Department of Education and Early Childhood Development
Mission Statement

By March 31, 2017, the Department of Education and Early Childhood Development will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.
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Section One: Newfoundland and Labrador Curriculum

Introduction

There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students’ performance in relation to the curriculum outcomes.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).

**Essential Graduation Learnings** *(common to all subject areas)*

**General Curriculum Outcomes** *(unique to each subject area)*

**Key Stage Learning Outcomes** *(met by end of grades 3, 6, 9 and 12)*

**Specific Curriculum Outcomes** *(met within each grade level and subject area)*

**Essential Graduation Learnings** *(EGLs)* provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.
EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.

**Aesthetic Expression** - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

**Citizenship** - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

**Communication** - Graduates will be able to think, learn, and communicate effectively by using listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols.

**Problem Solving** - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

**Personal Development** - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

**Spiritual and Moral Development** - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

**Technological Competence** - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

**General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

**Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

**Specific Curriculum Outcomes (SCOs)**

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.

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EGLs to Curriculum Guides
Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate (The Centre for Inclusive Education, 2009).

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students’ varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to ‘get it’ and express learning (Carol Ann Tomlinson).

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher’s knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...

- present authentic and relevant communication situations
- manage routines and class organization
- provide realistic and motivating classroom experiences

- allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community
- form essential links between the texts and the students

- allow students to make relevant and meaningful choices
- provide students ownership of learning goals
- empower students through a gradual release of responsibility
- allow students multiple ways to demonstrate their learning

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for...
enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.
Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

• develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
• ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
• establish clear guidelines for independent work that match individual needs
• provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students With Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.
Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:

- independent study to increase depth of exploration in an area of particular interest.
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student’s ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic.
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.
Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students’ independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model
Literacy

UNESCO has proposed an operational definition which states, “Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13).

Reading in the Content Areas

Literacy is:

• a process of receiving information and making meaning from it
• the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems.

Literacy skills are used in paper, digital, and live interactions where people:

• analyze critically and solve problems
• comprehend and communicate meaning
• create a variety of texts
• read and view for enjoyment
• make connections both personally and inter-textually
• participate in the socio-cultural world of the community
• respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as Cross-Curricular Reading Tools (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information presented in a variety of ways including, but not limited to:

<table>
<thead>
<tr>
<th>• Books</th>
<th>• Documentaries</th>
<th>• Speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Poems</td>
<td>• Movies</td>
<td>• Podcasts</td>
</tr>
<tr>
<td>• Songs</td>
<td>• Music videos</td>
<td>• Plays</td>
</tr>
<tr>
<td>• Video games</td>
<td>• Advertisements</td>
<td>• Web pages</td>
</tr>
<tr>
<td>• Magazine articles</td>
<td>• Blogs</td>
<td>• Online databases</td>
</tr>
</tbody>
</table>

Students should be able to interact with and comprehend different texts at different levels.
There are three levels of text comprehension:

- **Independent level** – students are able to read, view, and understand texts without assistance
- **Instructional level** – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- **Frustration level** – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts
Learning Skills for Generation Next

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

Learning and Innovation Skills
Learning and innovation skills enhance a person’s ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

Literacy Skills
In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

Life and Career Skills
Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills
The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.

Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students’ capabilities within all three skill areas.
Education for Sustainable Development

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.

**Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”** (Our Common Future, 43).

As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.
Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students’ strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:
1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:
• includes pre-assessments that provide teachers with information of what students already know and can do
• involves students in self-assessment and setting goals for their own learning
• is not about a score or mark
• is used to inform student learning
• provides descriptive and specific feedback to students and parents regarding the next stage of learning
• requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do
2. **Assessment as Learning**

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:
- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

3. **Assessment of Learning**

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:
- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

**Involving Students in the Assessment Process**

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather
than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

**Assessment Tools**

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

**Types of Assessment Tools:**

- Anecdotal Records
- Audio/video clips
- Case Studies
- Checklists
- Conferences
- Debates
- Demonstrations
- Documentation using photographs
- Exemplars
- Graphic Organizers
- Journals
- Literacy Profiles
- Observations
- Podcasts
- Portfolios
- Presentations
- Projects
- Questions
- Quizzes
- Role Plays
- Rubrics
- Self Assessments
- Tests
- Wikis

**Assessment Guidelines**

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success
**Evaluation**

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:
- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs
Section Two: Curriculum Design

Health

Health literacy is defined by Rootman and Gordon-El-Bihbety (2008) as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course. Access is more than the availability of information and services. This definition suggests that health literacy is a resource for daily living in the settings where people live, learn, work, worship and play. It recognizes that health status and learning are closely linked at all ages and stages of life. Effective health literacy begins in early childhood and continually builds on knowledge and experience gained throughout the life span. The definition also speaks to the idea that health literacy is essential to taking control of and managing one's health. By improving people's access to health information and their capacity to use it effectively, health literacy is critical to empowerment. (WHO, 1998)

Health education exposes students to health information and promotes healthy behaviours. Formal instruction experienced through a comprehensive school health lens, promotes a culture of wellness. If students are expected to make healthy choices, they have to be provided with the “how”; competencies to promote their own health.

Health K-9 is an integral part of the school experience. It influences students' decision making, opinions, and competencies to advocate for personal wellness as they develop habits, make decisions with increasing autonomy, formulate opinions and explore likes and dislikes.

The Health K-9 curricula explores four units of study: body development and awareness, healthy mind and feelings, family, friends and community, and the environment. Every aspect of one's development and interaction with others and the environment is explored.

The big ideas are: knowing body development and required care and maintenance, understanding rate of change and its impact on body image, and the relationship between the physical body and the mind; fostering positive mental health using analytical skills to deconstruct messaging in our physical and virtual environment; examining one's role in family, friends and community networks; and the potential positive impact of being aware of one's ability and responsibility to promote wellness. This extends to the environment and the shared responsibility to protect it.

Learned competencies for each big idea will help students form the basis of one's approach to health and wellness. In the classroom environment, teachers and students collaborate to create safe learning environments. Students build on previous knowledge and experiences; encourage inquiry, critical analysis and reflective thought while facilitating learning, positively impacting student achievement and health outcomes of students now and into their adult years.
Course Overview

Concepts introduced in the primary health curriculum give students the opportunity to become knowledgeable and skillful for their age on topics related to one’s physical growth and development, social and emotional learning, and environmental health.

While grade three students are dependent on parents/caregivers, the degree of autonomy they experience will increase as they grow older. Students will require knowledge and a skill set to be ambassadors of their own health and possibly advocate for family members. Ideally, each student will become a manager of his/her own health; knowing how to access services, interpret health information and use it to effectively manage health matters. To do this, a comprehensive approach is required; the school environment provides health messages inside curriculum and supports those messages outside the classroom. In the community, other promising practices attempt to support and promote health literacy. Nationally, Health Canada develops tools and resources with the end user in mind. As teachers, our role is to impress upon students the relevance of the health curriculum to becoming health literate; “... able to access, comprehend, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the lifecourse.” (Source http://www.phac-aspc.gc.ca/cd-mc/hl-ls/index-eng.php)

The four units comprising the Health 3 program can be divided into two main parts; All About Me and All Around Me. The focus of the former is on the healthy development of an individual while the latter focuses on the environment locally and globally, and the impact environment has on health. The same unit structure has been implemented throughout the Health K-3 curriculum; Body Awareness and Health, Healthy Mind and Feelings, Family, Friends and Community, and My Environment.

It is the goal of this curriculum to provide students with the knowledge and skills to make decisions that promote optimum health. Through a variety of teaching and learning strategies, students will examine aspects of their own growth and development in relation to overall health. Equally important to bodily health is mental health. Family and friends play a significant role in the healthy development of our being. Students will reflect on the impact they have on others and develop strategies to deal with others in a positive way. Finally, the health of the environment is examined as a mechanism that sustains life. From the microcosm of our own homes to the community at large, individuals have a role to play in protecting the environment in which we live.
## Suggested Yearly Plan

The teacher has autonomy to organize the delivery of the four units and the placement of outcomes within each unit. Below is a recommended sequence that may be adjusted to coordinate with a cross curricular approach.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>All About Me: Body Awareness and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>The aspects of individual health explored within this unit revolve around development and monitoring of growth and the importance of daily physical activity, regular sleep, healthy eating and oral care on healthy development. For this unit, a basic understanding of what is meant by the term health is necessary to further develop other health related concepts.</td>
</tr>
<tr>
<td><strong>Sequence of Outcomes by Topic</strong></td>
<td>Health: Outcomes 1.0, 2.0 followed by 3.0</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>12 weeks</td>
</tr>
<tr>
<td>Preferably in the Fall as this allows time to create safe space to have potentially sensitive discussions into the school year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>All About Me: Healthy Mind and Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>The outcomes in this unit promote emotional health and well-being of self and others. The focus is on social and emotional growth and how to promote it within oneself and in others, strategies to deal with feelings and the impact of interactions with others.</td>
</tr>
<tr>
<td><strong>Sequence of Outcomes by Topic</strong></td>
<td>Leisure: Outcome 13.0</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>9 weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>All Around Me: My Family, Friends and Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>This unit examines the emerging independence of the student and the responsibility necessary to promote ones safety and to recognize and act on situations that may threaten the same. These concepts are intended to provide the learner with the knowledge and skills to recognize and promote components of ones safety with friends, family and the community.</td>
</tr>
<tr>
<td><strong>Sequence of Outcomes by Topic</strong></td>
<td>Building Personal Safety Competencies: Outcomes 19.0, 20.0 and 21.0</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>All Around Me: My Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>The topics in this unit deal with the student as an active participant in their environment. They need to be mindful of the hazards contained within the environment and their contribution to creating and maintaining a healthy and safe global community. The safety topics deal with being safe at play, procedures regarding fire escape and personal screen time.</td>
</tr>
<tr>
<td><strong>Sequence of Outcomes by Topic</strong></td>
<td>Protecting the Environment: Outcomes 25.0 and 26.0</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>9 weeks</td>
</tr>
</tbody>
</table>
How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student’s learning

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.
Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

---

**Resources and Notes**

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

---

**Sample Teaching and Assessment Strategies**

**Specific Curriculum Outcomes**

**GCO 1: Represent algebraic expressions in multiple ways**

<table>
<thead>
<tr>
<th>Sample Teaching and Assessment Strategies</th>
<th>Resources and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</td>
<td>Authorized</td>
</tr>
<tr>
<td>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, ( \frac{36a^2 + 12a}{3} ). To model this, students start with a collection of three ( x )-tiles and 12 unit tiles and divide them into three groups.</td>
<td>• Math Makes Sense 9</td>
</tr>
<tr>
<td>For this example, ( x = 4 ) tiles will be a part of each group, so the quotient is ( x = 4 ).</td>
<td>• Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</td>
</tr>
<tr>
<td><strong>Activation</strong></td>
<td>• Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</td>
</tr>
<tr>
<td>Students may</td>
<td>• ProGuide: pp. 35-42, 43-51</td>
</tr>
<tr>
<td>• Model division of a polynomial by a monomial by creating a rectangle using four ( x )-tiles and eight ( x )-tiles, where ( 4x ) is one of the dimensions.</td>
<td>• CD-ROM: Master 5.23, 5.24</td>
</tr>
<tr>
<td>Teachers may</td>
<td>• See It Videos and Animations:</td>
</tr>
<tr>
<td>• Ask students what the other dimension is and connect this to the symbolic representation.</td>
<td>• Multiplying and Dividing a Polynomial by a Constant, Dividing</td>
</tr>
<tr>
<td></td>
<td>• Multiplying and Dividing a Polynomial by a Monomial, Dividing</td>
</tr>
<tr>
<td><strong>Connection</strong></td>
<td>• SB: pp. 241-248, 249-257</td>
</tr>
<tr>
<td>Students may</td>
<td>• PB: pp. 206-213, 214-219</td>
</tr>
<tr>
<td>• Model division of polynomials and determine the quotient</td>
<td>Resources and Notes</td>
</tr>
<tr>
<td>( (i) \ (6x^2 + 12x - 3) : 3 )</td>
<td>Authorized</td>
</tr>
<tr>
<td>( (ii) \ (4a^2 - 12x) : 4x )</td>
<td>• Math Makes Sense 9</td>
</tr>
<tr>
<td><strong>Consolidation</strong></td>
<td>• Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant, Dividing</td>
</tr>
<tr>
<td>Students may</td>
<td>• Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial, Dividing</td>
</tr>
<tr>
<td>• Draw a rectangle with an area of ( 36a^2 + 12a ) and determine as many different dimensions as possible.</td>
<td>• See It Videos and Animations:</td>
</tr>
<tr>
<td>Teachers may</td>
<td>• Multiplying and Dividing a Polynomial by a Constant, Dividing</td>
</tr>
<tr>
<td>• Discuss why there are so many different possible dimensions.</td>
<td>• Multiplying and Dividing a Polynomial by a Monomial, Dividing</td>
</tr>
<tr>
<td><strong>Extension</strong></td>
<td>• SB: pp. 241-248, 249-257</td>
</tr>
<tr>
<td>Students may</td>
<td>• PB: pp. 206-213, 214-219</td>
</tr>
<tr>
<td>• Determine the area of one face of a cube whose surface area is represented by the polynomial ( 24a^2 ).</td>
<td>• Math Makes Sense 9</td>
</tr>
<tr>
<td>• Determine the length of an edge of the cube.</td>
<td>• Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant, Dividing</td>
</tr>
</tbody>
</table>
How to Use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.

The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

### SCOs Continuum

<table>
<thead>
<tr>
<th>GCO 1</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>explore the origins of Judaism, Christianity, and Islam</td>
<td>1.0</td>
<td>explore the origins of Judaism, Christianity, and Islam</td>
</tr>
<tr>
<td>2.0</td>
<td>explain the significance of religious vocabulary</td>
<td>2.0</td>
<td>explore the significance of religious vocabulary, beliefs, and values</td>
</tr>
<tr>
<td>3.0</td>
<td>explore how teachings of Christianity, Islam and Judaism influence the development of morals and values</td>
<td>3.0</td>
<td>compare the teachings and laws of Christianity and Islam</td>
</tr>
</tbody>
</table>

**Previous Grade**

**Current Grade**

**Next Grade**

---

**GCO 1:** Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

**GCO 2:** Students will be expected to develop an understanding of the significance of beliefs, practices, and roles of Christians and other living systems.

**GCO 3:** Students will be expected to develop an understanding of the significance of beliefs, practices, and roles of Christians and other living systems.

