

Overall Expectations At a Glance

Strand A. Social-Emotional Learning Skills

Throughout Grade 4, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Strand B. Active Living

By the end of Grade 4, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Strand C. Movement Competence

By the end of Grade 4, students will:

- C1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- C2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

Strand D. Healthy Living

By the end of Grade 4, students will:

- D1.** demonstrate an understanding of factors that contribute to healthy development;
- D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- D3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Strand A

Social-Emotional Learning Skills

This strand focuses on the development of students' social-emotional learning skills to foster their overall health and well-being, positive mental health, and ability to learn, build resilience, and thrive. In all grades of the health and physical education program, the learning related to this strand takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and it should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

Throughout Grade 4, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.**

SPECIFIC EXPECTATIONS

Throughout Grade 4, students will, to the best of their ability:

Identification and Management of Emotions*

- A1.1** apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., **Active Living:** recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; **Movement Competence:** manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; **Healthy Living:** identify new feelings they may experience with the onset of puberty)

* To support program planning, many specific expectations in strands B, C, and D are tagged to indicate the social-emotional skills that can be integrated into teaching and learning associated with the expectation. The tags are given in square brackets after the expectation, and use the identifiers A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self, 1.6 Thinking.

Stress Management and Coping*

- A1.2** apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., **Active Living:** describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; **Movement Competence:** choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; **Healthy Living:** describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur)

Positive Motivation and Perseverance*

- A1.3** apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., **Active Living:** recognize that mental health is an intrinsic factor that can have an impact on motivation for exertion; **Movement Competence:** when carrying an object, persevere to find creative ways to protect and retain the object; **Healthy Living:** show awareness of their food choices and habits and persevere in the practice of choosing healthy alternatives)

Healthy Relationships*

- A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., **Active Living:** use encouraging words to support teammates when playing in small groups, and describe the impact of doing so; **Movement Competence:** cooperate with group members to develop a creative movement sequence; **Healthy Living:** explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face; identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships)

Self-Awareness and Sense of Identity*

- A1.5** apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living:** explain what makes them enjoy their favourite activities, and consider what this tells them about themselves; **Movement Competence:** identify which skills they perform with the most confidence and which ones are most difficult for them; **Healthy Living:** set a healthy eating goal that meets Canada's Food Guide recommendations and also suits their own and their family's preferences, needs, and circumstances)

Critical and Creative Thinking*

- A1.6** apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living:** *think through and apply the steps they will take to avoid injury while participating in a physical activity*; **Movement Competence:** *group different games and activities according to features that the games/activities have in common; explore different body positions [arms up or down, body stretched or loose] when doing a log roll to determine which position works best for keeping the roll straight*; **Healthy Living:** *with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives*)

Strand B

Active Living

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

B1. Active Participation

By the end of Grade 4, students will:

- B1.1** actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times)
[A1.3 Motivation, 1.5 Self]
- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., knowing rules of etiquette and fair play will be observed, having the opportunity to think creatively and adapt activities to individual needs or preferences, being physically and emotionally comfortable in the activities), as they participate in a wide variety of individual and small-group activities and lead-up games
[A1.3 Motivation, 1.5 Self]

Teacher prompt: “How can we make sure that all students have a chance to be active and participate fully in the game? You want the activity to be not too hard, not too easy, but just right. Can you work in your group to come up with another activity that is just right for you and just right for your group? What makes it just right for you and for your group?”

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Teacher prompt: “Some people like keeping score in activities. In class we usually don’t. Why not? What are other ways to challenge yourself besides keeping score?”

Student:* “In class we play to have fun and to learn. We don’t want people to be more worried about points than about playing a good game. Keeping score isn’t necessarily a bad thing, but not keeping score can help us cooperate and work as a team, and we can concentrate on using and practising what we have been taught in class. To challenge yourself, you can focus on how well you are playing or how well the team is playing.”

- B1.3** identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., *enjoyment; availability and cost of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities*) [A1.2 Coping, 1.3 Motivation, 1.6 Thinking]

Teacher prompt: “What motivates you to be active at school? What motivates you to be active at home?”

