapt to our environment and assist us in decision-making. They enhance relationships and can help in keeping us safe. Emotions enable us to feel love, joy, and connect with others. Less comfortable emotions can feel painful and harder to cope with, but they serve essential functions in our health and well-being. Experiencing a wide range of emotions is an essential part of being human. Learners build on previous concepts and skills by expanding their awareness of various emotions, how emotions are felt in the body, and how emotions are expressed in healthy ways. Labeling and talking about emotions and feelings are central to fostering perspective-taking skills and empathy. Concepts and skills within this outcome easily align with learning relating to healthy relationships.

Competencies

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

Indicators

- **Recognize** a variety of feelings in myself and others (CZ, CT, PCD)
- **Describe** physiological responses to feelings (COM, CT)
- **Recognize** the role that all feelings play in good health (CZ, CT, PCD)
- **Identify** healthy ways that all feelings can be expressed (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Feelings

- What are words that describe a variety of feelings?
- How do I notice a variety of feelings in myself?
- How do I notice the variety of feelings in others?
- What is a comfortable vs an uncomfortable feeling (e.g. joy, comfort, gratitude, proud vs. anger, sadness, worry, scared)

Awareness of Physiological Responses

- What does feeling happy, content, and safe feel like in our bodies?
- How do feelings like worry, anxiousness, fear, sadness, confusion feel in our bodies?
- How do pleasure, delight, joy, and fun feel in our bodies?
- How might others experience uncomfortable feelings in their bodies in response to stressful events?
- How do I notice the difference between danger and discomfort?

The Role of Feelings

- Why is it important to have many different kinds of feelings?
- What is anger, how does it help us, and how can it be expressed in healthy ways?
- When and why do people cry? What is the role of crying in humans?
- What kinds of things can be happening at home that can cause uncomfortable feelings?

Expressing Feelings

- How can I respond to disappointment in a way that is healthy?
- What can we do at school to help move uncomfortable feelings to a more comfortable place?
- What are safe ways of helping others through feelings if they are expressing them in unhealthy ways?
- What would be an unhealthy way to express anger towards myself or others?
- What kinds of activities can we do at home to help move uncomfortable feelings to a more comfortable place?
- What is compassion?
- What does compassion look like toward ourselves and towards others?

Learners will explore ways healthy relationships are nurtured

Rationale

Positive relationships are essential to human well-being. They nurture a sense of belonging and connectedness which is a protective factor for positive health outcomes where multiple risk factors may exist in a person's life. Belonging is a fundamental need met through positive relationships that contribute to the connection a person feels to caregivers, siblings, extended family, teachers, friends, community, their culture, themselves, and the land, directly impacting health and well-being. In this outcome, learners will explore the many ways we are in relationship with others, the ways we show respect, responsibility, and reciprocity within those relationships, and begin to recognize times that people and all living things need care, empathy, compassion, and concern. Labeling and talking about emotions, feelings, and the ways we care for others supports ongoing learning related to emotional literacy skills.

Competencies

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

Indicators

- **Explore** the types of relationships that humans experience (CZ, COM, PCD)
- **Recognize** times when people need care and concern (CZ, CT, PCD)
- **Investigate** ways of showing respect, responsibility, and reciprocity in relationships (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Types of Relationships

- How are all living things connected?
- What are the most important relationships in your life?
- What are characteristics of healthy relationships?
- How do healthy relationships feel, look, and sound like?
- What does reciprocity look like in relationships?

Caring for Myself and Others

- What is empathy and compassion?
- How can I practice kindness and compassion towards myself?
- What are safe ways to respond when I notice harm being done to others?
- What are examples of helpful behaviours and examples of harmful behaviours?
- What are actions that show care and concern for others?
- What are actions that show care and compassion towards ourselves?
- What language can we use to show care and concern for others?
- How can we talk about problems that we don't know how to solve?

Respect, Responsibility, Reciprocity

- What is respect?
- What can respect look like, feel like, and sound like?
- How do we show care in our relationships?
- How do we show responsibility in our relationships?
- What is reciprocity and what does it look like in action?