---

**Key Stage 6**

- Developed an understanding that throughout history people have been in relationships with deities (e.g. ancestors, spirits, deities, human beings).
- Developed an understanding that religions/systems are based on belief systems with distinct stories, symbols, and scriptures (e.g. books). These are used to justify actions.
- Developed an understanding of how beliefs are expressed through art, architecture, music, drama, and literature (e.g. Mohenjodaro; Homan’s Messiah).

**Specific Curriculum Outcomes**

- SCOs
  - Explain the significance of sacred signs and symbols.
  - Investigate how religious teachings and laws influence the development of morals and values.
  - Examine how religious beliefs are often expressed through the architecture of places of worship.

---

**SCOs**

**KSOs**

**GCOs**
Section Three: Specific Curriculum Outcomes

Unit 1: All About Me: Body Awareness and Health
Focus

As this likely will be the first unit introduced to students, the topics are timely as the students are transitioning into taking increased responsibility for some aspects of their health. Change is a theme that emerges from the content in this unit. Physically, there are growth changes as there is a gradual shift towards puberty. Permanent teeth are emerging and responsibilities for health behaviours such as healthy eating, daily physical activity, sleep and hygiene practices are increasing and transferring in varying degrees, to the student.

Outcomes Framework

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

1.0 recognize the importance of promoting and monitoring healthy development of one’s body
2.0 understand the effect of regular sleep on health
4.0 know the health benefits of eating whole foods and the potential adverse health effects of processed foods
7.0 recognize the importance of daily physical activity for physical and mental health
9.0 identify and explain the purpose of the four types of teeth
10.0 identify the anatomy of the tooth
11.0 identify the care, maintenance and protection practices necessary for permanent teeth
12.0 understand developmental body change relevant to ones age and its potential impact on body image
**SCO Continuum**

<table>
<thead>
<tr>
<th>By Topic</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>1.2 understand that some conditions require medication to maintain health</td>
<td>1.0 recognize the importance of promoting and monitoring healthy development of one’s body</td>
</tr>
<tr>
<td></td>
<td>2.2 demonstrate hygiene practices that contribute to a growing healthy body</td>
<td>2.0 understand the effect of regular sleep on health</td>
</tr>
<tr>
<td></td>
<td>3.1 examine personal practices that contribute to a healthy body</td>
<td>3.0 demonstrate responsibility for hygiene practices</td>
</tr>
<tr>
<td></td>
<td>4.0 know the health benefits of eating whole foods and the potential adverse health effects of processed foods</td>
<td>4.0 know the health benefits of eating whole foods and the potential adverse health effects of processed foods</td>
</tr>
<tr>
<td>Nutrition</td>
<td>1.3 know the health benefits of drinking plain water to satisfy thirst</td>
<td>5.0 use tools to select healthy food and beverage snack items</td>
</tr>
<tr>
<td></td>
<td>2.3 use Eating Well with Canada’s Food Guide to develop an awareness of the variety of foods available within a food group</td>
<td>6.0 plan a healthy meal in accordance with <em>Eating Well with Canada’s Food Guide</em></td>
</tr>
<tr>
<td></td>
<td>2.4 demonstrate a variety of healthy ways to experience the same food</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 1

<table>
<thead>
<tr>
<th>By Topic</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>2.1 experience daily physical activity to promote personal health and well being</td>
<td>7.0 recognize the importance of daily physical activity for physical and mental health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.0 assess one’s level of participation in physical activity outside of the school environment</td>
</tr>
<tr>
<td>Oral Health</td>
<td>1.4 understand that healthy eating promotes healthy teeth and gums</td>
<td>9.0 identify and explain the purpose of the four types of teeth</td>
</tr>
<tr>
<td></td>
<td>1.5 understand the purpose of fluoride and sealants in oral health</td>
<td>10.0 identify the anatomy of the tooth</td>
</tr>
<tr>
<td></td>
<td>1.6 know the process of tooth decay</td>
<td>11.0 identify the care, maintenance and protection practices necessary for permanent teeth</td>
</tr>
<tr>
<td>Growth</td>
<td>1.1 recognize physical growth changes of the body and influencing factors</td>
<td>12.0 understand developmental body change relevant to ones age and its potential impact on body image</td>
</tr>
</tbody>
</table>

**Suggested Unit Plan**

The delivery plan for unit 1 recommends moving from *Health, Nutrition, Physical Activity, Oral Health* to *Growth*. Outcome 12 is intended to be done last, as this allows time to build a safe classroom environment. All other outcomes can be delivered according to a cross-curricular or themed approach as another option.
Health

**Outcomes**

*Students will be expected to*

1.0 recognize the importance of promoting and monitoring healthy development of one’s body.

(GCO 1)

**Focus for Learning**

This outcome speaks to the shared responsibility of students, parents and caregivers and health professionals in promoting and monitoring student health; students need to be aware of the importance of telling a caregiver about a health concern, caregivers need to take appropriate action to correct or improve the situation and finally, a health care professional should be consulted where appropriate. While mental health is part of healthy development, Unit 2 addresses positive mental health in more detail.

Items for discussion include:

- eye check-ups
- hearing tests
- dental check-ups
- hand hygiene
- immunizations
- regular visits to the family doctor
- posture
- daily physical activity
- healthy eating
- tobacco free environments

In covering this outcome, discuss how various health care professionals help children stay healthy. Focus the discussion around the roles of speech therapists, community health nurses, dentists, dental hygienists, hearing and visual itinerants, doctors and non-governmental organizations such as The Canadian Cancer Society.

Where possible, invite various health care professionals to visit the class to explain how they promote a specific aspect of children’s health. A hearing itinerant, for example, may emphasize the importance of regular checkups and the importance of being proactive in protecting hearing. This may include, but is not limited to, headphone usage, and reducing noise level in confined spaces such as vehicles, classrooms, gymnasiums, arenas, concerts. Public Health Nurses offer immunizations in early childhood, during school years and flu shots in flu season. Other examples include wearing sunscreen and sunglasses to protect skin and eyes when in the sun and wearing a mouth guard to protect teeth when playing sports.

Another point to discuss as a class is the effect of posture on our muscles, heart and lungs, and overall well-being. This is also an opportunity to discuss proper use and fit of backpacks. It is recommended that backpacks should not exceed 10% of total body mass (e.g. students weighing 32 kg should only carry 3-4 kg of weight in their backpack). Students should realize the importance of keeping their shoulders back, chest out and chin up for good posture. To encourage good posture, students can place a book on their head and practice walking. Students could also pretend that a balloon is attached to their head and is lifting their bodies as it rises. It does not lift them off the ground but helps them straighten up.
Health

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Brainstorm with students ways to maintain a healthy body.

Consolidation

Students may
- Create a foldable, demonstrating how the various health care professionals help them to maintain a healthy body. Students present their foldables.
- Respond to the following statements following the visit from the health care professional:
  - I learned that...
  - __________ helps me by...
  - It is important to...
  - To protect my body when playing sports I ...
- Participate in headbands game. Provide students with paper headbands, labelled with a health care professional (speech therapist, community health nurse, dentist, dental hygienist, and doctor). Be sure that students do not see the label on the headbands that they are wearing. Students will ask their classmates yes/no questions to help them determine their identity. Once the student identifies who they are, he or she will explain their important role in helping to maintain a healthy body. An alternative to the headband is to provide students with a tag that can be attached to the back of their shirt.

Teachers may
- Observe the students’ participation during the headbands game and note their understanding of the importance of promoting healthy bodies through increased self awareness and regular check-ups.
- Read and discuss a piece of literature such as Dr. Martin’s Pete, the Posture Parrot, or access an online resource on posture to discuss with the students.

Resources and Notes

Authorized
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Health and Wellness Teacher Resource for ideas for Foldables, found on the inside cover (authorized resource for Grades 1 and 2)

Children’s Literature:
- Dr. Martin’s Pete the Posture Parrot by Marvin Arnsdorff and Eric Vincent

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - hearing health
  - oral health and dental quizzes
  - posture
  - backpack weight
### Health

#### Outcomes

**Students will be expected to**

2.0 understand the effect of regular sleep on health. (GCO 1)

#### Focus for Learning

For optimal growth and development, grade 3 students should be getting 10 hours of sleep per night. Discuss the benefits of having a bedtime routine, what the body does while in a sleep state in terms of growth and repair to aid in healthy growth and development, and how sufficient sleep contributes to readiness to learn. A child friendly website with discussion topics related to sleep are referenced in column four.

Brainstorm with students how they feel when they are tired. This discussion should lead students to understanding that these feelings can be avoided when the body gets enough rest. Students should understand the importance of getting enough rest and realize that a good night’s sleep has a positive effect on their overall health. Ask students various questions regarding the amount of sleep they get such as:

- What time do you go to bed?
- What time do you wake-up?
- Do you wake up feeling rested?
- Do you get up without resistance?
- What kinds of things do you do in the hour before going to bed?

Discuss why sleep is necessary. Student responses may include:

- our minds need to rest and relax
- our bodies need time to repair themselves
- sleep is growing time
- it gives us energy
Health

Sample Teaching and Assessment Strategies

Activation

Students may
- Complete a chart to record the amount of sleep they get each night for a period of one week. A sample chart is available online.
- Complete a journal entry:
  - I wonder how I would feel if...
  - Today I feel ...

Connection

Teachers may
- Read and discuss a selection of children’s literature, such as A Good Night’s Sleep by Allan Fowler.

Consolidation

Students may
- Create an acrostic poem using the word SLEEP.
- Design a door hanger that lists some suggestions to help get a good night’s sleep or outline the steps in their bedtime routine. The hanger can be placed on the bedroom door to remind them of the importance of a good night’s sleep.

Resources and Notes

Authorized
- Health & Wellness student text: pp.104-105, 16, 34-35
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Children’s Literature:
- A Good Night’s Sleep by Allan Fowler

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - the benefits of sleep
  - sleep quiz and tracking charts
Outcomes
Students will be expected to

3.0 demonstrate responsibility for hygiene practices. (GCO 2)

Focus for Learning

While students may not have total responsibility for overseeing hygiene practices, there should be a shift in responsibility for many of the practices from the parent/caregiver to the student. As students spend part of their day away from home, many hygiene practices become their responsibility. This outcome focuses on the student having the competency to complete hygiene practices such as:

- handwashing: before and after eating, sneezing and coughing, after visiting the bathroom
- oral care: brushing and flossing after meals and before bed
- covering a cough or a sneeze: using your elbow or tissues
- clean hair, clothes: brush hair daily, wash hair every 2-3 days, change undergarments daily
- bathing: every 2-3 days
- not sharing personal items such as combs, hats and headphones

As a class, generate ideas that will help students take greater responsibility for hygiene practices and lead a discussion about what may happen when one does not take responsibility for hygiene practices.
Health

Sample Teaching and Assessment Strategies

**Activation**

Teachers may
- Discuss good hygiene practices and ask students to identify those they are capable of doing on their own. Use the following headers to complete a chart:

<table>
<thead>
<tr>
<th>Hygiene Practices</th>
<th>How often should this practice be done?</th>
<th>Do I need reminders to do this? Never, Sometimes, or Always</th>
</tr>
</thead>
</table>

**Consolidation**

Teachers may
- Read the following poem/song:
  
  Soap and water, that’s the way  
  You can wash the germs away  
  Keep on washing – when you do  
  You’ll get rid of germs, it’s true  
  Now your hands are clean, here’s why:  
  Germs are down the drain, good-bye!

- Read a literature selection such as *Dirtiest Hair In The World*. Role play a scene from the book or create a scene using different body parts such as: dirty feet, teeth that have not been brushed, dirty hands and nails. The role play should include a shift in responsibility for the hygiene practice from the parent/caregiver to the student.

Students may
- Create additional verses using different hygiene practices and add the appropriate action to the verse.
- Read their poem/song to the class.

**Extension**

Students may
- Set a goal to assume more responsibility for their hygiene. For example, this may take the form of a journal entry or a sticky note reminder to be displayed in an appropriate place at home.

Resources and Notes

**Authorized**

- *Health & Wellness* student text: pp.100-103, 158-163, 168-169
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*

**Suggested**

Children’s Literature:
- *Dirtiest Hair In the World* by Bob Mcallen and Tom McClure
- *Smelly Socks* by Robert Munsch

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

- Visit Resource Links, Unit 1 for:
  - handwashing activities
## Nutrition

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
</table>
| **Students will be expected to**

4.0 know the health benefits of eating whole foods and the potential adverse health effects of processed foods. (GCO 1) |

**Note:** If food is brought into the classroom as a visual, be mindful of allergies that exist within the school community.

The intention of this outcome is that students have a clear understanding that daily eating patterns consisting mostly of whole foods are better for health than those patterns that use processed foods. It is not the intention to discuss weight. The learning should bring awareness that added sugar, fat and salt found in processed foods, contributes to potential adverse health impacts.

Processed foods have undergone changes and have had other items added to them to make a new food and have potential adverse effects such as:

- a feeling of being tired from higher fat foods
- storing excess energy and impacting oral health as a result of added sugars
- excess thirst, swelling/tightness in hands and feet, and future development of hypertension may result from added salt (sodium)

Whole foods closely resemble their harvested form and have not undergone any processing or very little processing. An apple in hand is a whole food with no processing. An apple that you cut up and serve is still a whole food. Apple slices that you purchase in packaged form have undergone minimal processing whereas apple sauce would have undergone significantly more processing. Whole foods:

- support healthy eating according to Canada’s Food Guide
- increase energy levels and alertness because of less added sugar, fat and salt (sodium)
- contribute to a feeling of fullness from high fibre whole foods

When discussing whole foods the focus should be on foods coming from the field; especially on locally grown food. Where possible, students should explore whole foods that are grown provincially by visiting a local farm, community garden or Little Green Thumbs garden, or viewing the virtual farm tours on the Agriculture in the Classroom website to see various foods grown in a local environment.

Processed foods generally have added calories, sugar, fat, salt (sodium) and or other additives. High sodium diets contribute to many heart related chronic diseases and it is important our daily food intake reflect the sodium recommendations for Canadians.

Health Canada provides guidance about sodium intake using recommendations for adequate intake (AI) and upper limit (UL) amounts. Health Canada’s sodium recommendations are:

- children age 4-8 consume 1200mg (AI) but not exceed 1900mg (UI)
- children aged 9-13 consume 1500mg (AI) but not exceed 2200mg (UI)
- people aged 14 and over consume 1400mg (AI) but not eat more than 2300 mg sodium per day (UL). A sodium intake above 2300 mg per day is likely to pose a health risk.

Nutrition

Sample Teaching and Assessment Strategies

Connection

Students may
• Record in a chart the foods they eat in a day. At the end of the day they record the number/kinds of whole foods consumed and the number/kinds of processed food consumed.