Students: “My friends are joining the new cricket intramural program at lunch. I want to join too.” “At school, having good music to move to during DPA makes me want to be active.” “Our environment club at school is making a school garden. I love being outside, digging in the earth and watching things grow, but I don’t have a chance to do it at home because I live in an apartment. I am active every day as I help with digging and watering.” “My friends and I often cycle on the trails near our house. It’s a lot of fun.” “There is a free drop-in program at our local community centre. I am allowed to go there after school. It’s fun because anyone can go.” “I enjoy dancing and playing games at Friendship Centre socials and feasts.”

* Throughout this curriculum, student responses often follow the teacher prompts. They are provided to illustrate content, and do not attempt to capture the speech patterns, syntax, or word choices typical of students in this grade.

B2. Physical Fitness

By the end of Grade 4, students will:

B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., running, wheeling their wheelchair to music, skipping to music, doing light warm-up aerobic activity before stretching, doing parachute activities*) [A1.3 Motivation, 1.5 Self]

B2.2 identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health (*e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury, outdoor physical activity with a friend contributes to both physical and mental health and provides a sense of belonging*) [A1.3 Motivation, 1.6 Thinking]

Teacher prompt: “Today we will spend a good deal of time stretching during the warm-up and cool-down. However, stretching alone should not be done as a warm-up to an activity, as you could injure your muscles when they are cold. We will begin by doing three to five minutes of light walking, running, or wheeling so that our muscles gradually warm up. We will then slowly stretch each of the major muscles to get them ready for our fitness routine. Which component of fitness will we be working on when we do this, and why is it important?”

Student: “We will be working on our flexibility. Good flexibility can reduce the chance of getting an injury when we are dancing, playing sports, or doing everyday activities.”

B2.3 assess their level of exertion during physical activity, using simple self-assessment techniques (*e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity*), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (*e.g., **intrinsic**: level of fitness, state of physical and mental health, energy level; **extrinsic**: familiarity with the activity; weather extremes such as heat, humidity, or cold*) [A1.1 Emotions, 1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Compare how you feel before doing the DPA activity and after. What feels different? What affects how you feel when you are being active?”

Student: “I am definitely warmer and more energized after doing DPA. My heart rate goes up during the activity but goes back to normal fairly quickly after. Lots of things affect how I feel during DPA. The more fit I am, the easier it is to do. It gets easier with practice. I have different amounts of energy on different days. If I have had a good breakfast, a good sleep the night before, and things are going well with

my friends and family, I feel better overall and doing DPA feels easier. The temperature of the room also affects how I feel. I like doing DPA in a room that is a bit cool.”

- B2.4** develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [A1.1 Emotions, 1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Now that you have participated in a variety of physical activities that focus on your heart and lungs, what goals do you want to set that relate to cardiorespiratory fitness?”

Students: “I want to develop my cardiorespiratory fitness so that I can ride my bike without stopping for an hour and take part in a charity fundraiser that’s coming up.”
“I want to develop cardiorespiratory fitness so I can push my wheelchair for that race.”

B3. Safety

By the end of Grade 4, students will:

- B3.1** demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (*e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “What kinds of things do you need to remember in order to participate safely in various physical activities?”

Student: “If I’m skipping rope, I need to remember that my personal space is much larger. I need to make sure that there is enough room between my classmates and me so that we are not hitting each other with our ropes. If I’m doing activities with a lot of movement, I need to keep my own movement under control so that I don’t bump into other people. If I’m playing floor hockey, I need to use my equipment properly. I should never raise my stick above my waist.”

- B3.2** describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity (*e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping*) [A1.6 Thinking]

Teacher prompt: “What can you do to prevent a concussion, and to recognize and respond to a suspected concussion?”

Student: “To prevent a concussion, I can be aware of the environment we are playing in and make sure there is nothing that I might trip over or slip on, and inform an adult if I think there is something unsafe. When I’m using the stairs, I can make sure to hold the handrail. I’ve learned that it’s very important to wear a helmet that fits properly when I play a sport like hockey or participate in activities such as skateboarding or cycling, because it will minimize the chance of a skull fracture or a brain bleed. However, I understand that wearing a helmet will *not* prevent a concussion. To recognize a concussion, I need to be aware of the signs and symptoms. Then I might be able to identify them in myself or speak up for a classmate, and I can tell an adult that I suspect a concussion.”

