

# Health Education Grade 3

*At-a-Glance*

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## Health Education Grade 3 – At A Glance

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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.

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## 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 will understand that the brain is responsible for our ability to experience, label, describe, and express feelings, emotions, and behaviours. They will explore actions to take to help regulate emotions. Uncomfortable feelings and responses from conflict is a normal element of healthy relationships, and addressing conflicts involves the use of appropriate, non-aggressive, and non-violent strategies for resolution. Resolving conflicts when needs and emotions run high is a complex process and involves learning that takes place over time. Learners will understand that violence of any kind is not an acceptable way to solve problems.

### Competencies

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

### Indicators

- **Explore** the connection between the brain and our emotions (COM, CT)
- **Investigate** tools and strategies that can help regulate emotions (COM, CT, PCD)
- **Develop** an increasing awareness of various emotions and how to express them (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### The Brain and Emotions

- What parts of the brain control our thoughts and feelings?
- What are ways to keep our brains healthy?
- What does our nervous system have to do with feelings?

#### Regulating Emotions

- Why do emotions come and go?
- Why and when is it important to persevere when something feels hard?
- What can I practice and do to calm my nervous system when I am feeling unsettled, worried, anxious, embarrassed, envious, jealous, scared and/or uncertain?
- How can I handle strong and uncomfortable feelings until they are replaced with more comfortable ones?
- How would I know that I need help from another person when something feels uncomfortable to me?
- What do I do if another person's feelings are expressed in a way that makes me feel unsafe?
- How do changing bodies connect to changing feelings?

#### Emotions and Expression

- What is conflict and what are feelings that often arise when people experience conflict?
- How do I notice uncomfortable feelings in myself and others?
- What is the difference between expressing feelings in respectful, caring ways and disrespectful uncaring ways?
- How can I express my feelings in respectful, caring ways?
- How can I respond to disappointment in a way that is healthy?
- How do I handle anger in a healthy way?
- What are healthy ways of responding to anger (it is okay to be angry/not okay to be violent towards self or others)?
- What are verbal/non-verbal ways that feelings can be expressed?

## Learners will explore ways healthy relationships are nurtured

### Rationale

Conflicts within relationships is part of being human. Learners are developing their abilities to self-regulate and build emotional competency to express themselves. Teaching and modeling how to explore feelings and navigate conflict, such as through calming techniques and learning perspective taking skills are key. It is beneficial to learn that friends can make mistakes and that difficulties can arise. Sometimes mistakes can be fixed and other times a friendship can change or end. A key element of healthy relationships is the right to be safe in all aspects of humanness and have personal boundaries respected. It is vital that learners build the skills of knowing how to respond when they or someone else are being harmed and if a boundary is broken. Health Education grade 3 introduces the language of stereotypes and discrimination, however foundational concepts to counter harmful stereotypes and discriminatory behaviours have been introduced in previous grades.

### Competencies

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

### Indicators

- Recognize the difference between healthy and unhealthy boundaries (CZ, COM, CT)
- Investigate healthy ways to navigate conflicts in friendships and other relationships (CZ, COM, CT)
- Recognize stereotypical ideas, images, and hurtful behaviours directed at their own and others' identities. (CZ, COM, CT)

### Concepts (and Guiding Questions)

#### Boundaries

- What is a boundary?
- How would I recognize if my own or another person's boundaries are being broken?
- What can I do if I notice my own or other people's boundaries are being broken?

- How do I respect the boundaries of others?
- How do I respect my own body and the bodies of others?
- How do I say no or refuse when something feels uncomfortable to me, or I don't want to do something that someone wants me to say yes to?

#### Navigating Conflict in Relationships

- What are examples of conflict in different kinds of relationships?
- How is conflict resolved in ways that respect all people's rights to be safe and have their boundaries respected?
- How do I know if others might need help solving a conflict?
- What are examples of conflicts that need help from others to solve or work through?
- How would I know if I needed help solving a problem with a friend?
- What are ways I can solve a conflict and repair a relationship with a friend?
- What does a meaningful apology sound, feel, and look like?
- How can a meaningful apology help to repair a relationship?
- What do I do if I cannot repair a relationship?

#### Harms of Stereotypes

- What does identity mean?
- What are different ways that people identify?
- What is a stereotype?
- What is a stereotype about gender?
- How can stereotypes be harmful?
- What can I do when I see or hear something harmful?
- What is discrimination?
- Why is discrimination hurtful?