Consolidation

Students may
• Complete an active response activity. The teacher/student reads out the name of a food from a list. If the food is whole, the students must respond actively by raising their arms in a Y shape. If the food is processed, the students will draw their arms in and do a squat. After each action is completed return to a standing position before the next food item is read aloud. The speed can be increased depending on student ability.
• Discuss whole and processed foods. Students select one item from their lunch bag and discuss whether their item is a whole food or a processed food. For whole foods, students will be able to explain that the food originated from the ground such as turnip or from a plant as strawberries and green peppers do. The explanation for processed foods is that some of the ingredients may have been whole at one time but they were changed and other things were added to them.
• Read the labels on various foods/snacks to determine the sodium content. Determine if the items are high in salt and recommend alternate foods that are lower in sodium.

Resources and Notes

Authorized
• Health & Wellness student text: p.73
• Health & Wellness Teacher’s Edition: p.73
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
• Visit Resource Links, Unit 1 for:
  • Health Canada’s healthy eating online tools
  • virtual farm tours from Agriculture in the Classroom
  • Mission Nutrition

Go Healthy with Ticker Tom
(resource available from Regional Wellness Coalitions)
Nutrition

Outcomes
Students will be expected to

4.0 know the health benefits of eating whole foods and the potential adverse health effects of processed foods. (GCO 1)

Focus for Learning

In children, high sodium intake has been associated with high blood pressure (hypertension), development of high blood pressure (hypertension) later in life, a tendency for children to prefer foods with high salt content due to suppressed salt taste receptors (retrieved from http://www.hc-sc.gc.ca/fn-an/nutrition/sodium/index-eng.php).

As a means of introducing and promoting whole foods, Health Canada’s online resource, Healthy Eating Toolbox, has a variety of materials to highlight whole foods while educating consumers about making informed choices. There are templates for student use that feature whimsical characters made from whole food.

Eating Well with Canada’s Food Guide promotes a balanced eating pattern of both whole and processed foods. Another guide to use when assessing the sodium content in food is “Using the Percent Daily Value” from Health Canada. This chart uses percentages to help guide consumers in choosing foods, understanding that these percentages reflect a portion of recommended intake for the day for any given nutrient. Students will be able to use this tool to help them navigate the realm of processed foods.
# Nutrition

## Sample Teaching and Assessment Strategies

<table>
<thead>
<tr>
<th>Resources and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authorized</strong></td>
</tr>
<tr>
<td>• <em>Health &amp; Wellness</em> student text: p.73</td>
</tr>
<tr>
<td>• <em>Health &amp; Wellness Teacher’s Edition</em>: p.73</td>
</tr>
<tr>
<td>• <em>Health &amp; Wellness Health Masters</em> referenced within Teacher’s Edition</td>
</tr>
<tr>
<td><strong>Suggested</strong></td>
</tr>
<tr>
<td>Resource Links: <a href="https://www.k12pl.nl.ca/curr/k-6/health/grade3.html">https://www.k12pl.nl.ca/curr/k-6/health/grade3.html</a></td>
</tr>
<tr>
<td>• Visit Resource Links, Unit 1 for:</td>
</tr>
<tr>
<td>• Health Canada’s healthy eating online tools</td>
</tr>
<tr>
<td>• virtual farm tours from Agriculture in the Classroom</td>
</tr>
<tr>
<td>• Mission Nutrition</td>
</tr>
</tbody>
</table>

*Go Healthy with Ticker Tom* (health resource available from local health authority)
### Nutrition

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.0</strong> use tools to select healthy food and beverage snack items. (GCO 2)</td>
<td><strong>Note:</strong> If food is brought into the classroom as a visual, be mindful of allergies that exist within the school community.</td>
</tr>
</tbody>
</table>

There are many tools available to consumers to assist in determining whether or not a food is healthy. The main tool is the food guide. There are two editions of the food guide; *Eating Well with Canada’s Food Guide* and *Eating Well with Canada’s Food Guide - First Nations, Inuit and Métis*. The latter version of Canada’s Food Guide reflects traditions and food choices of First Nations, Inuit and Métis communities.

If a snack is represented in the rainbow, it is an everyday snack whereas if it is listed in the *Foods to Limit* section, it is a "sometimes" snack. Everyday snacks are usually whole foods whereas sometimes snacks are processed and should be limited.

Food packages have nutrition labels and ingredient lists that provide information about the food. Within the nutrition label, the percent daily value indicates the percentage of a nutrient consumed according to the named portion size. The Percent Daily Value Chart provided by Health Canada helps consumers understand the percentages on the nutrition label; a little of a nutrient is 5% or less daily value whereas 15% or more daily value is a lot.

Processing affects the nutritional value of food in that nutrients are lost or replaced with other ingredients. For example, fibre may be absent from a processed product.

Not all processed foods are poor nutrition choices. For example, while many people may think fresh fruit is the best choice, canned, bottled, or frozen fruit are also good choices.

Using a variety of packaged foods, discuss with students the process they currently use to choose healthy food and beverage snack items. Examine the labels to determine commonalities. Students may identify an ingredient list, a claim, and/or a nutrition facts table. Also include, non packaged foods to determine how students would make choices without using a food label. This should bring the discussion around to Canada’s Food Guide as a tool in making healthy selections.
# Nutrition

## Sample Teaching and Assessment Strategies

### Activation

Teachers may
- Brainstorm a list of snacks students commonly eat. Use *Eating Well With Canada’s Food Guide* to see if their snack is included.

### Connection

Students may
- Compare nutritional labels on processed foods and whole foods. Collect labels from processed foods such as cheese/crackers, lunchables and mini pizzas. Then teachers will gather nutrition information from whole foods, such as vegetables and fruit, using *The Nutrient Value of Some Common Foods* by Health Canada. Students should compare food items using the same nutrients.

### Consolidation

Students may
- Play “Jump Up for a Healthy Snack” from Mission Nutrition. When students hear a snack that is included in *Canada’s Food Guide*, jump up, if it is a snack to limit, students will deflate or fall limp. Discuss the connection of each action to the food item.
- Use nutrition labels to compare a whole food, an apple, to a food that is processed from this whole food, apple juice.

Teachers may
- Create a Food Guide for snacks similar to *Eating Well With Canada’s Food Guide*. A template similar to the rainbow design can be provided to the students so they may choose appropriate snacks for each of the coloured sections of the rainbow.
- Create a classroom grocery store for students to shop for healthy snacks. Each student pair or small group will have twenty play dollars to spend as well as an index card on which to record their selections. Encourage the students to use the nutrition labels and ingredient lists to make healthy choices.
- Collect empty food packages to practise reading labels and making choices. Group similar food items together to make comparisons on the amount of sugar, salt and/or fat content in each food. Encourage students to choose the healthiest option based on the nutrition label and the ingredient list.

### Extension

Students may
- Create a class “Healthy Snack Ideas” book to share with parents. Complete a template recording a snack idea, a photo and the recipe. They may present their healthy snack idea to the class.

## Resources and Notes

### Authorized

- *Health & Wellness* student text: pp.76-77, 80-81
- *Health & Wellness Teacher’s Edition*: pp.76-77, 80-81
- *Health & Wellness Health Masters* referenced within Teacher’s Edition

### Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - Health Canada’s online tools and publications
  - Dietitians of Canada
  - Provincial School Food Guidelines
### Outcomes

**Students will be expected to**

6.0 plan a healthy meal in accordance with *Eating Well with Canada’s Food Guide.*

(GCO 2)

### Focus for Learning

The expectation for students in this outcome is to plan a meal that has foods and a beverage representative of the four food groups, as well as a focus on whole foods versus processed foods.

### Sample Performance Indicator

- use *Eating Well with Canada’s Food Guide* to generate ideas for a meal
- plan a meal on a tinfoil plate using plasticine. The meal should represent the four food groups and a healthy beverage.
- label each item so that each food group is easily identifiable
- design a foldable menu for a Healthy Food Restaurant that includes a list of menu items suitable for breakfast, lunch, supper and beverages
**Nutrition**

## Sample Teaching and Assessment Strategies

### Consolidation

Teachers may

- Share the following rap song or poem and then divide students into groups. Each group will create two more rhyming verses.

  Foods from the guide, foods of all kinds  
  A variety of foods, my body and mind  
  Pasta, brown rice, apples and beans  
  Popcorn and carrots and good crispy greens!  
  If I don’t eat enough foods of all kind  
  I feel weak and tired, not good for my mind  
  My body won’t grow healthy and strong  
  Oh no, oh dear, This can’t keep going on!

Students may

- Create a brown bag lunch by drawing pictures, cutting out pictures from flyers, or creating them using plasticine of healthy food choices (one from each food group, including a healthy beverage). Each child will need a brown bag in which to place their drawings. The brown bag can be decorated with healthy choice messages. Add an active version to this activity by using food cards. Divide class into groups; assign each group breakfast, lunch or dinner. Place food cards in the middle of the room. On the signal go, the first student from each group runs to the center, picks up one food card and brings it back to their group. The student gives the next student a high five. The next student will take a turn running to the center to get another food card and bring it back to his/her group. Continue to do this until all groups create a healthy meal (this is not a race).

- Participate in the Healthy Food Hustle: Lesson 7 from *At My Best*.

### Resources and Notes

#### Authorized

- *Health & Wellness* student text: pp.68-73, 78-79, 82-84
- *Health & Wellness Teacher’s Edition*: pp.68-73, 78-79, 82-84
- *Health & Wellness Health Masters* referenced within Teacher’s Edition

#### Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

- Visit Resource Links, Unit 1 for:
  - lunch and snack ideas to share with parents and caregivers
  - Physical Health Education Canada (PHE) resources
  - Ticker Tom
Outcomes
Students will be expected to

7.0 recognize the importance of daily physical activity for physical and mental health. (GCO 1)

Focus for Learning

Physical activity improves health and well-being. It reduces stress, strengthens the heart and lungs, increases energy levels, helps you maintain and achieve a healthy body weight and improves one’s outlook on life. For children, regular physical activity is essential for healthy growth and development. Teachers should emphasize that physical activity is a daily activity and that it is exercise for the muscles, heart, and lungs. It strengthens the heart and lungs so that more blood and oxygen can be pumped throughout the body. This contributes to being able to work and play for longer periods of time without getting tired or short of breath.

Children should accumulate at least 60 minutes per day of moderate to vigorous-intensity physical activity. Moderate-intensity aerobic activity increases breathing and heart rate. Talking, but not singing, is possible during moderate intensity aerobic activity. Examples of moderate-intensity physical activity include walking quickly, skating, bike riding and skateboarding. With vigorous-intensity aerobic activity, heart rate will increase even more and the ability to talk decreases to not being able to say more than a few words without catching a breath. Examples of vigorous activity include running, basketball, soccer and cross-country skiing. (Health Canada)

To show the effect of physical activity on the heart, lungs and muscles, model how to take a pulse on the wrist or neck. Then ask students to take, and record on a class chart, their own heart rates. Participate in an activity such as running on the spot or any other vigorous physical activity for one minute. Immediately take and record their heart rates on the same chart. Students will compare and discuss the difference in their heart rates before and after the activity. Ask whether students experienced changes in their breathing during the activity, and explain that our lungs, heart and muscles work harder during intense physical activities and physical activity is exercise for these muscles which makes them stronger.
Physical Activity

Sample Teaching and Assessment Strategies

Consolidation

Students may
- Complete one of the following journal entries:
  - I noticed that...
  - After the activity, I felt...
  - After the activity, I noticed that...
  - I wonder how I would feel if...
- Complete one or more of the activities in the chart or an activity such as line dancing, jumping jacks, running in place, sit-ups, etc., and then discuss the changes they notice in their bodies.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 jumping jacks</td>
<td>run in place for 2 minutes</td>
<td>complete 15 arm circles</td>
</tr>
<tr>
<td>go for a walk with an adult</td>
<td>keep a tally of how many times you complete each activity.</td>
<td>complete 10 squats</td>
</tr>
<tr>
<td>dance to your favourite song</td>
<td>hop on one foot for 30 seconds</td>
<td>skip for 1 minute</td>
</tr>
</tbody>
</table>

Resources and Notes

Authorized
- Health & Wellness student text: pp.106-111
- Health & Wellness Teacher’s Edition: pp.106-111
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested
Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - childrens’ fitness and benefits.
  - Public Health Agency of Canada: Physical Activity Guidelines
  - Canadian Society for Exercise Physiology: Canadian Physical Activity Guidelines
## Physical Activity

### Outcomes

**Students will be expected to**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
</table>
| 8.0 assess one’s level of participation in physical activity outside of the school environment. (GCO 3) | Sixty (60) minutes of physical activity per day is the recommended amount of time for children to be active. While every effort is made for students to be active in school, there is an expectation that students be active outside of school as well. This outcome encourages students to reflect on the amount of time they are active. Students should be prompted to think about what they do in the after school time period; is it spent playing outside, in front of a screen, moving about indoors or participating in organized activities in the community? As a class, generate a list 7 physical activities that can be completed at home. One activity for each day of the week. These activities should be in conjunction with the recommended amount of time per day needed for physical activity. Example: • Day 1: Walk to the park and play outside for 1 hour • Day 2: Ride my bike At the conclusion, assess personal participation in the 7 day plan and the benefits/lessons learned as a result. Part of assessing one’s activity levels is creating a plan to attain a new goal. Discuss with students how to: • identify the health goal they want to set (e.g. I will get 30 minutes of physical activity after school) • explain how their goal might affect their health (e.g. physical activity keeps my bones and muscles strong) • describe a plan they will follow to reach their goal • keep track of progress (e.g. I will ride my bike 30 minutes each day for a week. Each day that I am physically active I will draw a happy face on my calendar or a sad face if I am not active. If I was not active, I will record the reason and I will find ways to be active even in bad weather. • record the amount of physical activity each day (e.g. I walked for 15 minutes. • recognize the benefits of fresh air, leisure activity and physical activity as helping with relaxation and sleep at night. | Sample Performance Indicator

Students who achieve this outcome should be able to create a physical activity plan for the after school time period. The plan should reference a variety of activities and intensity levels. The personal plan should also include goals related to physical and mental health. Students may identify a goal such as wanting to play outside for a minimum of thirty minutes, everyday. |
Physical Activity

Sample Teaching and Assessment Strategies

Activation

Teachers may
• List activities the students engage in outside of school. For example: riding their bikes, walking to and from school, playing outside, jumping rope, trampoline, road hockey, and organized sports. Each student will choose one activity that is representative of what they like to do and draw it on a group mural.

Consolidation

Students may
• Complete a journal entry to record how they feel as a result of participating in physical activities after school. The journal entries should explain which activities were completed, how often they completed them, and how it made them feel.

