

# Health Education Grade 5

*At-a-Glance*

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Health Education Grade 5 – 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 enhance 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 begin to think critically about social justice issues like food security, clean water, and inclusive safe spaces as they engage with concepts related to healthy eating, physical activity, communicable disease prevention, use of the internet, gaming devices and other communication technologies, and sleep. 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 and ability to advocate for others, increase with their growing independence.

Concepts related to injury prevention are included throughout the entire Health Education 5 curriculum, and wherever possible, localized injury prevention messaging and lessons should be included (i.e., use of ATVs, boating safety in communities where fishing is a way of life).

## Competencies

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

## Indicators

- **Investigate** the role that water plays in the health of living things (CZ, CT, PCD)
- **Investigate** the opportunities and reasons for children and youth to be physically active every day (CZ, CT, PCD)
- **Analyse** potential health impacts of spending time on screens (CZ, CT, PCD, TF)
- **Investigate** healthy behaviours that can impact transmission of communicable diseases (CZ, COM, CT, PCD)
- **Investigate** how sleep contributes to health (COM, PCD)

## Concepts (and Guiding Questions)

### Contributions of Water to Health

- How does water support systems in the human body?
- What role does water play in the health of all living things?
- Why is it important for all communities to have access to clean water?
- How does water contribute to oral health?

### Physical Activity

- How does physical activity enhance physical, mental, emotional, social, and spiritual health?
- How can public spaces be used for the physical activity and the health of everyone?
- What choices can I make to be physically active during the day?
- What motivates me to be physically active during the day?
- How does physical activity contribute to learning?

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

### Impacts of Technology

- What are the benefits and risks of the internet, game consoles, smartphones, and other screen technologies?
- How can what I view both online and through screens impact positive self-identity and body image?
- How can my engagement in digital environments impact myself and others?
- How can I use the internet safely?
- What do I like about using technology?
- How can I tell the difference between healthy or unhealthy online influences?
- What do I do when I encounter hurtful and harmful language or experiences online?

### Impacts on Communicable Disease Transmission

- Why is it important to know the difference between viral and bacterial infections?
- What are ways to help prevent the transmission of communicable diseases?
- How can people take care of themselves, friends, or their family when experiencing the impacts of communicable disease?
- Contributions of Sleep to Health
- Why does sleep matter?
- How does sleep impact learning?
- How do I feel when I am experiencing good night sleep?
- How does sleep contribute to injury prevention?

## 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 more about the brain in relation to mental health. Learners will think critically about how the words stress and anxiety are used to talk about our mental health so that they can understand that difficult emotions such as stress, worry, fear, and anxiousness play an important role in personal growth and provide opportunities for our brains to adapt and build resilience. How trauma, including intergenerational trauma, impacts mental health is introduced this year.

Learners build upon their emotional literacy skills by using words to describe emotions of others and to become aware of nonverbal clues to reflect on how someone else could be feeling. 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. In addition, learners will begin to consider societal and cultural contexts within mental health contexts. Learners will begin to think about how there can be barriers to accessing help for a mental health problem or illnesses. They will continue an exploration of grief by reflecting on ways they might cope with grief if experiencing a loss.

### Competencies

- Citizenship (CZ)
- 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)
- **Compare** the emotional responses of others (CZ, COM, CT, PCD)
- **Investigate** ways to cope with challenging life circumstances (CT, PCD)
- **Investigate** challenges to seeking help for a mental health problem (CZ, CT, PCD)

### Concepts (and Guiding Questions)

#### Brain and Brain Functions

- How does the brain experience fear or anxiety?
- How are stress and anxiety different?
- How might fear and anxiety be felt in the body?
- How might stress be felt in the body?
- How can stress responses be influenced by trauma or other challenging experiences faced by individuals and communities?
- What are ways to calm the brain?
- What are ways the brain adapts to new experiences?