Learners will identify safe and effective strategies for personal safety and injury prevention

Rationale

Injuries are a leading cause of disability and mortality of children in Canada. These causes fall into two categories: Unintentional and Intentional Injury. For ages 5-9 common unintentional injuries include falls, burns, poisoning, road related injuries, and drowning. Intentional injuries can occur through multiple forms of violence (e.g. child sexual abuse and exploitation, family violence, bullying behaviour, and technology-facilitated violence). Injury includes impacts on heart, mind, body, and spirit. This outcome provides an opportunity for learners to investigate how they can minimize the risk of injury while actively playing at school, home, and in the community. They will determine ways to avoid harm to themselves and others and begin to explore the concept of boundary breaking behaviours in person and online. Learners will further explore personal safety concepts by distinguishing behaviours that are not okay from ones that are okay and think about actions to take when something feels unsafe or in the event of an emergency.

Competencies

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

Indicators

- **Recognize** safety practices at school and in the community (CZ, COM, CT, PCD)
- **Identify** behaviour that is safe and behaviour that is unsafe (COM, CT)
- **Identify** when it is safe to share personal information and when it is not safe (COM, CT, PCD)
- **Investigate** digital safety rules (COM, CT, TF)

Concepts (and Guiding Questions)

Safety Practices

- How do I keep safe when I am playing or being active?
- How do I keep safe when I am walking or wheeling?
- How am I safe around food and unknown substances?
- How do I stay safe in all types of weather?

Safe and Unsafe Behaviours

- What are examples of times that it would be safe to keep a secret and safe to speak a secret?
- What are examples of okay behaviours and not okay behaviours that cross a boundary?
- What do I do if something unsafe is happening at my home, at school, or in my community?
- How do people know if there is an emergency in their city/town?
- How can I practice responding safely to emergency situations?

Personal Information

- What is personal information?
- When are times it is safe to share personal information?
- How do I contact emergency services if someone is sick or needs help?
- What information do I share with emergency services so that they can help me or others?
- When are times it is not safe to share personal information?

Learners will identify safe and effective strategies for personal safety and injury prevention (cont.)

Digital Safety Rules

- What is safe and unsafe behaviour for me to do online?
- How do I know what information is personal?
- What are safety rules about pictures, movies, and images can be posted or seen online?
- How do I know when it is okay to share personal information and when not to online?
- What do I do if something is happening or I see something online that makes me feel weird and uncomfortable?
- Who can I tell if I see something online that makes me feel unsafe, weird, and/or uncomfortable?

Learners will explore habits that contribute to a healthy mind, heart, body, and spirit

Rationale

Developing good habits to care for ourselves is an important component of Health Education. Disease prevention, movement, food literacy, sleep, and healthy technology use are all interconnected with key elements in the curriculum such as mental health and emotional literacy, sexual and reproductive health, healthy relationships, injury prevention, personal safety and reduction in harmful substance use. This outcome highlights the role of active play and quiet leisure as protective factors for mental health and engagement in harmful substance use and gambling. Active play and quiet leisure, away from screen time, contribute to the development of important coping and self-management skills for learners now and as they age. Healthy habits contribute to more than physical health. At an individual relational, community, and societal health level, health behaviours have very much to do with the health of mind, body, and spirit.

Competencies

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

Indicators

- **Investigate** the benefits of movement on a healthy mind and a healthy body (COM, CT, PCD)
- **Investigate** active and quiet leisure (COM CT, CD)
- **Explore** many kinds of family and community cultural connections to food (CZ, COM, PCD)

Concepts (and Guiding Questions)

Benefits of Movement

- What are the different ways that human bodies move?
- What are the times that my body is moving?
- What are the times that my body is still?

- How does moving my body make me feel?
- What can I do with my body when I am having big feelings or strong emotions?

Active and Quiet Leisure

- What feelings do I have when engaged in active and quiet leisure?
- How do the things I like to do in my active and quiet leisure time make me feel?
- Why is it important to take part in quiet and restful experiences?
- What are words that describe how I feel when participating in 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 it important for our minds and bodies to rest?

Cultural Connections with Food

- What are the ways and times that food brings people together?
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- In what ways does food make families and communities feel connected and support a sense of belonging?
- What are feelings connected with cooking and preparing meals and food together?
- What are holidays and traditions families and communities celebrate with food?
- What foods are special to me?
- What are the many ways that meals and the way people eat food look like?
- What traditional dishes are passed down in your family?
- How do family recipes reflect cultural heritage and identity?

Skill Descriptions

Describe
Provide a detailed account or explanation

Develop
Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

Explore
Consider, review, or gather information about aspects or components to gain a comprehensive understanding.

Identify
Locate, select, or distinguish specific elements based on their unique features

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

Recognize
Identify by recalling and confirming information, distinguishing from new or unknown elements.