Resources and Notes

Authorized
• Health & Wellness student text: pp.112-115, 6
• Health & Wellness Teacher’s Edition: pp.112-115, 6
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
• Visit Resource Links, Unit 1 for:
  • the Public Health Agency of Canada’s physical activity resources
  • Eat Well and Be Active Educational Toolkit
Oral Health

Outcomes
Students will be expected to
9.0 identify and explain the purpose of the four types of teeth. (GCO 1)

Focus for Learning

This outcome should be linked to outcome 1.0 and it should also be noted that the growth of permanent teeth is a change that happens over a period of years until all the primary teeth are replaced with permanent ones. Monitoring the growth of new teeth is also part of this process. Similarly, over time, the body changes as it develops and prepares for adolescence which is covered with outcome 12.0.

The types of permanent teeth are incisors, canine, bicuspids, and molars. The Canadian Dental Association has labelled charts that will be helpful.

- incisors: sharp for cutting food
- canine: pointed for tearing food
- bicuspids: has two points for crushing food
- molar: for grinding into tiny bits

To emphasize the specificity of each type of tooth, ask students to pretend they had to do without one type of tooth. What would the chewing process be like?
Oral Health

Sample Teaching and Assessment Strategies

Consolidation

Teachers may
- Provide students a chart of the teeth and ask them to label each tooth.

<table>
<thead>
<tr>
<th>Type of Tooth</th>
<th>Purpose of Tooth</th>
<th>This tooth helps to chew this food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students may
- Create a matching card game. The students draw each type of tooth on an index card then create a matching card describing the purpose of each tooth. They will match the tooth with its corresponding purpose. To add an active component to this activity students wear a card naming either the type of tooth or the function of the tooth and students move about the space to find their match. When they find their partner they can do a physical activity such as 10 jumping jacks, jump up and down 10 times, etc. A third element can be added to the game by creating cards with different types of food. The type of tooth, a food, and a purpose card would be matched as a grouping.
- Provide the students with samples of different types of food. i.e. soft, crunchy, tough, hard and pureed foods. The students will refer to a labelled tooth chart to name the teeth they use to eat that food.

Resources and Notes

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - visuals of teeth from The Canadian Dental Association
  - presentations on teeth
### Oral Health

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
</table>
| **Students will be expected to**
10.0 identify the anatomy of the tooth. (GCO 1) | **Note:** *If food is brought into the classroom as a visual, be mindful of allergies that exist within the school community.*

Use the analogy of the parts of an orange or the parts of an egg to help students understand the anatomy of the tooth. Through discussion the students will explore the role of the enamel, dentin and pulp. The outer skin of the orange is the protective layer of the fruit, just like the enamel is the protective layer of the tooth. The dentin can be compared to the white skin of the orange and the pulp is compared to the fruit.
Oral Health

Sample Teaching and Assessment Strategies

Activation
Students may
• Complete the tooth anatomy quiz on the Enchanted Learning website.

Connection
Students may
• Explain the purpose of the enamel in a journal entry.
  - Today I learned that tooth enamel is like ...
  - Enamel is as hard as ...

Consolidation
Students may
• Construct a clay model of a tooth on a paper surface such as cardstock so they can label the parts of the tooth. Observe completed models and appropriate labelling.

Resources and Notes

Authorized
• Health & Wellness student text: p.92
• Health & Wellness Teacher’s Edition: p.92
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested
Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
• Visit Resource Links, Unit 1 for:
  • interactive presentations, videos and charts on teeth.
Oral Health

**Outcomes**

Students will be expected to

11.0 identify the care, maintenance and protection practices necessary for permanent teeth. (GCO 1)

**Focus for Learning**

Taking care of teeth requires daily care practices combined with regular maintenance.

Daily care practices include:
- brushing
- flossing
- plaque prevention
- eating healthy foods
- avoiding sugar sweetened beverages

Less frequent maintenance includes dental appointments for plaque removal, teeth cleaning, sealants, and a check-up for healthy development of teeth and gums and early detection and treatment of cavities.

Plaque is a sticky, clear film that forms on your teeth all the time. When plaque is mixed with sugar it produces acid. Acid attacks teeth and causes cavities. If not treated, cavities become larger and damage the tooth to the point where it will need to be filled or be removed.

Protection of permanent teeth is especially important as permanent teeth are expected to last for all of your adult life. When participating in sports and other potentially harmful activities, the use of a mouth guard or face protection is recommended.

**Sample Performance Indicator**

Students who achieve this outcome should be able to create a brochure to share with family members. The brochure should explain what is required to care for teeth, regardless of age, in order to keep permanent teeth for a lifetime. The brochure should present information about brushing and flossing techniques, and the required equipment to brush and floss teeth.
Oral Health

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Brainstorm care and maintenance practices for maintaining healthy teeth (include both primary and permanent teeth). Read a suggested literature selection to identify the care practices. Compare and contrast with the brainstorm list.

Connection

Teachers may
- Compile articles for an artifact box including types of toothbrushes, toothpaste, floss, water, mouth guard, examples of healthy food, picture of a dentist, a helmet, a mouth mask, a calendar etc. or students may create their own artifact box by drawing pictures of items they would place in it. Take each article or picture out, one at a time, and ask the students to justify the inclusion of each item in the artifact box. Discuss how the item is related to the care, maintenance and protection of teeth.

Consolidation

Students may
- Complete a chart depicting the care, maintenance and protection practices for teeth.

<table>
<thead>
<tr>
<th>Things I should do when caring for my teeth</th>
<th>Things I should not do when caring for my teeth</th>
</tr>
</thead>
</table>

Teachers may
- Set up 3 stations to show the effect of the frequency of brushing on plaque removal. Each station will have one hard boiled white egg placed in a solution of dark sweetened soft drink.
  - Station A will represent no brushing at all
  - Station B will represent brushing with toothpaste once a day
  - Station C will be brushed with toothpaste 3 times a day
Ask students to predict what they think will happen to each egg. Over the next few days, students may observe and record the physical changes in their journals. Ask students what is happening to the egg and why. After explaining that the soft drink has sugar in it, discuss what might be on the egg (plaque) and the effects of the brushing. In small groups, students may use the data from the egg experiment to write a report discussing the results of the experiment on brushing and plaque build up.

Resources and Notes

Authorized
- Health & Wellness student text: pp.93-95
- Health & Wellness Teacher’s Edition: pp.93-95
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Children’s Literature:
- Open Wide, Tooth School Inside by Laurie Keller
- Take Care of Your Teeth by Don L. Curry

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for
  - oral health education
### Outcomes

**Students will be expected to**

1. Understand body development is connected to age and its potential impact on body image. (GCO 1)

### Focus for Learning

The intent of this outcome is to introduce body development in preparation for puberty which will be covered more in depth in Health 4. Discussing the concept of change in relation to how much growth has taken place from birth to present day compared to how much more growth will take place to become an adult will help prepare students for the type of growth which will happen in the coming years. Growth spurts experienced over the summer may be a good place to start the discussion. Include changes such as height, foot size, perspiration and hair growth.

Linked to the physical changes of puberty is the need for hygiene practices necessitated by the body's production of sweat and possible body odour. Outcome 3.0 discussed hygiene practices and this may be an opportunity to discuss how hygiene practices change as our bodies develop.

A good resource for teachers is the Tanner Scale; a scale often used to assess a child's sexual development. It is not the intention for the teacher to assess any child's development but to use the information in the Tanner Scale in planning for this outcome. This scale has five stages and ranges from pre-puberty to sexual maturity. Each stage is associated with a cluster of physical characteristics. Girls usually enter puberty sometime between eight and thirteen years of age. Boys usually enter puberty sometime between nine and fourteen years of age. For more information about puberty and the Tanner Scale see column 4.

Read a literature selection from the suggested resources and then discuss the developmental changes of a character that occurred within the story. Relate the changes that were discussed in the story to those that may soon happen to the students. As an example, the discussion may center around predicted foot growth during the year.

For clarity, effective communication, and normalizing the use of body part names (both sexual and non-sexual), students should know and use proper names of body parts. Use appropriate diagrams to identify body parts using the correct terminology for the name of the body parts. When referring to private body parts, be sure to use the correct terminology; penis, scrotum, testicles, vagina, anus, and breasts. Emphasis should be on the pre-pubescent changes (foot growth, enlarging of the chest, perspiration, hair growth), rather than puberty.

Teachers may wish to have a question box in the room for students to anonymously ask questions for discussion regarding their body changes. Teacher discretion is advised when responding to these questions.

As students experience change in their bodies, it is very important that they understand that body change is normal at this age and the rate at which they experience change may be different for every person. Feeling good about themselves is the main message we want students to receive.
Growth

Sample Teaching and Assessment Strategies

Activation

Students may
- Construct a collage or timeline using pictures that represent the various stages of growth from birth to present time. Discuss the types of changes that have occurred.

Connection

Students may
- Complete the following statements reflecting on growth changes that may have been experienced by the student or are anticipated to happen.
  - I have noticed that...
  - Since last year, I ...
  - I know that...
  - My body is changing ....

Consolidation

Students may
- Trace their footprint to monitor growth, and use the cutouts to create a class pictograph. The activity may be repeated in June to note the actual growth changes.

Resources and Notes

Authorized
- *Health & Wellness* student text: pp.56-61
- *Health & Wellness Teacher’s Edition*: pp.56-61
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*

Suggested

Children’s Literature:
- *It's Science: Growing Up* by Sally Hewitt
- *Me and My Amazing Body* by Joan Sweeney (authorized for Grade 2 Health)
- *Percy Pinhorn* by Anne Wareham

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 1 for:
  - Tanner Scale information
  - Janeway Lifestyle Program
  - Body Image
Section Three: Specific Curriculum Outcomes

Unit 2: All About Me: Healthy Mind and Feelings
Focus

While Unit One focused on the physical aspects of growth and development, Unit Two studies the factors that contribute to positive mental health. As the body of the grade three student is undergoing change, it is important to remember that he/she is discovering their strengths and weaknesses, navigating a social network of family and friends, developing skills to promote their own social and emotional learning that will be an asset in their adult years. It is a very important time to affirm their strengths, build a positive self concept and teach strategies that will aid them in building and sustaining healthy relationships and managing emotions and challenging situations.

Outcomes Framework

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

13.0 identify the role of leisure time activities in the promotion of mental health
17.0 understand the importance of respect for self and others
18.0 understand that there are different types of relationships and they change with time

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

14.0 demonstrate age appropriate strategies to address a range of emotions
15.0 analyze how words and actions affect self and others

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

16.0 consider how one’s personal words and actions affect self and others
### SCO Continuum

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>By Topic</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leisure</td>
<td></td>
<td>13.0 identify the role of leisure time activities in the promotion of mental health</td>
</tr>
<tr>
<td></td>
<td>Handling Emotions</td>
<td>2.2 demonstrate age-appropriate strategies to express and deal effectively with a range of emotions</td>
<td>14.0 demonstrate age appropriate strategies to address a range of emotions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 understand the importance of fair play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3 practise fair play strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating Positive Environments</td>
<td>2.1 demonstrate behaviors which contribute to an overall positive school environment</td>
<td>15.0 analyze how words and actions affect self and others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.0 consider how one’s personal words and actions affect self and others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body Image and Self Concept</td>
<td>1.2 identify a positive character trait or competency in self and others</td>
<td>17.0 understand the importance of respect for self and others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1 understand that bodies come in many shapes and sizes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
<td>3.1 assess the role that relationships have on self-esteem and the overall effect on one’s well-being</td>
<td>18.0 understand that there are different types of relationships and they change with time</td>
</tr>
</tbody>
</table>

### Suggested Unit Plan

The delivery plan for unit 2 recommends moving from Leisure to Relationships in the order listed above. Delivering outcomes according to a cross-curricular or themed approach is also possible.
Leisure

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to</td>
<td>When we speak of personal health, people often assume that physical health is what is meant. On the contrary, mental health is integral to the broader term, health. Our minds need taking care of as much as our bodies. One ingredient in promoting healthy minds is the incorporation of leisure activities into our day. Students in grade 3 may report leisure activities to be resting, reading, doing arts and crafts or puzzles, walking or playing outdoors. Caldwell (2005) suspects that leisure activities may be associated with a number of defensive traits that enhance a person’s resiliency to negative life experiences. Some aspects of leisure activities that can act as protective factors include;</td>
</tr>
</tbody>
</table>
| 13.0 identify the role of leisure activities in the promotion of mental health. (GCO 1)                                      | • “[the activity] being personally meaningful, intrinsically interesting and/or challenging  
  • offering social support and friendships  
  • contributing to a sense of competence and/or self efficacy  
  • offering a sense of personal control, choice and self-determination  
  • being relaxing and/or distracting the individual from negative life events.” (pp.7-26)  |

In highlighting the importance of participation in leisure activities, students should realize that leisure activities are a necessary part of mental health which is a component of overall health. Participating in such activities may:

• provide an avenue to pursue personal interest  
• increase self esteem  
• provide an opportunity to experience other emotions  
• maintain/increase a social network  
• act as a release from a school routine
Leisure

Sample Teaching and Assessment Strategies

Activation

Students may
• Complete the Snowball Toss activity. Students anonymously write what it means to have a healthy mind and what people do to have a healthy mind. Students may associate sleep, nutritious food and water, exercise and participation in leisure activities as contributing factors to having a healthy mind. Students crumple their sheets into a snowball. Students form a circle, toss and pick up the snowballs at random. After several tosses the students pick up the snowball nearest to them. The teacher will instruct one person at a time to read what is written on their snowball. Discuss the statements and if they reflect what it means to have a healthy mind and how we maintain health. If this activity is completed during the fall you can do a leaf toss, in the spring a sunflower toss.

Connection

Teachers may
• Brainstorm with students how they enjoy spending their leisure time and how it makes them feel. Relate how this contributes to a healthy mind.

<table>
<thead>
<tr>
<th>How Do I Spend My Time?</th>
<th>How Does It Make Me Feel?</th>
<th>Does It Contribute To A Healthy Mind?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consolidation

Students may
• Create a self-portrait of their leisure activity. The picture can represent all their activities. Example: Each arm and leg could be completing a different activity. One foot could be kicking a soccer ball and the other foot could be skating, one arm could be playing tennis with the other arm could be playing the piano. The border around the portrait may be decorated with text or images that represent leisure activities.

Resources and Notes

Authorized
• Health & Wellness student text: pp.174-177
• Health & Wellness Teacher’s Edition: pp.174-177
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested
Children’s Literature:
• The OK Book by Amy Krouse Rosenthal

Cultural Connections
On Poppy’s Beach by Susan Pynn Taylor
## Handling Emotions

### Outcomes

*Students will be expected to*

14.0 demonstrate age appropriate strategies to address a range of emotions.

