

Health Education Grade 4

At-a-Glance

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Health Education Grade 4 – At A Glance

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Prepared by the Department of Education and Early Childhood Development

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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)

Indicators

- **Reflect** on the health benefits of food (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

- What are physical, mental, emotional, social, and spiritual benefits of food?
- Where and how might you eat with others?
- What do you like about eating with others? 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 with 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 safely to build relationships with others?
- How might the internet affect body image?
- How can I identify and respond to harmful behaviours that happen online? (i.e. targeted aggression, hurtful comments, sharing of personal information, etc.)?
- What can I do to ensure I am engaging in safe and positive relationship online?
- How can I be confident that the person I am communicating with online is the person I think it is?
- How does use of online communication impact my relationship with myself, my family, my community, and my environment?

Learners will **investigate** how health behaviours impact physical, mental, emotional, social, and spiritual health (cont.)

Communicable Diseases

- What are common childhood communicable diseases?
- How are communicable diseases transmitted?
- What are impacts of communicable diseases?
- What actions can I take to limit the spread of 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?

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** healthy 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?
- How can I describe my emotions to others?
- How does listening to the way others describe their emotions help me to understand what they may or may not need?
- How can sharing emotions in safe ways help build or repair relationships?

Coping with Life Challenges and Losses

- What kinds of losses can people experience?
- What is grief?
- What are some of the ways people experience 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 challenges help me learn and grow?
- How can I determine if I need help from others with a challenge I am having?
- How do you express empathy for someone experiencing grief, loss, disappointment?

Learners will investigate the components of mental health literacy (cont.)

Help-seeking

- How would a child know a time when it is important to share difficult emotions?
- Why should a person share difficult emotions?
- What might be hard about asking for help?
- Who are safe adults or peers that I can share difficult emotions or life circumstances?
- What are the qualities that make an adult or peer safe?
- How can I identify things that are in my control vs. things that are not?

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)
- **Recognize** Investigate the physical changes that take place during the process of puberty (CT, PCD)
- **Select** healthy ways to cope with changes associated with puberty (CT, PCD)
- **Investigate** ways to support varied experiences of gender (CZ, COM, CT)
- **Select** safe adults/grownups who can help with questions about puberty (COM, CT)

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 different 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'lsi 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?

Learners will **investigate** sexual health and reproductive health information (cont.)

Gender

- How does gender identity differ from gender roles?
- How do we show respect for many ways that gender can be expressed?
- How can we learn about and explore gender in safe and inclusive ways?
- How can I respectfully respond to someone who has different opinions on gender than I do?
- What is discrimination?
- How is discrimination harmful to health?
- What do I do when I hear stereotypes and biases relating to gender?
- How does gender intersect with culture, race and, abilities?

Help-seeking

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

Learners will **analyse** how safe and healthy 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)
- **Analyse** 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 do relationships impact the health of our bodies, minds, hearts, and spirits?
- 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 the traits and characteristics of role models?

Friendship

- What are the differences between healthy and unhealthy friendships?
- How do friendships impact the dimensions of health?
- How do friendships that are based on equality and trust impact well-being?
- How do friendships that feel unbalanced in terms of control impact well-being?
- How do we support friends as they grow, change?
- How do we safely help our friends when they have problems?
- How do I respond if friends tell me about abuse, violence, or bullying behaviour by others?
- How do we care for others in relationships?

Learners will **analyse** how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health (cont.)

Boundaries

- What is the purpose of personal boundaries?
- How can I assert my personal boundaries in relationships and accept when others' assert their own?
- How can I respond to boundaries in ways that keep relationships healthy and safe?
- Why is it important to trust your instincts?
- What are appropriate responses when boundaries (yours/others) are broken in person and online?
- What does grooming mean?
- How would someone recognize grooming and luring behaviours and where would a young person go for help?
- How might you tell a safe grown-up from an unsafe grown-up?

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

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 harmful substance use in their families.

Competencies

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

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 harmful substance use (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?

Harmful Substance Use in Families

- How would you know if someone in your family has a problem with substance use?
- How might substance use be harmful to families?
- How would children get help if someone in their family has a problem with substance use?
- 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?

Skill Descriptions

Analyse

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

Compare

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

Investigate

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

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Select

Locate several relevant details to support an answer.