

Health Education Grade 6

At-a-Glance

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Health Education Grade 6 – 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 analyse how health behaviours enhance physical, mental, emotional, social, and spiritual health

Rationale

Throughout grades Primary-5, learners have engaged in experiences that highlight the importance of forming positive habits that work together to enhance all aspects of children's health. Building on these concepts, learners in grade 6 will begin to think about the various health behaviours from a broader social justice perspective. Learners will think critically about social justice issues like food sovereignty and of the importance of culture, race, socio-economic status and religious beliefs as influencers on what and how we eat. They will explore the concept of community engagement and the importance of natural and built environments that promote physically active living where everyone feels safe and a sense of belonging. Learners will be invited to think critically about how the time we spend online can be influenced by many factors and the ways we might counter these influences. How health behaviours can either positively or negatively impact the quality of sleep is a focus, as is the role immunizations play in community health.

Competencies

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

Indicators

- **Investigate** the relationship between food and values, beliefs, and culture (CZ, CT, PCD)
- **Investigate** how the environment impacts community engagement in physically active living (CZ, CT, PCD)
- **Analyse** potential impacts of time spent online (CZ, CT, PCD, TF)
- **Investigate** the benefits of immunizations from an individual and community perspective (CZ, COM, CT, PCD)
- **Investigate** factors that can impact sleep (CZ, CT, PCD)

Concepts (and Guiding Questions)

Food and Culture

- What is food sovereignty?
- Why would growing diverse foods in Nova Scotia be important?
- How do culture and religion affect food choices?
- How is food used to express culture and identity?

Environment and Community Engagement

- How can physically active living for community engagement be seen through the Mi'kmaw teaching of Netukulimk?
- How can the media make everyone feel included in physically active environments?
- How can communities engage individuals and families in physical activity?

Impact of Technology

- What tactics are online to keep the attention of users?
- Why would technology companies want people to stay online longer?
- How would I know if I am spending too much time online in a way that affects my dimensions of health?
- How does technology impact my relationship with myself, my family, my community, and my environment?
- How can I identify harmful and hurtful language and actions happening online?
- How do I respond to instances of harm online?

Immunization

- How do communities prevent community spread of communicable diseases?
- Where do you find reliable information about vaccines?
- What vaccines are given to children and adolescents in our province?

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

Impacts on Sleep

- What food and beverages impact sleep?
- How can I quiet my thoughts and feelings before I go to sleep or wake up during the night?
- How do use of computers/screens impact sleep?
- What can prevent us from getting enough sleep?

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 about the brain by building an awareness of development of the prefrontal cortex. They will learn that during adolescence substances like alcohol, cannabis, tobacco and vaping products can impair the growing brain. An understanding that mental health disorders are an illness of the brain is introduced as are the signs or symptoms of common mental illnesses that can onset during childhood or adolescence. This year, the mental health literacy pyramid is explored to help build an understanding that using the right words to talk about mental health is important because this not only assists in getting help, support, or treatment, but also helps to challenge stigma.

As always, learners will explore healthy ways to cope with mental health distress, mental health problems, or grief that can take place during childhood years, including becoming aware that culture impacts ways of coping with mental health. Learners will also acknowledge unhealthy ways to cope with mental health distress, problems, or illness. Learners will engage with help-seeking efficacy concepts by recognizing the difference between times a person may need support or treatment while thinking critically about cultural and societal contexts that can make it difficult to ask for help.

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)
- **Select** words that describe various mental health states (COM, PCD)
- **Investigate** ways to cope with challenging life circumstances (CZ, CT, PCD)
- **Investigate** ways that people can get help for a mental health problem or illness for self and others (CZ, CT, PCD)

Concepts (and Guiding Questions)

Brain and Brain Functions

- How is the prefrontal cortex beginning to change for adolescents?
- How does alcohol, tobacco/vaping, and other drugs affect the brain when a brain is not yet fully developed?
- How can being impaired from drug use contribute to injury?
- What might be signs of mental illness?
- What are the most common mental illnesses that can occur in childhood?

Mental Health States

- What are various states of mental health?
- How does using the right words help when we are talking about mental health?
- What is stigma?
- How does using appropriate language to describe mental health contribute to reducing stigma?

Coping Strategies

- What is resilience?
- How do coping strategies help with resilience?
- How do I know if a coping strategy is healthy or harmful?
- What can be learned from failure and challenges?
- How can relationships (friends, family, Elders, community, land) be helpful if you are grieving a loss?
- How do ceremony and rituals help with grief and loss?

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

Help-Seeking

- How would you know when you need support for mental health or when you might need treatment?
- What is meant by support and treatment? How are they different?
- How can I help someone else who might need support or treatment for a mental health problem or illness?
- Where can children go for help? How do you ask for help?
- How do we overcome what makes asking for help hard?

Learners will investigate sexual and reproductive health information.

Rationale

Over the course of the school year and through an understanding of how values shape decision-making, the role of human rights in sexual health, and the importance of safe and supportive environments, learners are introduced to the concepts of sexuality and sexual health. They will build on previously introduced concepts related to reproduction as they learn more about reproductive health as they learn how to prevent sexually transmitted and blood bourn infections and unintended pregnancy. They will continue to develop skills to find reliable information and consider how to detect misinformation about sexuality and sexual health. Learners will continue to consider ways to cope with the changes that take place during puberty as well as reflect on positive aspects of change as their bodies and minds develop. 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 concept of sexuality and sexual health (CZ, COM, CT, PCD)
- **Investigate** ways to care for reproductive health (CZ, COM, CT, PCD)
- **Select** ways you to cope with changes associated with puberty (CT, PCD)
- **Investigate** how respect for diverse sexual identities is expressed within society (CZ, COM)
- **Investigate** where to find reliable sexual health information and support in the community (COM, CT, PCD, TF)

Concepts (and Guiding Questions)

Sexuality and Sexual Health

- How are the concepts of sexuality and sexual health related?
- In what ways does culture, religion, society affect our understanding of sexuality and sexual health?
- How do we create safe environments for many cultural, racial, gender and sexual identities to learn about sexuality and sexual health?
- How do values shape our understanding of sexuality and sexual health?
- Who are positive role models that shape sexual health?
- How is understanding for diverse beliefs around sexuality and sexual health demonstrated?