*(GCO 2)*

### Focus for Learning

There are two important aspects of this outcome; identifying the emotion when it occurs and how to handle it using an age appropriate strategy. Discuss a minimum of 2-3 emotions, depending on your classroom needs, from anger, frustration, fear, sadness, grief, rejection, acceptance, happiness, pride, excitement, etc. If there is a particular emotion(s) that is problematic for the class, then this would be an opportune time to generate and practise strategies to manage the emotion(s). If not, focus on at least one positive and one negative emotion. The rationale for developing competency in social and emotional learning is that children may learn the social and emotional skills necessary for positive mental health by achieving and maintaining personal well-being and positive relationships to succeed in the school environment and all aspects of life.

There may be several strategies that may be appropriate for dealing with an emotion. The class may generate a list of strategies for each emotion that will be discussed. Some students may already be successfully handling emotions and the collective effort to create a class list will benefit all. The strategies should reflect positive mental health of self and others. The use of the pronoun “I” in a message, helps communicate what you are feeling. As students suggest strategies for dealing with emotions, it should be asked if the strategy helps achieve and maintain personal well-being and positive relationships to succeed in the school environment and all aspects of life.

### Sample Performance Indicator

Students who achieve this outcome should be able to identify the emotion being experienced and use a strategy to deal with the emotion and the situation, effectively. Students may draw on personal experiences or view a video of a person experiencing an emotion, then suggest two strategies that consider the well-being of those involved.
Handling Emotions

Sample Teaching and Assessment Strategies

Activation

Students may
- Create a collage that shows people expressing a feeling. It can be happiness, sadness, anger, fear, frustration, grief, or any other emotion. Students may draw, search magazines or google images to find pictures of people expressing emotions.

Consolidation

Students may
- Participate in the High Five Activity: Students choose an emotion from a collage. Using the template of a hand, or by tracing their own hand, students will use each finger to record a different strategy for dealing with the chosen emotion. The students may choose to demonstrate, illustrate, or describe one of the strategies for the emotion on the palm of the hand. Students sharing the same emotion can compare strategies. Students should be able to explain how the strategy helps achieve and maintain personal well-being and positive relationships to succeed in the school environment and all aspects of life.
- Compose a song or a rap outlining an emotion and appropriate strategies to deal with it. Perform the rap for the class.
- Use puppets to recreate a situation that elicits an emotion and a strategy they could use to deal with that emotion. Discuss the strategies generated.

Teachers may
- Choose an emotion for the class to work on or students may choose their own. Create a 4 column chart to be completed by students.
  - Column 1: state the emotion
  - Column 2: examples of situations that elicit the emotion
  - Column 3: how I react when I experience the emotion
  - Column 4: the strategies I use when dealing with the emotion

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Situations that make me feel that way</th>
<th>How I react when I feel this way</th>
<th>Strategies I use to deal with this emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources and Notes

Authorized
- Health & Wellness student text: pp.12-15, 17, 30-35, 44-51
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Children’s Literature:
- The Feelings Book: The Care and Keeping of your Emotions by Dr. Lynda Madison and Norm Bendell
- Stress can Really Get on your Nerves by Trevor Romain and Elizabeth Verdick
- The Way I Feel by Janan Cain
- Mad isn’t Bad: A Child’s Book about Anger by Michaelene Mundy and R.W. Alley
- When A Pet Dies by Corrine Dumas
- How to Take the GRRRRR out of Anger by Elizabeth Verdick
- Don’t Pop your Cork on Mondays! The Anti-Stress Book by Adolph Moser
- Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson
- How Are You Peeling? Foods With Moods by Saxton Freymann and Joost Eiffers
- Alexander and the Horrible, No Good, Very Bad Day by Judith Viorst
- Howard B Wigglebottom Listens to His Heart by Howard Binkow
# Creating Positive Environments

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to</td>
<td>What we say and how it is said, can have an impact on how we are perceived by others and how others feel about themselves. The same can be said for our actions. Students should be aware of the words and actions they choose to communicate (in person or virtually) and the impact they have on themselves and others. The impact on self may be a direct result of being positive or negative in their choice of words or actions. As well, others may in turn respond in a similar way. Others are affected by our words and actions. The important concept to explore with this outcome is choice. Choosing words; what to say, how to say it, and actions will have an impact whether it is positive or negative. In actively choosing words and actions, students should consider the effect on others;</td>
</tr>
</tbody>
</table>
| 15.0 analyze how words and actions affect self and others. (GCO 2) | • Am I being hurtful or helpful?  
• How will I feel afterward?  
• How will others feel toward me?  
• Am I creating a place where I enjoy being?  
Discuss how compliments make one feel and how personal recognition is important. Compliments boost self-esteem; it is important to both give and be able to graciously receive compliments. Being recognised for something, is also another mechanism for increasing self-esteem.  
A selection of literature, such as One by Kathryn Otoshi, may be read aloud. |
## Creating Positive Environments

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Lead a brainstorming session of impolite actions and words that may be observed in or outside of school. From the suggestions, create 2 sets of cards; one set has polite words and actions, the other set has the matching impolite words and actions. Discuss how one might feel using those words or actions or if they were directed at them. Some examples are listed below:

<table>
<thead>
<tr>
<th>Impolite Words and Actions</th>
<th>Polite Words and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get out of my way</td>
<td>Excuse me, please</td>
</tr>
<tr>
<td>Give me that!!</td>
<td>May I have that please?</td>
</tr>
<tr>
<td>What!!</td>
<td>Pardon me?</td>
</tr>
<tr>
<td>I have to go!</td>
<td>May I go to the washroom please?</td>
</tr>
<tr>
<td>Letting a door slam</td>
<td>Hold the door for others</td>
</tr>
<tr>
<td>Laughing at someone who has dropped something</td>
<td>Let me help you pick that up</td>
</tr>
</tbody>
</table>

Students may

- Think of a time when a person made a difference in their life (i.e., turned a situation from negative to positive, gave them a compliment). Explain the action that made a difference and how it made you feel. Students may choose their method of presentation. (e.g., a poem, journal entry, visual, song).

#### Connection

Students may

- Create a storyboard about one child sitting alone, not engaged in any activity in the classroom. Write a script describing how to include him/her, how the lone child and the others felt. Present the storyboard to the class and discuss the techniques used to engage the lone child.

#### Consolidation

Students may

- Write a journal entry about how it felt to give a compliment and to experience the other person’s response. Illustrations and speech balloons showing them giving one of the compliments.

#### Extension

- The teacher may challenge students to give three compliments to other classmates during the day.

### Resources and Notes

#### Authorized

- *Health & Wellness Health Masters: chapter 1*

#### Supplementary

- *One* by Kathryn Otoshi
  (previously supplied for Grade 2 Health)

- *Have You Filled a Bucket Today?* by Carol McCloud (previously supplied for Health Grade Two)

#### Suggested

Children’s Literature:

- *Emily’s Everyday Manners* by Peggy Post and Cindy Post Senning
- *Boldprints Stand Tall*
- *Cookies: Bite-Size Lessons* by Amy Krouse Rosenthal
### Outcomes

**Students will be expected to**

16.0 consider how one’s personal words and actions affect self and others. (GCO 3)

### Focus for Learning

The previous outcome dealt with developing the competency of analyzing the effect of words and actions on self and others. Outcome 16.0 focuses on the student’s ability to examine personal practice when it comes to choosing words and actions in relations with others. Students should reflect on the words and actions they personally use and how they contribute towards or detract from achieving and maintaining personal well-being and positive relationships to succeed in the school environment and all aspects of life. The reflection may help students realize they have a very important role in creating a more positive environment.

This outcome may seem similar to outcome 15.0, however, now the student reflects on the words and actions used on a daily basis. It is common to react to a situation and not realize the impact, positive or negative, we may be having on others.
Creating Positive Environments

Sample Teaching and Assessment Strategies

<table>
<thead>
<tr>
<th>Activation</th>
<th>Resources and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may</td>
<td>Authorized</td>
</tr>
<tr>
<td>• Recall a scenario where a classmate felt sad, angry, frustrated, anxious, rejected, etc. (teacher to determine the emotion depending on your classroom needs). For example: lost a race and stormed off the field crying. A more appropriate reaction would have been to congratulate the child who won, or congratulate oneself on trying one’s best. Discuss the situation that created the emotion/reaction. How did the people involved react? If you could go back in time, what could be changed about the situation?</td>
<td>• Health &amp; Wellness Health Masters: chapter 1</td>
</tr>
</tbody>
</table>

| Connection                                                                 | Supplementary        |
| Students may                                                               | Children’s Literature: |
| • Participate in a Paper Crumple Activity. Each student will hand draw and cut out a silhouette of a person from a piece of paper. Personalize the silhouette. At the teacher’s command, the students will crumple the paper silhouette into a ball and then try to uncrumple and flatten the paper silhouette. Students should realize that the paper cannot be made to look like the initial version. The analogy can be made to show how the effect of unkind words and actions may not be totally erased even though an apology is given. | • Have You Filled A Bucket Today by Carol McCloud (previously authorized for Grade 2 Health) |

| Consolidation                                                             | Suggested            |
| Students may                                                               | Children’s Literature: |
| • Draw a picture showing a good deed they could do to help someone feel happy. Describe their picture and tell why it would make the person feel happy. For example: a child has lost his pencil and you offer to give one or your classmate is sad because his/her pet died and you make a card. Present their ‘Good Deed’ to the class. Encourage reflection on personal words and actions. | • How Full Is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer |
|                                                                           | • When Sophie Gets Angry–Really, Really Angry by Molly Bang |
|                                                                           | • The Way I Feel books (a series that deals with various emotions) |
|                                                                           | • Howard B. Wigglebottom Learns About Sportmanship by Howard Binkow |
Body Image and Self Concept

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to</td>
<td>The learning experiences associated with this outcome are intended to impress upon students the relationship between respecting one’s self and respecting others. One layer of the discussion is understanding that respect is important. On a deeper level, is the significance of respect as a key component of healthy relationships. Strategies used to meet this outcome should begin with a focus on the meaning and importance of self respect, and then transition to the importance of showing that same respect to others. Once students have self-respect and resulting feelings, they should begin to understand why it is important for people to treat themselves and others with respect.</td>
</tr>
<tr>
<td>17.0 understand the importance of respect for self and others. (GCO 1)</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Indicator

- discuss both the positive and negative impacts of words and actions on relationships
- propose and use respectful words and actions in interactions with others.
## Body Image and Self Concept

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use an image from the Howard B Wigglebottom collection and ask students to write how they would feel if they were in a similar situation as Howard.

#### Connection

Students may

- Recall a time when they were not treated with respect by another person. They can write about the event and how it made them feel. Explore how they could use this as a learning experience in how to treat other people.
- Using a printed/drawn image of a hand held mirror, students will use the mirror space to write how they see themselves. For example, students may say creative, confident, outgoing, athletic, or artistic. The purpose of this activity is to highlight the positive aspects of each child and that every person has positive attributes. When we acknowledge and respect our own positive characteristics, we can appreciate them in others.

#### Consolidation

Students may

- Complete an acrostic poem using the word RESPECT. Each statement should reflect their understanding of the importance of respect for self and others.
- Roleplay an example of a situation where a child has been bullied. One student will play the victim, one will play the bully, and all others will be the bystanders.
- Interview a parent/family member to determine what rules they had growing up about how to treat themselves and others. The students may wish to report their finding to the class.
- Compile a list of current songs that deal with respect for self and others. As a group select one that best represents the topic and present it to the class. Explain why this selection was chosen. Consult with the music teacher to determine suitable selections. (e.g., *Don’t Laugh At Me* by Peter, Paul and Mary, *Wavin’ Flag* by Young Artists for Haiti).

### Resources and Notes

#### Authorized

- *Health & Wellness* student text: pp.9-11, 22-23
- *Health & Wellness Health Masters* referenced within Teacher’s Edition

#### Supplementary

Children’s Literature:

- *One* by Kathryn Otoshi (authorized for grade 2 Health)

#### Suggested

Children’s Literature:

- *The Golden Rule* by Ilene Cooper
- *Bullies Are A Pain in the Brain* by Trevor Romain
- *Do Onto Otters: A Book About Manners* by Laurie Keller
- *Respect* by Kimberly Jane Pryer
- *Don’t Laugh At Me* by Steve Seskin and Allen Shamblin

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

- Visit Resource Links, Unit 1 for:
  - Howard B Wigglebottom Collection animated online
## Relationships

### Outcomes

**Students will be expected to**

18.0 understand that there are different types of relationships and they change with time.  
(GCO 1)

### Focus for Learning

Students should be able to distinguish among the variety of relationship types they may encounter throughout life; relationships with family, peers, organizations, neighbourhoods and communities, in the workplace, and with intimate friends/partners. Within each type, the relationships can be classified by circumstances and degree to which that person is known; authoritarian, casual acquaintance and close/intimate relationship. It is also important to discuss that over time, the circumstance/degree to which a person is known may change. For example, in a family, parent(s)/caregiver(s) are authoritarian figures. As roles change with age, the balance of authoritarian and intimacy in the relationship of a son/daughter with parent(s)/caregiver(s) may change.

This outcome does not require the student to know family types such as nuclear, same sex, single parent, blended, etc. Instead it encourages students to examine the variety of relationships that exist and know that they evolve over time. Diversity is a component of relationships. Student experiences may reveal a great deal of diversity in their relationships ranging from those with family to those with members of the community.

It is necessary to be sensitive to information about the nature of relationships students may share and to caution students against using personal information in the classroom setting.

To begin the discussion it might be relevant to start the discussion about friends. If they think about a relationship with a best friend and how that is different from a relationship with other friends or acquaintances, they will begin to realize the differences between both types of relationships. They may even reflect upon their best friend(s) and how that relationship has changed. Is it still the same person or has that changed? Why? Part of the discussion should be about friends being of the same or opposite sex. A class survey may indicate the composition of friend groups (i.e., all boys, all girls, or a mixture). Discuss how they relate to each other when it is an all boy group, all girl group, or a mixture.
### Relationships

#### Sample Teaching and Assessment Strategies

**Activation**

Teachers may

- Brainstorm different types of relationships the students have now (i.e., a friend, a teacher, a classmate, a neighbour, a parent, a grandparent). The various types of relationships can be grouped for discussion purposes to identify how they are known to the student and the degree to which they are known.