#### Emotional Literacy

- How can we find out how people are feeling?
- What are verbal and non-verbal clues that might tell us how someone else is feeling?
- How does cultural contexts play a role in how emotions are expressed and perceived by others?
- How do we empathize with the feelings of friends and families without taking on their feelings?
- How do you express kindness, care, respect, and empathy towards others?
- What emotional cues can help me understand what actions or support may be needed for others?

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

### Coping Strategies

- How do healthy behaviours contribute to mental health?
- How might you take care of yourself if you are grieving a loss?
- How do people cope with grief in your culture?
- How can being thankful for self, others, and the environment be used as a coping tool?
- How do challenges help me develop resilience?

### Help-seeking

- How might help-seeking strategies differ based on gender, identity, community, or culture?
- What is meant by support?
- Where can children get support for a mental health problem?
- How do I find other supports or services that I can access if my initial requests for support are not addressed?

## Learners will investigate sexual and reproductive health information

### Rationale

Learners will continue to engage in learning about puberty throughout the school year and are introduced to the process of reproduction. They will continue to develop skills to find reliable information as they consider how to detect misinformation, learn about the process of reproduction and 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. It is vitally important that learners recognize that while the process of reproduction includes both the anatomy and physiology of male bodies and female bodies, that there are ways that many kinds of partnerships can build a family. Learners will consider the ways in which a positive self-image contributes to sexual and reproductive health and investigate media representation of many social identities. 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** the impact that puberty has on the dimensions of health (CT, PCD)
- **Investigate** the process of human reproduction (COM, CT, PCD)
- **Select** ways to support a positive self-image during the time of puberty (CZ, CT, PCD)
- **Investigate** the media representation of gender and sexuality, inclusive of race and culture (CZ, CT, PCD)
- **Investigate** where to find reliable information online about reproduction and puberty (COM, PCD, TF)

### Concepts (and Guiding Questions)

#### Puberty

- How might changes associated with puberty affect friendship and other relationships?
- How might puberty affect being physically active?
- What are positive changes associated with the time of puberty?
- How does the need for hygiene change with the onset of puberty?
- How does adopting healthy behaviours help to feel healthy in body, mind, heart, and spirit during puberty?

#### Human Reproduction

- What happens during the process of reproduction?
- What are the steps necessary for reproduction to occur?
- What role does the brain play in signaling the changes taking place during puberty?
- How does the menstrual cycle work for people with ovaries?
- What is ejaculation?
- What are a variety of reproduction options that humans have to make fertilization, conception, and pregnancy possible?

#### Positive Self-image

- What is body Image?
- Why is having a positive self-image important?
- What are supportive environments for having a positive sense of self?
- How do we support others in having a positive sense of self?
- Who are people in your life that model a positive sense of self and body image?

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

### Media Representation

- What messages about relationships can we find in marketing?
- How are relationships among gender portrayed in the media?
- How is gender and sexuality portrayed in the media?
- How is race portrayed in the media?
- How do media portrayals of people across race, culture, gender, sexuality, and abilities impact body image and positive sense of self?
- What is the impact of media representations on people?
- How can we advocate for healthy representations of all people in the media?

### Reliable Sexual Health Information

- How would I know reliable information from unreliable information online about reproduction or puberty?
- What makes information reliable or unreliable?
- Why would there be unreliable information online?
- How do I find culturally relevant sexual health information online?



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

### Rationale

In this stage of development as learners expand their relationships, it becomes important for learners to consider and reflect on the interrelatedness, connectedness, and value of all people. Learners will be introduced to gender equality concepts, and explore the concepts of stigma, discrimination, and empowerment. They will consider what respectful relationships look, feel, and sound like. The curriculum continues to build important personal safety skills by revisiting common lures often used by sexual offenders online or offline. This is important as luring is a tactic used to recruit young people into commercial sexual exploitation – a societal concern for Nova Scotia youth.