Reproductive Health

- What are common sexually transmitted infections and blood borne illnesses?
- What are common myths and misinformation about how sexually transmitted and blood-borne infections (STBBIs) are transmitted?
- What are ways to reduce the transmission of STBBIs?
- How could pregnancies be prevented?
- What healthy behaviours contribute to the health of our reproductive system?

Puberty

- What aspects of ourselves are changing during puberty?
- How can change be positive?
- What are ways you might cope with changes to your body, mind, heart, and spirit as you move through puberty?

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

Diverse Sexual Identities

- What are ways to ensure safe and supportive environments for sexual identities of all people?
- How is being excluded hurtful/harmful to people?
- How do human rights laws contribute to sexual health?
- How can we be advocates for human rights?
- How do cultural, religious, and societal views on sexuality and gender differ?

Reliable Sexual Health Information

- What are safe and supportive environments that provide sexual health information online and offline?
- Where would you go to be tested for STBBIs?
- How do I find culturally relevant information about or support for sexual health in my community?
- How could you access supplies for sexual or reproductive health in your community if needed?

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

Rationale

Learners will be introduced to concepts that help to navigate changing relationships with family, friends, peer groups and others and to consider the ways that change can be positive. How friendship and love can be expressed in safe and healthy ways both online and offline is a new concept introduced. Learners will continue to explore social justice issues around inclusion by thinking critically about the ways in which language is used and the ways in which communication with and about one another contributes to equality, belonging, and community connectedness. The curriculum continues to build important personal safety skills by revisiting common lures often used by sexual offenders online or offline. Luring is a tactic used to recruit young people into commercial sexual exploitation – a societal concern for Nova Scotia youth, and our learners must be able to recognize these tactics and practice how to respond. Help-seeking in the context of relationships continues to be an important life-skill that is also reinforced within this outcome.

Competencies

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

Indicators

- **Investigate** how changing relationships with self and others can impact the dimensions of health (CZ, CT, PCD)
- **Analyse** communication skills that keep relationships healthy (CZ, COM, CT, 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)

Relationships and Health

- Why can relationships change as we grow up?
- What are some challenges that can occur in changing relationships with family, friends, and peers as we grow?
- How can changes in and with self, family, communities, and the environment be positive?
- How is friendship and love expressed to another person as children grow up?
- How can I safely and respectfully respond to rejection?
- In what ways can people end relationships respectfully?
- How can equitable roles between people contribute to healthy romantic relationships?
- How do we maintain behaviours in online relationships the same as we would offline?
- What are ways families among friends/peer groups can differ?

Communication Skills

- What communication skills can I learn to promote healthy relationships?
- How do the ways we use language impact people in both online and offline environments?
- How do some people use language to exert power and coercion over others?
- What does controlling behaviour look, sound, and feel like in a relationship?
- What is a microaggression?
- How can you address a microaggression when you notice one?
- Why is it important to address microaggressions?
- How is language used for stereotyping gender, culture, and race?
- How do you express consent or non-consent in relationships?

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

Boundaries

- How do you express assertiveness to establish personal boundaries?
- How do you establish your personal boundaries online and offline?
- Why is it important to trust your instincts?
- How can you respect other people's boundaries in relationships, and how can other people respect your personal boundaries?
- How would you recognize luring behaviour?
- How can you reduce the risk of victimization online?
- How can you get help if you or a friend was being lured/had their boundaries broken?
- How does Nova Scotia protect victims of cyberbullying?

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

In grade 6, learners will consider healthy and unhealthy uses of substances as they think critically about marketing and advertising techniques to visibly promote the consumption of substances such as alcohol, tobacco, cannabis, and vaping products to children and youth. They will explore how medicine is used across cultures in ways that are both ceremonial and used for healing. 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.

Learners should have opportunities every year to consider when, where, and how to ask for help if experiencing harmful substance in their families.

Competencies

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

Indicators

- **Analyse** tactics used in marketing and advertising to promote and normalize substance use to children and youth (CZ, COM, CT, PCD)
- **Investigate** the role of traditional medicine in health (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 and Advertising

- What values are presented in marketing of substances like alcohol, tobacco, vape products, and cannabis?
- Where do children and youth see marketing and advertising of alcohol, tobacco, vape products, and cannabis?
- How do advertisements of alcohol, tobacco, vape products, and cannabis try to appeal to children and youth?
- How do social media influencers impact the substance use of children and youth?

Traditional Medicine

- What are traditional medicines?
- What cultural protocols are involved in learning about and harvesting medicines.
- How can we understand medicines through an Etuaptmumk approach?
- Why is it important to learn about traditional medicines from knowledge keepers and elders just like with doctors and western medical professionals?
- How is traditional medicine used across many cultures?
- Why is it necessary to use medicine in the way it's intended for healing?

Help Seeking

- How would you recognize unhealthy use of substances in others?
- 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; consider the accuracy and validity, and importance of the information; communicate 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, recognize represented perspectives, and communicate findings.

Select

Locate several relevant and dependable details to support an answer.