**Consolidation**

Students may

- Write a journal entry about one type of relationship students have with one person and how it has changed since Kindergarten. Write about the kinds of activities they share now as opposed to when they were younger.
- Complete a T-Chart contrasting the relationship of best friends to other friends/acquaintances. Label the diagram Best Friend and Other Friends. Students will include how they feel about both types of relationships. As a class decide upon the factors to complete the comparison.
  - amount of time spent together
  - common interests
  - things we do together during school
  - things we do together after school
  - level of trust

#### Resources and Notes

**Authorized**

- *Health & Wellness* student text: pp.18-21, 36-43
- *Health & Wellness Teacher’s Edition*: pp.18-21, 36-43
- *Health & Wellness Health Masters* referenced within Teacher’s Edition

**Supplementary**

*The Worst Best Friend* by Alexis O’Neill (previously supplied with Health Kindergarten)

**Suggested**

- *Love You Forever* by Robert Munsch
- *Grandma’s Smile* by Pamela Rushby
- *My Best, Best Friend* by Lauren Child
Section Three: Specific Curriculum Outcomes

Unit 3: All Around Me: My Family, Friends and Community
Focus

The topics covered in Unit Three relate to students interacting in the environment. As students interact in the family, school and community environments, safety becomes a concern both from the perspective of the adults responsible for care and from the students perspective. The students have to become competent in assuring their own personal safety in many environments and skillful in navigating situations that may put their personal safety at risk. This unit brings into focus prevention practices that can be put in place so as to avert any potential harm to students. A culture of safety should be fostered while engaging in leisure activities and while at play in all environments.

Students should be affirmed in their efforts to incorporate safety practices in their daily lives.

Outcomes Framework

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

- 19.0 recognize situations that threaten one’s sense of personal safety
- 20.0 understand that interventions are available when one’s sense of personal safety is threatened
- 24.0 differentiate between prescription and non-prescription medication and situations that require them

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

- 22.0 apply strategies to promote personal safety
- 21.0 demonstrate the ability to enlist help in situations threatening personal safety

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

- 23.0 assess personal engagement in daily activities and the use of safety practices
### SCO Continuum

<table>
<thead>
<tr>
<th>By Topic</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Personal Safety Competencies</td>
<td></td>
<td>19.0 recognize situations that threaten one’s sense of personal safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.0 understand that interventions are available when one’s sense of personal safety is threatened</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.0 demonstrate the ability to enlist help in situations threatening personal safety</td>
</tr>
<tr>
<td>Promotion of Personal Safety</td>
<td></td>
<td>22.0 apply strategies to promote personal safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.0 assess personal engagement in daily activities and the use of safety practices</td>
</tr>
<tr>
<td>Safety in the Home</td>
<td>1.1 identify ways to assume responsibility within the family</td>
<td>24.0 differentiate between prescription and non-prescription medication and situations that require them</td>
</tr>
<tr>
<td>Safety in Relationships</td>
<td>1.2 recognize the characteristics of a healthy friendship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 recognize forms of body based harassment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 differentiate between appropriate and inappropriate touch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 demonstrate the use of verbal and nonverbal communication in healthy interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 demonstrate strategies to deal effectively with body based harassment and inappropriate touch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 develop an awareness of the diverse nature of individuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 examine acceptance of diversity of self and others</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Unit Plan**

The delivery plan for unit 3 recommends moving from *Building Personal Competencies* to *Safety in the Home*. Delivering outcomes according to a cross-curricular or themed approach is also possible.
Building Personal Safety Competencies

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to 19.0 recognize situations that threaten one’s sense personal safety. (GCO 1)</td>
<td>Outcomes 19.0 and 20.0 build on each other and the approach to these outcomes may be tailored to dealing with both of them at the same time. Students should think about their sense of feeling safe, recognize when one’s sense of feeling safe is lessening, and identify situations that may seem safe on the surface but may pose a threat to one’s personal safety. While many of the situations may never threaten personal safety, students should be aware that a situation may change one’s sense of feeling safe, to unsafe. Potential situations may include: • answering the telephone • texting on a cell phone • social networking • using the Internet • face to face social interactions • accepting food/beverages from others By definition, personal safety refers to the freedom from physical harm and threat of physical harm, and freedom from hostility, aggression, harassment, and devaluation by members of the community. Safety includes worry about being victimized as well as actual incidents. (Thompson Rivers University, 2015) Identify with students various situations where there is potential for one’s sense of feeling safe to be diminished. Students may identify situations such as: • another student taking lunch from someone at the cafeteria • someone saying hurtful things to you online • someone touches you in a way that makes you feel uncomfortable Invite a police officer to speak to the class about personal safety and to highlight situations that may potentially threaten it. Discuss with students the opportunity for harmful situations to develop while using the Internet. Include in your discussion how this environment may be potentially harmful emphasizing the need to: • protect personal information • handle pop-ups • exercise caution when communicating with people trying to befriend you • avoid posting photos or information about your whereabouts or routines. Review with students what it means to be a bully. Discuss the idea that bullying can be direct (face-to-face) or indirect (behind someone’s back). It can also take place virtually. In a group, brainstorm ideas to complete a chart like the one on the next spread.</td>
</tr>
</tbody>
</table>
Building Personal Safety Competencies

Sample Teaching and Assessment Strategies

Activation

Students may
• Brainstorm a list of situations that can harm you or make you feel uncomfortable, either physically or emotionally. Some examples may include:
  - when someone hurts or bullies you by hitting/pushing, using hurtful words, saying things that make you feel bad, etc.
  - when someone touches you in a way that makes you feel uncomfortable. Understand that your body is your space and that your body belongs to you
  - when someone says to you or displays hurtful things about you online
  - you are asked to give information about yourself or your family over the phone

Connection

Students may
• At the end of the police officer’s presentation, create a personal or a group anti-bullying pledge. Samples of anti-bullying pledges may be searched online.
• Trace their shoe on a piece of paper and write one action that will stomp out bullying. These shoes may be dispalyed on a bulletin board titled “Together We Can Stomp Out Bullying”.
• Write an entry in their journal describing three ways to deal with a bully who keeps picking on them during playtime.

Consolidation

Students may
• Role play positive ways to react to situations that threaten personal safety, such as:
  - someone calls you a name
  - someone pushes you off the slide in the playground
  - someone does not let you take part in a game
  - someone wants to talk to you on a social media site
  - someone calls your house asking questions about who is home
• Design a Halloween Safety foldable and use the foldable as a brochure to provide to other students to promote awareness of personal safety.

Resources and Notes

Authorized
• Health & Wellness student text: pp.130-131, 142-145
• Health & Wellness Teacher’s Edition: pp.130-131, 142-145
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Children’s Literature:
• One by Katherine Otoshi
• My Secret Bully by Trudy Ludwig
• Confessions of a Former Bully by Trudy Ludwig
• Just Kidding by Trudy Ludwig
• Sorry by Trudy Ludwig
• I Am Not... But I Am by Pam Smallcomb
• Howard B Wigglebottom Learns to Back Away by Howard Binkow
• Do You Have a Secret? by Jennifer Moore-Mallinos
• Bold print magazine “Stand Tall” by David Booth

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
• Visit Resource Links, Unit 3 for:
  • Howard B Wigglebottom Literature Collection
  • Brain Pop Junior: Fire Safety
Building Personal Safety Competencies

Outcomes

Students will be expected to
19.0 recognize situations that threaten personal safety. (GCO 1)

Focus for Learning

<table>
<thead>
<tr>
<th>Physical Bullying</th>
<th>Verbal Bullying</th>
<th>Social/Emotional Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurting someone’s body/property</td>
<td>Hurting someone’s feelings</td>
<td>Hurting someone in a relationship sense</td>
</tr>
<tr>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>• biting</td>
<td>• name calling</td>
<td>• ruining friendships</td>
</tr>
<tr>
<td>• hitting</td>
<td>• teasing</td>
<td>• rude gestures or faces</td>
</tr>
<tr>
<td>• pulling hair</td>
<td>• threats</td>
<td>• ignoring</td>
</tr>
<tr>
<td>• pushing</td>
<td>• abusive language</td>
<td>• excluding</td>
</tr>
<tr>
<td>• any physical attack</td>
<td>• rumors</td>
<td>• malicious notes or emails</td>
</tr>
<tr>
<td>• stealing</td>
<td>• bossing people around</td>
<td>• embarrassing people</td>
</tr>
<tr>
<td>• locking in a room or locker</td>
<td>• lying</td>
<td>• gossip</td>
</tr>
<tr>
<td>• damaging others personal items</td>
<td>• rudeness</td>
<td>• rumors</td>
</tr>
<tr>
<td></td>
<td>• gossip</td>
<td>• making people feel helpless</td>
</tr>
</tbody>
</table>

Chart adapted from the Health Region of Peel website. Refer to column 4, Resource Links, for website information.
Building Personal Safety Competencies

Sample Teaching and Assessment Strategies

- Complete the following chart, indicating positive reactions to negative situations.

<table>
<thead>
<tr>
<th>Instead of Saying This....</th>
<th>Say This ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;No, you can’t play with us because only two people can play this game&quot;</td>
<td>&quot;We will soon be finished, then we can switch to a game that 3 can play.&quot;</td>
</tr>
<tr>
<td>&quot;Hey, squirt get out of my way&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extension

Students may
- Build a class friendship bridge. Give each student a piece of paper to write kind/positive words or comments to put together as a bridge. Place papers on the floor to build their bridge. Have students separate into two groups on either end of the bridge. Once the bridge is completed, have one group cross the bridge showing that they are all part of the same group. An alternate way to complete this activity is to use popsicle sticks. Write kind or positive comments on a stick and glue the sticks together to make a bridge.

Resources and Notes

Authorized
- Health & Wellness student text: pp.130-131, 142-145
- Health & Wellness Teacher’s Edition: pp.130-131, 142-145
- Health & Wellness Health Masters referenced within Teacher’s Edition
- Many Friends, One World “Ruby Bridges and Martin Luther King” (Grade 3 Religion authorized resource)

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 3 for:
  - Howard B Wigglebottom Literature Collection
  - Brain Pop Junior: Fire Safety
# Building Personal Safety Competencies

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
</table>
| *Students will be expected to* 20.0 understand that interventions are available when one’s sense of personal safety is threatened. (GCO 1) | Once we identify that there is a feeling of our personal safety being compromised, the next step is to be educated about what to do in that type of situation. While there are many situations that can develop, the focus is to provide information about generic courses of action that will assist in restoring one’s safety. Keep in mind that every community is different, and students should know that they should tell an adult. This should lead into a discussion about identifying trusted community members, both inside and outside of school, who can provide assistance in threatening situations. Secondly, just as telling an adult is important, what to tell is equally important. Paying attention to details and communicating those details to an adult may be useful in helping to correct a situation. Finally, students should know that if their sense of safety continues to be compromised, they should be persistent in finding someone to listen and to take appropriate action for them.  
Discuss with students their knowledge of trusted community workers (job titles not specific persons) they could go to when concerned about their safety physically or emotionally. Students may suggest teachers, guidance counselor, school nurse, police officer, principal, parent, grandparent, aunt or uncle, or neighbour.  
Invite the guidance councillor into the classroom to discuss available interventions when one’s sense of personal safety is threatened.  
As a class, generate a list of interventions that could be used to help restore one’s sense of feeling safe. |
Building Personal Safety Competencies

Sample Teaching and Assessment Strategies

Consolidation

Students may

• As a group, create a list of trusted adults they may go to for help. Divide the list into two sections: during the school day and outside of school. The list should reflect the community(ies) in which the students live.

• Create a poster with speech balloons demonstrating their understanding of who may help them and how to ask for help in a harmful situation.

Teachers may

• Divide the class into groups and each group will role play a situation whereby help is needed from an adult. Create the situation for each group and assign roles to each participant as deemed necessary by the situation (child, parent, teacher, police officer, school nurse, guidance councillor, classmate, etc.) The student playing the role of the child will be trying to get help after a situation has occurred. The child in the role play will be trying to get someone to listen and provide assistance. Only one adult in each group will be an active listener and provide assistance to the child. Other group members will listen but not provide assistance. Each group can create the situation for the role play, and which adult will listen or the teacher may assign situations already described in outcomes 19.0 and 20.0.

Resources and Notes

Authorized

• Health & Wellness Health Masters: chapter 4

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

• Visit Resource Links, Unit 3 for:
  • Brain Pop Junior: internet safety.
  • information on getting lost

Children’s Literature:
My Stranger Belly: A Real Sense of Safety by Renee Beese
### Building Personal Safety Competencies

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to</td>
<td>As a follow up to outcome 20.0, this outcome creates the expectation that students will be able to act should the need arise. They may need to protect themselves from possible danger or get themselves out of a situation where some harm has occurred. The situation may or may not be an emergency, may or may not involve personal harm. The assumption is also made here that action would have to be initiated by the student as the situation may likely occur with or without adult involvement. (e.g. A student may be shopping with a family member but in a different section of the store. The student may be approached by an unknown adult or another group of older children)</td>
</tr>
<tr>
<td>21.0 demonstrate the ability to enlist help in situations threatening</td>
<td></td>
</tr>
<tr>
<td>personal safety. (GCO 2)</td>
<td></td>
</tr>
</tbody>
</table>
Building Personal Safety Competencies

Sample Teaching and Assessment Strategies

Activation

Teachers may

• Brainstorm with students, situations that are likely to occur in one’s local area whereby personal safety could be at risk. Given the resources available in the local community/region, create a class chart outlining the situation and how one would enlist help from the community sources.

• Ask students what they know about emergency situations to assess their background knowledge. Students will share stories about an emergency situation they know about (i.e., fire, getting lost, vehicle accident, falling off playground equipment) Discuss how and from whom students received help in the emergency.

Consolidation

Students may

• Describe an activity that they frequently engage in outside of school. The description should explore the possibilities for things “to go wrong” and what the plan would be if that did actually happen. Students should examine their participation in activities and their ability to get help should the need arise. Some suggestions are:
  - you are out shopping with your parent/caregiver and you get separated/lost
  - you are bike riding with a friend and they fall and get hurt

• Create a student handbook which lists activities, and cautions related to each activity. Also, provide options that are available if help is needed while participating in each activity. The handbook may be shared with parents and community groups.

Resources and Notes

Authorized

• Health & Wellness student text: pp.146-147
• Health & Wellness Teacher’s Edition: pp.146-147
• Health & Wellness Health Masters referenced within Teacher’s Edition
• Many Friends, One World River of Caring (Grade 3 Religion authorized resource)
## Outcomes

Students will be expected to

22.0 apply strategies to promote personal safety.  
(GCO 2)

## Focus for Learning

In Outcome 20.0, the focus was on knowledge about possible interventions that could be used when safety is threatened. The focus here is on prevention and what can be done to stay safe. Students should explore strategies that include knowing what to say or what to do to avoid uncomfortable or threatening situations.

The transfer of this skill from one environment to another is key to this outcome. Promotion of safety practices should be a natural thing to do. While students may be reflecting on the play environment, it is important to explore all environments, physical and virtual, where students may be with or without adult supervision.