Movement Competence: Skills, Concepts, and Strategies

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- C1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- C2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

C1. Movement Skills and Concepts

By the end of Grade 4, students will:

- C1.1** perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment (e.g., *balance on a bench; balance with abdomen on an exercise ball; perform a four-point, three-point, and two-point balance, with weight on hands; stretch to hold a balance while reaching up while their partner holds a balance at a medium level*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “When balancing with a partner, you can create different shapes when you are supporting each other. You can also create interesting balances together when each person is balancing on their own, for example, with one person in a high shape and one person in a low shape. With a partner, create a balance where a total of three body parts between you are touching the ground. How many different three-point balances can you come up with?”

Student: “We can balance with my hands on the ground and one of my partner’s feet on the ground. We can balance with me on my buttocks and my partner on both feet. We can balance with me on one hand and one foot and my partner on just one foot.”



Teacher prompt: “Check your body position in your plank balance. Make sure your back is straight and your hips are not up in the air or sagging low.”

- C1.2** demonstrate the ability to jump and land, in control, from a low height (*e.g., jump off a bench and land in a stable position*) [A1.5 Self]

Teacher prompt: “To have a stable and safe landing, you need to lower your centre of gravity and have a wide base of support. Check your position. Are your arms out, head up, feet shoulder-width apart, and knees bent? Did you make a soft landing on your feet? Pretend there are bells tied to your shoes, and when you land, you want to land gently enough so you don’t hear them.”

- C1.3** perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (*e.g., travel under, over, around, and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels while performing folk, cultural, and creative dances; perform t’ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn, and wheel back*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “Create a movement sequence. Use a combination of different speeds, directions, pathways, and levels. Make sure to consider how you will transition smoothly from one action to the next.”

- C1.4** send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement (*e.g., balance on the balls of their feet to be ready to move when receiving; step forward with the opposite foot and use the whole body when throwing a ball to achieve maximum force; use a scoop to explore different ways of catching a ball or beanbag; perform underhand and overhand throws with their dominant and non-dominant hands while keeping their eyes on the target; kick or trap a ball at various heights while remaining aware of their surroundings; move their feet and transfer their weight backwards to absorb force when receiving; move arms or legs faster to send with more force; toss and catch scarves in front of their bodies, following a simple pattern, when learning to juggle*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “What do you do when you strike a beach ball in order to get it to your partner?”

Students: “I point my striking hand at my partner to help direct the ball where I want it to go.” “I use a wheelchair. I need to position my wheelchair to face my partner before I hit the beach ball. I also need to position it to suit my strength – I might have to

move it closer to my partner to make sure the beach ball reaches them.” “I am visually impaired. I ask my partner to clap his hands or make a noise to help show me where to send the ball.”

- C1.5** retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment (*e.g., hold a rubber ring close to their body while running; bounce and cradle a ball while pivoting during a rhythmic gymnastics routine; practise keeping their head up while dribbling a ball between pylons or people with their dominant and non-dominant hand and foot; keep a basketball on their lap while wheeling in a straight line; carry a ball in a scoop from one end of the gym to the other while avoiding contact with others*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “When you are travelling down the field with your stick and ball, be sure to keep your head up and plan your route to avoid contact with others and with equipment.”

C2. Movement Strategies

By the end of Grade 4, students will:

- C2.1** demonstrate an understanding of the basic components of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities (*e.g., lead-up games such as two-on-two soccer, beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; dance activities such as creative movement, folk dance, and First Nations, Métis, and Inuit dances**) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: “When your group of three is creating a dance movement sequence, what do you need to do to cooperate to create the sequence? What movement skills and concepts do you need to know to do this?”

Student: “To cooperate, we need to respect the abilities of all the group members and choose activities that everyone can do. Different people can do different moves, depending on their abilities. We may have to compromise about what we include, so that everyone agrees on the parts of the movement sequence. We need time to listen to one another, share ideas, and practise together. To put together interesting routines, we need to use our balancing skills and our understanding of how to move

* When including culturally based dances of Indigenous communities, educators should consult with members of the cultural community to ensure that the dances may be used and that any protocols related to their use are being observed.

in different ways, and also consider how and where our bodies move and how we interact with others.”