Helping young people every year they are in school to recognize boundary-breaking behaviours that can lead to child sexual victimization and exploitation, including commercial sexual 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 societal and cultural beliefs about gender impact health (CZ, COM, CT, PCD)
- **Investigate** ways to show respect in relationships (CZ, PCD)
- **Investigate** how boundaries keep relationships safe and healthy (CZ, CT, PCD)
- **Identify** ways to safely intervene when help is needed (CZ, CT, COM)

### Concepts (and Guiding Questions)

#### Gender and Health

- How do societal, cultural, and religious beliefs impact how gender roles are viewed?
- In what ways can messaging around gender impact the dimension of health?
- How can societal perceptions of femininity/masculinity be harmful?
- What does empowerment of Indigenous women and girls look like?
- What is the role of women in Mi'kmaw culture?
- In what ways can societal perceptions of gender be challenged?
- What is gender-based violence?
- How do you respond when someone has experienced or is experiencing gender-based violence?
- How do social and cultural perspectives and beliefs about gender impact health?
- What are the consequences of gender inequality?
- How are relationships impacted by societal and cultural beliefs around gender?

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

### Respectful Relationships

- Why is it important for people to express limits and needs in relationships?
- What is my responsibility to respect the rights of others within relationships I have?
- How do you handle rejection when friendships or other relationships change?
- How are people of all genders empowered in relationships?
- How can gender inequality be overcome at school?
- How do we both acknowledge and celebrate differences within relationships?
- How can I recognize bullying behaviour?
- How should bullying behaviour be addressed?
- How do people safely intervene (directly or indirectly) when they notice harm in a relationship?

### Boundaries

- How do I assert personal boundaries?
- What kinds of boundaries keep relationships safe and healthy?
- What does it mean to be lured?
- What are common lures used in breaking boundaries?
- What does grooming mean?
- How can you tell a harmless secret versus a secret that presents a problem?
- How can you get help if you or a friend was being lured/had their boundaries broken online or offline?
- How are safety strategies helpful in keeping relationships safe and healthy?
- How do I respond when someone shares inappropriate content with me?

### Intervention Skills

- What is a bystander?
- What are places where you may be a bystander (in person and online)?
- What are direct or indirect ways to safely intervene when someone is at risk of being harmed?
- How do I get help for myself and others where a situation is unsafe?
- What barriers might prevent someone from intervening and how can they be overcome?
- What support might be needed for myself or others after intervening in or witnessing a situation?

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

## Rationale

Learners will consider healthy and unhealthy uses of substances and how to practice caution around unhealthy substances. Products such as 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, sugar, and cannabis (that can be found in food) are the substances of focus. In grade 5, 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.

Food and beverage products that contain heavy amounts of sugar and caffeine are the focus in grade 5 and can be used to investigate marketing messages and tactics used by the media and advertisements to promote unhealthy consumption of substances. 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

- **Investigate** the effect marketing has on health (CZ, COM, CT, PCD)
- **Compare** healthy versus unhealthy use of substances (COM, CT, PCD)
- **Investigate** when, where, and how to ask for help for harmful substance use in family environments (CZ, COM, PCD)

## Concepts (and Guiding Questions)

### Marketing

- How does marketing affect the way we feel about ourselves? (do or don't belong)
- What messages and images are used to market substances to children?
- How is messaging crafted to encourage consumption?
- How does marketing contribute to/reinforce societal norms?
- How can the teachings of Netukulimk help us to understand the relationship between overconsumption and the health of the planet?

### Substance Use

- What are substances that should be used in small quantities by children?
- What products contain caffeine?
- What products contain sugar?
- What are substances that should not be used by children?
- How do we practice caution around substances that are harmful for children?
- What are laws around driving while impaired?
- How do we safely use prescription and non-prescription medicines?

### Help-seeking

- 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 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?

## Skill Descriptions

### Analyse

Gather and select appropriate information; begin to consider the accuracy and validity, and importance of the information; communicate findings.

### Compare

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

### Identify

Distinguish specific elements based on their unique features.

### Investigate

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

### Select

Locate several relevant and dependable details to support an answer