Read a selection of children’s literature such as *Staying Safe by Saying No*, *Listen to your Instincts* or *Ten Steps to Staying Safe*, and discuss the importance of saying no in a situation that makes you uncomfortable.

Research and view a video on any aspect of safety from an injury prevention focused group such as Parchute Canada.

As a class, generate a list of strategies that can be used to help deal with negative situations that threaten personal safety. Refer to things they have tried and found successful. The list of strategies may include:

- firmly say "Leave me alone", "Stop hurting me", "I'm telling an adult", "This is wrong", "I don't want to ..."
- walk away
- ignore, don’t engage and get drawn into an unwanted situation
- ask yourself, “Should I be doing this? Is this safe?”
- let an adult like a teacher or parent know if it does not stop.
Promotion of Personal Safety

Sample Teaching and Assessment Strategies

Connection

Students may
- Write a journal entry outlining a strategy they would like to use more effectively to promote safety.
- Write about a time when you had to use words or actions to avoid placing yourself in a threatening or uncomfortable situation.

Consolidation

Students may
- Write an article or design a door hanger to appear in the school newsletter listing local emergency contact numbers. The ad should be eye-catching and conducive to being cut out and posted near the phone.
- In groups, role play scenarios where children should use their "instincts" to say yes or no to a particular situation. Write scenarios like the ones listed below, on pieces of paper and place in a bag. Example of scenarios:
  - a person you recognize but do not know well, asks you where you live
  - a woman at the park says she has lost her dog and wonders if you can help her look
  - a person offers to help you pick up your books after losing them on the ground
  - your best friend's mom offers to give you a ride home after basketball practice without parent consent
  - a person tries to sell you a product that looks like candy
  - what to say to end an uncomfortable telephone conversation
  - you are asked to provide personal information online

After each group performs a role play for the class, discuss the decision the group made. Refer to the list of strategies generated by the class to determine which ones the students utilized.

Resources and Notes

Authorized
- Health & Wellness student text: pp.126-127, 133-137
- Health & Wellness Teacher's Edition: pp.126-127, 133-137
- Health & Wellness Health Masters referenced within Teacher's Edition

Suggested

Children's Literature:
- My Stranger Belly: A Real Sense of Safety by Renee Beese
- Ten Steps to Staying Safe by Cynthia MacGregor

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 3 for
  - Canada Safety Council for Elmer the Safety Elephant website
  - Parachute injury prevention information
Outcomes

Students will be expected to

23.0 assess personal engagement in daily activities and the use of safety practices. (GCO 3)

Focus for Learning

Building on the previous four outcomes, the focus now is to increase students’ competency to:

- examine how this information applies to them
- identify the safety practices they currently use
- identify opportunities for improvement, and possibly implement them in their daily practices

Sample Performance Indicator

Create a T-chart listing the types of activities students take part in on a daily basis (e.g., ride the bus, walk to a friend’s house, take part in sports activity) in the left column of the chart. In the right column students may list corresponding practices they use as part of doing these activities safely (e.g., wear sunscreen, wear protective gear, use seatbelts, obey traffic signs). Use a light bulb template to record an idea for improvement for one or more of the activities. Attach the image to the T-chart.
# Promotion of Personal Safety

## Sample Teaching and Assessment Strategies

### Consolidation

- Complete a chart like the one below, outlining one safety practice associated with a daily activity. Draw an image of the recommended practice and another image of the unsafe behaviour. The written text should reflect what is happening in the image.

<table>
<thead>
<tr>
<th>Safety Practice</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
<td></td>
</tr>
<tr>
<td>image:</td>
<td>image:</td>
<td></td>
</tr>
<tr>
<td>caption:</td>
<td>caption:</td>
<td></td>
</tr>
</tbody>
</table>

## Resources and Notes

### Authorized

- *Health & Wellness* student text: pp.116-121
- *Health & Wellness Teacher’s Edition*: pp.116-121
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*
Safety in the Home

**Outcomes**

Students will be expected to

24.0 differentiate between prescription and non-prescription medication and situations that require them. (GCO 1)

**Focus for Learning**

The learning strategies in this outcome create awareness about medication and the situations that may require it. The first point is for the student to differentiate between prescription and non-prescription medication. For students in grade three, it may be easier to relate the definition to what is accessible on a store shelf and what is not. Discuss the differences in terms of accessibility, medical conditions requiring the medication(s), and monitoring by health care professional(s). It is not the intention to promote medications but to educate students about them, their intended use and the benefits of them to those who need them to maintain health. The conversation may include safety with respects to administering and storing medications.

This may be an opportunity to discuss, in terms of non-prescription medication, the alternatives to taking them. How one feels is often related to the amount of sleep and exercise one gets, the amount of water one drinks and the kind of food one eats. It would be beneficial to discuss if and how any one of these factors could be adjusted to help one feel better and possibly avoid medication. This may be applied most easily to non-prescription medication for things such as headaches and colds. There are, however, medical conditions that require prescription medications, and changes to lifestyle may not improve the condition. The student should not be left with the impression that taking medication is a “fault” of their being.

It is important to note here that vitamins are not medicine but they have similar packaging and require the same level of safety precautions in their use.

As an opening activity and to gain an understanding of student’s prior knowledge, brainstorm with students what they know about medications. Use visuals or bring in empty prescription and non-prescription containers, a puffer, epi-pen, cold medicine, etc. The discussion may include some of the points listed below.

- used to treat disease, illness and injury that may be either short term or long term
- can have harmful effects on the body from improper use
- labels contain information on medications
- safe storage of medicines is required
- the importance of adult supervision
- prescribed medication is non-transferable
- use should be limited to when absolutely necessary and not as a first course of action. A headache may be an indication that you may need rest or water.
Safety in the Home

Sample Teaching and Assessment Strategies

Connection

Students may
- Generate a list of situations that may require either prescription medication, non-prescription medication or a healthy lifestyle change. As a class, discuss each situation to determine which of the three would be a possible solution for each situation.

Consolidation

Teachers may
- Present the following Healthy Alternative Choice Board and students may choose one of the activities to complete.

<table>
<thead>
<tr>
<th>Design a radio advertisement that identifies healthy alternatives to non-prescription drugs.</th>
<th>Healthy Alternative Choice Board</th>
<th>Design a word search outlining various healthy alternatives to non-prescription drugs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a rap song outlining healthy alternatives.</td>
<td>Design a poster that outlines directions for taking medication.</td>
<td>Write an announcement promoting drinking plain water as a remedy for headache or tiredness.</td>
</tr>
</tbody>
</table>

Students may
- Create a storyboard about a situation whereby a child is feeling ill and decides to take medication without adult supervision. Each frame should show the stages of the decision making process that leads to taking the medication. One frame should refer to his past experience with his parents giving him medication when he was sick. This child is operating on the premise that the medication he is about to take is the same as what was administered by his parents.

Resources and Notes

Authorized
- Health & Wellness student text: pp.152-157
- Health & Wellness Teacher’s Edition: pp.152-157
- Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 3 for:
  • Kids Health information on medications.
Section Three:
Specific Curriculum Outcomes

Unit 4: All Around Me: My Environment
Unit Four encourages learners to interact with the environment in a way that shows respect for it and themselves. By virtue of living in an environment, it is incumbent upon each individual to protect the environment and to take action to protect oneself from aspects of the environment such as the sun, extreme cold and bodies of water. Students should be engaged participants, aware of their local community in relation to the broader global community. The actions one takes to be environmentally conscious may impact both the local community and ultimately the global community. By increasing student knowledge and awareness, students may become stewards of the environment.

**Outcomes Framework**

**GCO 1:** Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

- 25.0 identify environmentally friendly practices used in promoting a healthy and safe environment in the global community
- 27.0 understand that the sun is an environmental hazard and the measures required to protect oneself
- 28.0 understand safety practices when engaging in seasonal water activities
- 30.0 understand that messaging in media may influence personal choice
- 32.0 understand the influences of the environment, physical and social, on food choices and practices

**GCO 2:** Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

- 26.0 demonstrate environmentally friendly practices
- 29.0 develop an awareness of fire escape procedures in one’s surroundings

**GCO 3:** Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

- 31.0 assess the amount of personal screen time and how it contributes to health and lifestyle
### SCO Continuum

<table>
<thead>
<tr>
<th>By Topic</th>
<th>Unit 4</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting the Environment</td>
<td>2.1</td>
<td>demonstrate earth friendly practices that promote air and water quality</td>
<td>25.0 identify environmentally friendly practices used in promoting a healthy and safe environment in the global community</td>
</tr>
<tr>
<td></td>
<td>25.0</td>
<td>identify environmentally friendly practices used in promoting a healthy and safe environment in the global community</td>
<td>26.0 demonstrate environmentally friendly practices</td>
</tr>
<tr>
<td>Protecting Oneself</td>
<td>1.1</td>
<td>identify environmental factors that may positively and negatively impact personal health</td>
<td>27.0 understand that the sun is an environmental hazard and the measures required to protect oneself</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>identify potential fire hazards in and around the home</td>
<td>28.0 understand safety practices when engaging in seasonal water activities</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>differentiate between safe and unsafe play practices</td>
<td>29.0 develop an awareness of fire escape procedures in one’s surroundings</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>demonstrate the ability to enlist help in an emergency situation in one’s community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1</td>
<td>examine personal practices used at play that promote safety of self and others</td>
<td></td>
</tr>
<tr>
<td>Other Factors at Play in our Environment</td>
<td>1.4</td>
<td>recognize that media is part of the environment and has potential to positively and negatively affect individuals</td>
<td>30.0 understand that messaging in media may influence personal choice</td>
</tr>
<tr>
<td></td>
<td>31.0</td>
<td>assess the amount of personal screen time and how it contributes to health and lifestyle</td>
<td>31.0 assess the amount of personal screen time and how it contributes to health and lifestyle</td>
</tr>
<tr>
<td></td>
<td>32.0</td>
<td>understand the influences of the environment, physical and social, on food choices and practices</td>
<td>32.0 understand the influences of the environment, physical and social, on food choices and practices</td>
</tr>
</tbody>
</table>

### Suggested Unit Plan

The delivery plan for unit 4 is flexible and can be delivered by topic according to the groupings above.
Outcomes

Students will be expected to

25.0 identify environmentally friendly practices used in promoting a healthy and safe environment in the global community.

Focus for Learning

In order for students to promote a healthy and safe environment, they must first be knowledgeable about the variety of practices they could engage in to do this. For this outcome, the environment is referring to physical places in which one may live, work or play. Students should be considering each aspect of their physical environment; the air they breathe, the water they use and land utilization. The psychosocial environment was addressed in Unit Two. Students may be reminded of the work they did with water conservation in Grade 2 Science, Air and Water in the Environment unit.

Another key point to make is the connectedness of our local communities to the larger global community.

Practices that may be included are:

- supporting smoke free environments
- monitoring use of pesticides and cleaners
- using non motorized modes of travel
- encouraging carpooling and anti-idling of vehicles
- conserving water
- conserving energy to reduce global warming
- practising principles of the 3R’s; Reduce Reuse Recycle
- composting

Brainstorm with the students their understanding of environmentally friendly practices. Discuss with students how these practices promote a healthy and safe environment. Students could use the ideas generated to create a word cloud online at www.wordle.net.

Introduce the idea of global warming. Ask students what they know about global warming and record it in a graphic organizer such as a Reading and Analyzing Nonfiction (RAN) Chart or a Already Know, Want to Know, and Ultimately Learn (KWL) chart. They may use various resources (e.g., World Book or www.brysoneducation.org) to find out information about global warming.

This discussion should provide the rationale for being knowledgeable about environmentally friendly practices.

If students choose to further discuss smoke free environments, it is cautionary to not depict those who do smoke in an unfavorable way or to upset a student because someone they know does smoke.
Protecting the Environment

Sample Teaching and Assessment Strategies

Activation

Teachers may

• Show images of both friendly and unfriendly environmental practices to the students. Images can be researched from websites or from print sources. Students will respond with a thumbs up if they see an environmentally friendly practice or thumbs down if they see an environmentally unfriendly practice.

Consolidation

Students may

• Work in groups to create a visual on one of the topics listed in column two. The visual should reflect student understanding of environmental practices and the relation to a healthy and safe environment.
• Draw a circle to represent the earth. Around the circle, place three arrows to represent the 3R’s. Inside the circle, students will record their pledge to use environmentally friendly practices to promote a healthy and safe environment.

Resources and Notes

Authorized

• Health & Wellness student text: pp.164-167, 182-189
• Health & Wellness Teacher’s Edition: pp.164-167, 182-189
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

• Visit Resource Links, Unit 4 for:
  • David Suzuki’s website
  • Climate Change information

Children’s Literature:

• Protect Our Planet, Global Warming by Angela Royston
• This is My Planet, The Kids Guide to Global Warming by Jan Thornhill
• Polar Bear Why is Your World Melting by Robert E. Wells
• Winston of Churchill by Jean Davies Okimoto
• I Can Save the Earth (Little Green Books)
• Just A Dream by Chris Van Allsburg
• Who’s in Charge of Climate Change? Conservation Corps Newfoundland and Labrador
• The Down-to-Earth Guide to Global Warming by Laurie David and Cambria Gordon
• Clean Air by Andrew Bridges
• Clean Water by Beth Geiger
## Protecting the Environment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be expected to 26.0 demonstrate environmentally friendly practices.</td>
<td>The onus of responsibility for environmental awareness and protection lies with individuals. Students, even though they do not have full control of their actions, have a role to play in being stewards of the environment. The focus of the learning is on the skill of being able to do tasks that protect the environment. As in previous grades, reduce, reuse, recycle are the main threads with a special focus on water and energy conservation. Provincially, all individuals are encouraged to take part in energy conservation. Brainstorm environmentally friendly water practices with the class. Using the headers reduce, reuse, recycle brainstorm ideas that demonstrate how one could reduce, reuse and recycle water. Choose a read-aloud to share with the class or research and view a video about water conservation efforts taking place in the local and/or global community. Discuss the availability of water locally and globally and the efforts made to conserve it. Students should think about the conservation efforts and if they are a result of a scarcity or a proactive conservation effort? Ask students to talk about their typical day and how reliant their day is on an energy supply. Students may list what happens in their day and identify the energy source required to complete it. For example, a student may identify components of the morning routine for getting ready for school, such as running the hot water, throwing one article of clothing in the clothesdryer or getting a ride to school.</td>
</tr>
</tbody>
</table>
Protecting the Environment

Sample Teaching and Assessment Strategies

Activation

Students may

• Brainstorm a list of things in the home that consume energy and activities they perform throughout the day that rely on energy.