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Teacher prompt: “When setting up a game of two-on-two keep-away, what rules do you need to agree to as a group?”

Student: “We need to agree on the equipment we will use and the boundaries, and then on any rules we decide to add, like number of passes, number of steps you can take with the ball, or number of seconds you can hold the ball.”

- C2.2** identify common features of specific categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories [A1.6 Thinking]

Teacher prompt: “Games and activities can be grouped into categories that have similar characteristics. You can use similar strategies and transfer learning from one activity to another in the same category. For example, think of some individual activities that have commonalities. What common strategies might you use in activities like dance, figure skating, diving, and synchronized swimming to refine your movements and develop body control?”

Student: “In all of those activities, you need to have good control of your body as you move. I could work on improving my core muscle strength and body control. I could also get feedback from others and experiment with different pieces of the sequence to get new and creative ideas. I can practise the full sequence so that I can move more smoothly from one body position to the next.”

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Teacher prompt: “The target games of curling, golf, bocce, horseshoes, lawn bowling, bowling, archery, and blind curling all emphasize accuracy and control as you try to get an object as close as possible to a target. What similar strategies might you use in some or all of these activities?”

Student: “In all of these games, you have to plan the path to the target. In some of the games, if you are playing against someone else, you can use equipment, such as your ball, rock, or beanbag, to block your opponent’s path to the target.”

- C2.3** apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (*e.g., individual activities: establish a breathing rhythm when swimming, use a video showing tricks and moves with a skipping rope to learn how to break down a new move into simpler steps; target activities: choose a larger target for optimal success; net/wall activities: assume a ready position that will allow them to be ready to move in a variety of directions to defend a space; striking/fielding activities: throw or kick the ball away from fielders; territory activities: help their team keep*

possession of the ball by making short passes to teammates in a keep-away game or by changing directions quickly when dribbling a basketball) [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]*

Teacher prompt: “Why is it important to be on the balls of your feet and ready to move in a net/wall activity?”

Student: “In net/wall activities, you need to be ready to move quickly if the ball comes near you. If you have your feet moving or are on the balls of your feet, you are always ready to react quickly.”



Teacher prompt: “Is it a good idea to hit the object to one place all the time in a striking/fielding activity?”

Student: “In striking and fielding activities, it is best to hit the ball to different places in order to keep the other team guessing.”

* Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. However, the focus of social-emotional learning skill development shifts with the student’s stage of development, and this shift may be evident in the context of applying tactical solutions. Students in Grades 1–3 may be focusing on identifying and managing emotions and learning about themselves; students in Grades 4–6 may be ready to strengthen skills for interacting with others, persevering, and coping with challenges (*e.g., showing respect and understanding of game etiquette by remaining quiet while opponents take their turn in bocce; cooperating with others to get a ball over a net by striking the ball so others can hit it and moving into position to hit the ball; communicating with teammates; moving with an awareness of others in the same space*); and students in Grades 7 and 8 may be prepared to focus on deepening thinking skills and their understanding of themselves and others.

Strand D

Healthy Living

Instruction should focus on the overall expectation (D1, D2, D3 in the chart below) and should, where possible, be planned to illustrate connections across topics (listed in column 1) in an integrated way. The chart provides a brief summary of topics to support learning about health concepts, making healthy choices, and making connections for healthy living.

HEALTHY LIVING LEARNING SUMMARY BY TOPIC FOR GRADE 4

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating	D1.1 Nutrients	D2.1 Personal eating habits	D3.1 Healthier eating in various settings
Personal Safety and Injury Prevention	D1.2 Safe use of technology D1.3 Bullying, abuse, and non-consensual behaviour	D2.2 Decision making – assessing risk	
Substance Use, Addictions, and Related Behaviours	D1.4 Tobacco and vaping	D2.3 Decisions about smoking and vaping	D3.2 Short- and long-term effects of smoking and vaping
Human Development and Sexual Health	D1.5 Puberty – changes; emotional, social impact	D2.4 Puberty – personal hygiene and care	
Mental Health Literacy		D2.5 Healthy choices to support mental health	D3.3 Stress management (cognitive, behavioural)

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- D1. demonstrate an understanding of factors that contribute to healthy development;**
- D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.**

SPECIFIC EXPECTATIONS

D1. Understanding Health Concepts

By the end of Grade 4, students will:

Healthy Eating

- D1.1** identify the key nutrients (*e.g., fat, carbohydrates, protein, vitamins, minerals*) provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance [A1.6 Thinking]

Teacher prompt: “Report what you found from your research about nutrients.”

