



Term I & II Health Outlines

Junior & Senior Kindergarten

In health this term, students will begin to demonstrate an understanding of the effects of healthy, active living. They will investigate the benefits of nutritious practice and discuss appropriate personal hygiene that promotes personal, family, and community health foods. They will also learn safety rules that apply to their schools, communities and homes. They will learn to recognize unsafe activities and apply this knowledge in their own play based activities. Students will describe and distinguish between physical and verbal forms of violence. Topics include: safety rules and practices, identification of rules, dealing with different forms of violence, importance of saying 'NO', and how to seek help.

Grade 1

Healthy Eating: Students will learn about healthy living, eating and growth. They will learn why healthy eating is important for physical development and how eating healthy can improve our life spans, physical activities and school performance. Students will become familiar with Canada's Food Guide as a basis for developing healthy eating habits. Topics include: identifying food groups, food guide review, what is a balanced diet, what does healthy mean and what we do to stay healthy.

Grow up with Safety:

Students will learn safety rules that apply to their schools, communities and homes. They will learn to recognize unsafe activities and apply this knowledge in their own play based activities. Students will describe and distinguish between physical and verbal forms of violence. Topics include: safety rules and practices, identification of rules, dealing with different forms of violence, importance of saying 'NO', and how to seek help.

Grade 2

Students will take part in the **Healthy Eating** and **Personal Safety/Injury Prevention** units in term one.

Healthy Eating: In this unit students will use Canada's Food Guide to assess healthy eating. Grade 2 students will focus on the Canadian Food Guide, exploring healthy eating and food choices in relation to proper growth and development.



Personal Safety and Injury Prevention: In this unit, students will discuss home and outdoor safety, food allergies and standing up for yourself. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.

Grade 3

During the first term students will focus on two of the four Grade 3 health units; **Healthy Eating and Personal Safety/Injury Prevention**.

During the **Healthy Eating** unit, students will learn about the origins of food and how where it comes from can affect its nutritional value. Students will learn about different cultural foods and how our foods impact our environments. Students will also build on their knowledge of oral health.

During the **Personal Safety/Injury Prevention** unit, students will focus on learning about the differences between healthy and unhealthy relationships. They will also learn about the differing consequences between real and fictional violence. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.

Grade 4

Students will take part in the **Healthy Eating** and **Personal Safety/Injury Prevention** units in term one.

In the **Healthy Eating unit**, students will learn the role of healthy eating goals, nutrients, physical activity and healthy food choices.

The second unit in term one is the **Personal Safety and Injury Prevention** unit. Students will learn about the safe use of technology as well as bullying. Students will also explore decision making and risk assessment. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.



Grade 5

Grade 5 students will take part in the **Healthy Eating** and **Personal Safety/Injury Prevention** units in term one.

Healthy Eating: Students will focus on nutrition facts tables and media influences as well as food labels and healthy food choices.

Personal Safety and Injury Prevention: In this unit students will explore injury prevention and emergencies. They will also learn about different forms of bullying, violence and self concept. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.

Grade 6

Students will take part in the **Healthy Eating** and **Personal Safety/Injury Prevention** units in term one.

Healthy Eating: Students will identify influences, benefits and guidelines of healthy/active eating.

Personal Safety and Injury Prevention: In this unit students will explore safe and positive social interactions, conflict management, responsibilities and safety practices to ensure care for self and others. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.



Grade 7

Students will take part in the **Healthy Eating** and **Personal Safety/Injury Prevention** units in term one.

Healthy Eating: In this unit, grade 7 students will identify healthy eating practices, health problems related to eating and exercise, eating routines and food choices.

Personal Safety/Injury Prevention: Students will be learning the benefits and dangers of technology and will also explore bullying and harassment in many different forms and environments.

Grade 8

During the first term students will focus on two of the four Grade 8 health units; **Healthy Eating and Personal Safety/Injury Prevention**.

Healthy Eating: In this unit students will identify food choices, important nutrients, healthy eating and how to promote positive growth and development through food and exercise.

Personal Safety/Injury Prevention: In this unit, students will be exploring how to reduce the risk of injuries and how to assess situations for potential danger. Students will also identify the impact of violent behavior and the importance of personal supports. Students will discuss and learn about concussions and the importance of playing safe in relation to injuries.

Term 2 Outlines

Junior & Senior Kindergarten

In health this term, students will talk about safe and unsafe situations inside and outside the classroom and discuss ways to be safe, including identifying and applying basic safety rules. We will also discuss what actions to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.



Grade 1

In the second term, students will continue to learn about leading a healthy lifestyle by taking part in activities and lessons about unhealthy habits and healthy alternative in the Substance Use unit. In the growth and development, students will learn about body parts, senses and functions as well as hygienic practices for protecting their own health and preventing the transmission of illness and disease to others

Grade 2

In the second term, students learn about health lifestyles including, prescription and non prescription medicines, medication and healthy alternatives in the Substance Use unit. Students will also take part in a growth and development unit near the end of the term in which students will learn about the basic stages of human development and identify factors important to healthy growth as well as good oral health choices.

Grade 3

In term two health class, students will learn about the impact of use of legal/illegal substances and explore decision making in relation to substance use and personal behaviours in the Substance Use unit. Grade 3 students will also take part in a growth and development unit at the end of the term in which students will learn about healthy relationships, physical and emotional development as well as visible and invisible differences to identify ways of showing respect for differences in others.

Grade 4

In term two, students will learn about tobacco and the short and long-term effects of smoking. Students will also take part in a growth and development unit at the end of the term in which Grade 4 students will learn about the emotional and physical changes that occur at puberty and examine personal hygiene and care associated with the onset of puberty.



Grade 5

In term two, grade 5 students will learn about the short and long-term effects of alcohol use and explore refusal skills and decision making in relation to drugs and alcohol in the Substance Use unit. Students will also take part in the final Human Development & Sexual Health unit, in which students will learn about the reproductive system, menstruation as well as the emotional and interpersonal stresses related to puberty.

Grade 6

In term two, students will discuss the defects of cannabis, and illicit drugs. They will explore substance use, addictive behaviours and strategies to make safe choices in the Substance Use, Addictions and Related Behaviours. Students will also take part in the final Human Development & Sexual Health unit, in which they will learn about the development of self-concept and an understanding of puberty changes and healthy relationships. Students will address decision making in relationships as well as appropriate ways of responding to and changing stereotypes and assumptions.

Grade 7

In term two, grade 7 students will learn about mental health, body image, substance use and the implications of addictions and substance use in the Substance Use, Addictions and Related Behaviours. Students will also take part in the final health unit on Human Development & Sexual Health, in which students will identify the physical, emotional, social and psychological factors that need to be considered when making decisions related to sexual health and examine relationship changes related to puberty.



Grade 8

In term two students will be learning about substance use and addiction warning signs and consequences in the Substance Use, Addictions and Related Behaviours. They will also examine mental health as well as stress management. The final health unit will be Human Development & Sexual Health, in which students will examine decision making as it relates to sexual activity, contraception, relationships and intimacy. They will examine how gender identity, gender expression and sexual orientation can help individuals of all orientations and identities develop a positive self-concept.