Consolidation

Students may

• Create a water usage chart for a household. It can be customized or general. Students may build on this activity by creating a water conservation checklist that can be posted at home as a reminder to practise water conservation.
• Share their chart of daily activities and the energy source required with their family members. Students may initiate a discussion to identify ways to reduce energy consumption by altering the day’s activities. Students may practise some of the suggestions that are generated by the family.
• Create a class mural about environmentally friendly practices that could give other students in the school some concrete ideas of things they could try themselves.
• Create a foldable or class book displaying knowledge of water conservation, energy conservation and the 3R’s. Teachers may choose groups or have this completed individually.
• Act as detectives in the school, looking for evidence of environmentally friendly practices. Write a report detailing what is being done well and what needs to be done to make the school more environmentally friendly. These reports may be presented to the administration or the Occupational Health and Safety committee.

Resources and Notes

Authorized

• Health & Wellness Health Masters: chapter 6

Suggested

Children’s Literature:

• Turn Off the Water and Lights by Joy Wilt Berry
Protecting Oneself

Outcomes

Students will be expected to

27.0 understand that the sun is an environmental hazard and the measures required to protect oneself.

Focus for Learning

Exposure to the sun requires a delicate balance between enjoying being in the sun to reap its benefits and exercising caution to avoid its harmful effects.

While the sun does provide a pleasant atmosphere in which to work, live and play, there are precautions that one must exercise as the sun is hazardous to the skin and the eyes and may lead to sunstroke and dehydration. While students in grade three will most likely be under the guidance of an adult in situations where exposure to the sun may be a concern, it is important for students to understand the benefits and the harmful effects of exposure to the sun. The focus of this outcome is on the measures that can be taken to protect oneself from the hazards of the sun.

Ask students to write the first thing that comes to mind when they hear the word “sun”. As each student reports their first thought, the teacher may be grouping them visually either on an interactive whiteboard or on chart paper. It is likely that students will report both fun things to do in the sun and precautions they take to protect themselves. Use this visual to emphasize the necessity to exercise caution while enjoying time in the sun. From the student generated list, highlight some of the precautions students take to protect themselves. Some of the items should include:

• Cap It (wear a cap)
• Drink It (drink water)
• Shade It (wear sunglasses and stay in the shade)
• Screen It (apply sunscreen)

Invite a health professional to do a presentation on sun safety and the importance of following safety practices.
## Protecting Oneself

### Sample Teaching and Assessment Strategies

#### Consolidation

Students may
- Use an image of the sun with sunrays to create a web of sun safety tips. Each tip will be written on a sunray.
- Draw an exaggerated illustration for each of the above items that are used in protection against the sun. For example, they may draw a small person with an oversized bottle of lotion or a small face with oversized sunglasses. Create a caption for each visual.
- Write a "Did You Know" journal entry about sun safety.

Teachers may
- Discuss the sun as an environmental hazard and why we need to protect the body from the environmental hazard of the sun. Students may create a four column or a layered look foldable to represent the following captions:
  - Cap It (wear a cap)
  - Drink It (drink water)
  - Shade It (wear sunglasses and stay in the shade)
  - Screen It (apply sunscreen)

### Resources and Notes

### Authorized
- *Health & Wellness* student text: p.101
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*

### Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 4 for:
  - Health Canada: sun safety
  - Canadian Cancer Society

Children’s Literature:
- NL Public Libraries Tumblebooks: *Block the Sun, Not the Fun* by Ellen Moss
Protecting Oneself

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
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| **Students will be expected to** 28.0 understand safety practices when engaging in seasonal water activities. | Water is a playground for people of all ages to enjoy. While it is unlikely that grade three students will be in, on or around water without adult supervision, students must be informed about practices that promote safety for those engaged in activities that involve water. Water based activities may include:  
- being in a backyard pool or hot tub, river, pond, lake, etc.  
- fishing from the edge of the water, from a boat or through the ice  
- travelling over water in a boat, on skiis, skates or a skidoo  
- being in close proximity to water  
Write examples of seasonal water activities on card stock/paper and place them in a bag.  
Some examples to include in the bag may be:  
- fishing/ice fishing  
- boating, swimming  
- sea-dooing  
- ski-dooing  
- skating on ponds  
Select students to pull a card from the bag and draw or act out the activity including the safety practices associated with the activity. Other students will guess each activity. After all are completed ask students what all activities have in common.  
Possible answers will probably include physical activity, water and safety. Bring the conversation around to the topic of safety practices around water for all seasons.  
Record water based activities on chart paper; one per chart. Place the charts around the room so that students can move in groups from station to station within a given time frame. At each station, students will write safety practices for each water based activity. Conclude with groups reporting all the safety practices to the larger group. |
### Protecting Oneself

**Sample Teaching and Assessment Strategies**

**Consolidation**

Students may
- Create an acrostic poem using the words, WATER SAFETY.
- Choose a seasonal water activity to illustrate and prepare an ad or brochure promoting water safety for that activity.

**Resources and Notes**

**Authorized**
- *Health & Wellness* student text: pp.138-139
- *Health & Wellness Teacher’s Edition*: pp.138-139
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*

**Suggested**

Children’s Literature:
- *Safety Around Water* by MaryLee Knowlton

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 4 for:
  - swimming safety.
  - boating safety
  - Red Cross for beach and pool safety
Protector Oneself

Outcomes

Students will be expected to

29.0 develop an awareness of fire escape procedures in one’s surroundings.

Focus for Learning

Students may associate doing fire drills and being aware of fire escape routes from their experiences in school. Students may have discussed a fire escape procedure for their own homes. While they are likely to be accompanied by an adult when not in school or at home, students should have the skill to be able to escape a building in the event of fire regardless of their physical location. Being vigilant in one’s surroundings is a necessary component of being able to react effectively. This outcome focuses on raising awareness of the location of fire exits and stairwells, if applicable, in ones environment.

Students may become familiar and comfortable with the places they frequent most often but the skill of purposeful awareness of environments should be transferable to new environments.

Ask students to name a place they have been to in the previous few days, besides home or school. From the responses, create a list of the places. Ask them to recall if they remember seeing exit signs, stairwells or any other fire escape information. Discuss the benefits of being aware of one’s surroundings.

Invite the Fire Prevention Officer to the class to do a presentation on fire safety. Discuss the importance of having a fire escape plan at school and various other surroundings. Review the steps involved in the safe evacuation in the event of a fire.
Protecting Oneself

Sample Teaching and Assessment Strategies

Consolidation

Students may

• Design a fridge magnet with slogans such as “Do you know the way out?” or “Find the Stairs”, that will remind students to check for exit signs in their surroundings.

• Role play a scenario that will showcase their awareness and skill in navigating fire escape procedures in various surroundings. The scenario may involve a room in or outside of the school environment. They must clearly use rich dialogue to show they understand and are aware of the fire procedure for that room.

Teachers may

• Review the drawing of the fire escape procedures posted in the classroom. Students may draw a fire escape route for other rooms in the building that they may frequent by themselves (e.g., bathroom, office, library).

Resources and Notes

Authorized

• Health & Wellness student text: pp.128-129
• Health & Wellness Teacher’s Edition: pp.128-129
• Health & Wellness Health Masters referenced within Teacher’s Edition

Suggested

Fire Prevention Officer

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

• Visit Resource Links, Unit 4 for:
  • fire escape signage
### Other Factors At Play in Our Environment

#### Outcomes

Students will be expected to

- understand that messaging in media may influence personal choice.

#### Focus for Learning

Media is known for entertaining, providing information to consumers or persuading them to think or act differently. Students should begin to think critically about the media they use or are exposed to and the purpose of it. The connection should be made between the messaging in media and the impact that it may be having on their personal choices. Some personal choices relate to:

- food
- clothing
- music
- television shows
- items to buy (toys and technology)
- how to look (personal appearance)
- thoughts/feelings about self and others

Cautionary Note: The discussion may inadvertently include body image. It is important to direct body image conversations in a positive direction; that healthy bodies come in all sizes and that it is important to eat healthy, be active and feel good about yourself.

Introduce the term media, brainstorm and create a class web of all the types of media being used by students themselves or by families at home. For each of the types, expand the web to include examples of choices made as a result of hearing/seeing messages. Choose several examples from the web and discuss how the media was successful in influencing their personal choice. Guide a whole group discussion, with the following prompts:

- What type of message was I exposed to? Was it informational? Persuasive? Entertaining?
- Did I buy something based on the message in the media?
- Did my thinking change as a result of this?
- Was I affected positively or negatively as a result of the message in the media?
- Was I aware that the media may be trying to influence my choice?

Once students have shared ideas/thoughts teacher may suggest to students that often what we wear/eat/etc. is because the media influences our lives.
**Other Factors At Play in Our Environment**

### Sample Teaching and Assessment Strategies

#### Connection

Students may

- Share with the class a recent purchase they or the family made. Encourage students to share their thoughts on why they made the purchase and how they think it made them feel. Did media play a role in the choice? For example: choosing to wear no name versus brand name items. The point may be illustrated using two t-shirts, one having a brand name and the other without. Ask students to choose which one they would purchase and why.

#### Consolidation

Students may

- Write a journal entry using the following sentence format:
  
  Today I learned that media plays a role in my personal choices. One choice I made recently was ___________. I made this choice because ___________.

- Design on a paper template, a t-shirt that they would like to wear. When students are finished, they should journal on the back of the template, the influence for their design.

- Record the media web, referenced in column two, in their journals. As an alternative, the students may bring the web home for a discussion about the influences of media on family choices.

### Resources and Notes

#### Suggested

*Keepsakes and Treasures*, if available, contains a Media Mix unit that may be helpful as a resource. (a grade 3 English Language Arts authorized resource at time of print)

Children’s Literature:

- NL Public Libraries Tumble Books: *Media Meltdown*

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html

- Visit Resource Links, Unit 4 for:
  
  - Media Smarts: marketing to children
Other Factors At Play in Our Environment

**Outcomes**

*Students will be expected to*

31.0 assess the amount of personal screen time and how it contributes to health and lifestyle.

**Focus for Learning**

This outcome may be completed in conjunction with physical activity based outcomes as there is a connection between activity levels and health. Sedentary lifestyles contribute to the development of health issues and as screen time activities are sedentary in nature, students should be aware of the amount of time they are spending sitting in front of a screen and the impact it could be having on their health and its contribution to lifestyle.

Discuss with students things that could be impacted as a result of an increase or decrease in screen time:

- activity levels
- eating patterns
- exposure to advertising
- social interaction
- outdoor play or playtime in general
- physical health
- posture

The discussion in this outcome should help students look at how they typically spend their day. They may determine that they have very little screen time or maybe too much. They should also link this to the possible impact it may be having on their lifestyle and their health.

Teachers could share some of the following facts:

- some screen time may be educational
- children who engage in more than 2 hours a day of screen time are more likely to be inactive
- the more time spent watching a screen, the more children may resist going to bed and falling asleep
- increased screen time means students have less time for active, creative play
- being active can help children do better in school, learn new skills, improve their fitness, grow stronger, maintain a healthy body weight and improve their self confidence
### Other Factors At Play in Our Environment

#### Sample Teaching and Assessment Strategies

##### Connection

Teachers may
- Create or access online, a screen time tracking sheet. Use this sheet with students to record the amount of screen time they have in relation to other activities throughout their day. The tracking sheet may be colour coded to correlate to the activities of the day. For example, physical activities can be coded green, sleep can be coded blue, school time can be coded purple and screen time can be coded red, etc. Students should reflect on the amount of time spent on screen time activities and if there is a relationship to their health and lifestyle.

##### Consolidation

Students may
- Complete a journal entry using one of the following starters:
  - I realize now that ...  
  - I have learned that ...  
  - I noticed that ...  
  - Maybe I am spending too much time ______. I will try to ______.

Teachers may
- Use an exit card in the shape of a computer monitor, television, hand held electronic gaming device, tablet or cellphone for students to write a reflection on their personal amount of screen time.

#### Resources and Notes

##### Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/health/grade3.html
- Visit Resource Links, Unit 4 for:
  - the effects of screen time
  - Canadian Sedentary Guidelines

Children’s Literature:
- *The Wretched Stone* by Chris Von Allsburg
### Other Factors At Play in Our Environment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus for Learning</th>
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</thead>
<tbody>
<tr>
<td>Students will be expected to understand the influences of the environment, physical and social, on food choices and practices.</td>
<td>The environment impacts day to day practices and decisions. While there are many aspects of our lives that could be examined in this context, this outcome examines the topic of food. A cautionary note is to remember that eight year olds do not have control over many of the things that are influences in their food environment. With this in mind, it is not the intention to assert pressure on the child or the family. The outcome raises awareness and probes into each influence that may impact decisions/practices as they relate to food choices.</td>
</tr>
<tr>
<td>32.0</td>
<td>Part of the discussion may be about distinguishing between the physical environment and the social environment. There may be examples where the two overlap. For example, the school maybe named as a physical environment, because it is seen as a place where students eat 1-2 meals per day as well as snacks. It is also a social environment because students eat with their peer group. The influences that may be at play in the environment may originate with • culture • family preferences • peers • media • food availability • access to food (cost, transportation to stores) • climate • agriculture • school policy • food allergies</td>
</tr>
<tr>
<td>Use images of people and food, to discuss possible influences on the food choice(s) that appear to have been made in the image.</td>
<td></td>
</tr>
</tbody>
</table>
**Other Factors At Play in Our Environment**

**Sample Teaching and Assessment Strategies**

**Consolidation**

Students may

- Write a journal entry with the following sentence starters:
  - Today I learned …
  - I chose the foods ______ and ______ because ... (Encourage students to reflect on which environmental factors influenced their choices.)

- Use a variety of resources to create a collage of foods they eat as a result of the influences listed in column two. Students will determine what is influencing their choices. Using the collage created consult Canada’s Food Guide to decide which foods are healthy choices and which ones are unhealthy choices. Students need to understand that their physical and their social environment influences food choices.

Teachers may

- Use an exit card: My environment influences my food choices by …

**Resources and Notes**

**Authorized**

- *Health & Wellness* student text: p.79
- *Health & Wellness Teacher’s Edition*: p.79
- *Health & Wellness Health Masters* referenced within *Teacher’s Edition*

**Suggested**

Store flyers

Resource Links: [https://www.k12pl.nl.ca/curr/k-6/health/grade3.html](https://www.k12pl.nl.ca/curr/k-6/health/grade3.html)

- Visit Resource Links, Unit 4 for:
  - influences on food choices and practices
  - Dietitians of Canada: Plan Well Shop Smart resources

**Cultural Connections**

*Jack Likes Salt Fish and Scrunchions Do You?* by Necie

*What if Your Mom Made Raisin Buns?* by Catherine Hogan Safer
References