# 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. Unintentional injuries common among children ages 5-9 include falls, burns, poisonings- due to cannabis edibles, prescription/nonprescription medicines, household and other hazardous products, road related injury, 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). As children enter a new developmental stage around this grade, it is age appropriate to expand the concept of risk. It is here that substance misuse concepts expand to helping children recognize alcohol, cannabis, tobacco, and prescription/nonprescription drugs as products that are potentially poisonous and carry risks. This grade introduces the concept of violence, and that it can occur in different settings (i.e. home, community, online, offline, etc.) and in different relationships (i.e. peers, family, etc.). Communication skills that promote and maintain injury prevention, personal safety, and healthy relationships continue to be both introduced and reinforced.

## Competencies

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

## Indicators

- **Recognize** unsafe risk scenarios (CZ, COM, CT, PCD)
- **Use** communication skills that promote and maintain safety (COM, CT)
- **Investigate** ways to safely engage in online activities (COM, CT, TF)

## Concepts (and Guiding Questions)

### Unsafe Risk Scenarios

- What are risk scenarios that can make people feel unsafe?
- What is violence and where can it take place?
- In what ways can the use of alcohol, tobacco, and other drugs by others make people feel unsafe, and what can I do if this happens to me?
- What are ways that the public is alerted in emergencies, and how do we respond safely in those instances?
- What role do instincts play in unsafe risk scenarios and what does trusting my instincts look, feel, and sound like?

### Communication Skills

- What can I say to a safe adult if I am having difficult feelings or feel unsafe?
- How do I tell a safe adult if something unsafe is happening to myself or another person like a friend, a classmate, or someone in my family?
- How can learning to say no help keep me safe?
- What does accepting a no from someone look, feel, and sound like?
- How do I contact different types of emergency services?
- How do I ask for help in times of need (i.e. contacting Emergency Services, getting someone's attention, talking to a safe adult)?
- How do I get help when I'm not in school?
- How do you help a classmate or peer that has been hurt by another?

### Online Safety

- What are activities that children like to do online?
- What is my personal information and what are the rules for sharing personal information, pictures, images, videos online?
- What are safety rules for children for spending time online?
- What should children do if something online makes them feel weird and uncomfortable?

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

### Rationale

Healthy Behaviours like eating nutritiously, incorporating movement and active rest, getting quality sleep, preventing and managing communicable diseases, practicing good oral health care, and engaging with online technology in healthy ways all require application of knowledge and skills. When applied, these habits contribute to positive health outcomes and influence physical, mental, emotional, social, and spiritual health. 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, engaging in quiet leisure activities before bedtime, being physically active during the day recognizing the importance of good hygiene, practicing sun-safe habits, and being kind and caring to themselves and others during times of growth and change.

### Competencies

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

### Indicators

- Explore ways children move while learning, playing, and working (COM, CT)
- Identify actions to take when you are sick with a cold or flu (CZ, CT, PCD)
- Explore foods that grow in Nova Scotia (CZ, COM)
- Investigate ways to care for our bodies as they grow and change (COM, CT)

### Concepts (and Guiding Questions)

#### Movement

- How can we move different parts of our body while sitting in a chair?
- How can we sit in different ways that move or stretch more parts?

- What ways are parts of our bodies moving while in the classroom?
- What are different ways to move on the playground?
- What are the ways I like to move in nature?
- What are sun-safe habits?

#### Responding to Illness

- What is the role of our immune systems and what is happening in our bodies when we get a cold?
- How do colds and viruses spread?
- How can we help to prevent the spread of colds and viruses when we are sick or not feeling well?
- How does staying hydrated help your immune system?
- How does rest help our immune system?
- What kinds of activities are restful when we are feeling sick?

#### Food Literacy

- What can you cook with foods that grow in Nova Scotia?
- How do you cook with foods that grow in Nova Scotia?
- What are snacks made from plants that grow in Nova Scotia?
- What types of foods can be grown in school, home, farms, or community gardens in Nova Scotia?
- What foods do you enjoy that grow in Nova Scotia?

#### Growth, Change, and Care

- In what ways do bodies grow and change?
- Why are our bodies changing?
- Why do our changing bodies and minds need different and new kinds of healthy habits?
- What are healthy habits that I can make choices about as my body grows and changes?
- Why do growing bodies need sleep?
- Why do growing bodies need movement?
- Who can help me with changes as my body and mind changes and grows?

## Skill Descriptions

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

### **Recognize**

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

### **Use**

Put knowledge or skills into action or service