Students: “You can get calcium, which is important for healthy bones and teeth, from a wide variety of food sources, such as milk or a fortified soy beverage; dairy products like yogurt and cheese with reduced fat and sodium; dark leafy greens; beans or lentils; and sardines or canned salmon.” “Whole grains are a good source of carbohydrates and fibre. Carbohydrates give you energy. Fibre-rich foods help you feel full and satisfied, help your bowels function normally, and help reduce the risk of heart disease later in life. Grain products that are lower in saturated fat, sugar, and salt are best. Choose whole grains, like oatmeal or whole-grain pasta, when possible, because whole grains have more fibre and have not lost nutrients through processing.”

Personal Safety and Injury Prevention

- D1.2** identify risks associated with the use of communications technology, including Internet use, texting, and gaming (*e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health*), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]

Teacher prompt: “There are many benefits to the prevalence of the Internet and cell phones, including a great increase in our ability to get and share information and to communicate and collaborate with each other. But with these benefits come risks and potential dangers as well, such as exposure to people who ask you for sexual pictures or want you to share personal information. It is helpful to have frequent conversations with a parent or trusted adult about how to use the Internet and their smart phone in order to stay safe. Too much time spent on social media, playing online games, or on our phones is not good for our health and well-being if it interferes with other important parts of our life, like spending time in person with family and friends or getting school work done. What are some things you should do to use this technology safely and in a way that supports your mental health? How can you get help if you get into trouble?”

Students: “I should make sure that a parent or trusted adult knows what I am doing when I’m using any digital device, so I have someone there who can help, if needed. When I can, I should use a computer in a shared space, like a kitchen, living room, or library, instead of alone in my bedroom. I shouldn’t share my password or personal information, like my phone number, the school I go to, or my address.” “I try to limit the amount of time I spend gaming, texting, watching videos, or surfing the Internet, because I know it’s healthier to spend time with people in person or to be outdoors. It’s easy to lose track and spend too much time alone.” “Sometimes I feel bad because my friends’ posts get so many more likes than mine do. Getting away from social media for a while usually helps me feel better.” “I should be aware that things are not always as they seem in the virtual world, and people are not always who they say they are. So, if someone asks me to open an attachment or click on a link, I should not do it. Instead, I should close and delete the message right away, without responding. If anyone asks me to move to a chat room or a website when I’m online, I will check first with a parent or trusted adult. If something makes me feel uncomfortable, confused, or unsafe, I should stop right away and tell an adult instead of trying to solve the problem online. I should also help my friends by reminding them of these tips.”

- D1.3** describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]

Teacher prompt: “What is an example of social bullying? Physical bullying? Verbal bullying? Is one type of bullying any more or less hurtful than another?”

Student: “Social bullying could include leaving someone out of the group, refusing to be someone’s partner, spreading rumours in person or online, sharing someone’s personal information or photos without their consent, or totally ignoring someone. Physical bullying could include pushing someone, pulling their hair, or knocking them down. No one should touch another person without their consent. Verbal bullying could include name calling, mocking, teasing about ability or appearance, including weight, size, or clothing, and making sexist or racist comments in person or online. When any type of bullying is used to target someone because of who they are – their ethnocultural background, gender, abilities, or socio-economic status – then it is also an example of identity-based bullying. If a person tells someone to stop whatever they are doing, they should stop. Any of these kinds of bullying could cause emotional pain. Social or emotional bullying is more difficult to see but it can be just as hurtful, or even worse.”



Teacher prompt: “In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. Also, the person being abused does not always recognize that they are being abused. If a friend told you that they had a

secret and that someone in their family was screaming at them a lot, hitting them, touching them inappropriately, or doing something else abusive, how could you help?”

Student: “I would tell my friend to tell an adult that they trust and, if necessary, keep telling other adults, until they get help, because it can be unsafe to keep these kinds of things secret. Along the way, I would listen and be there to support my friend.”

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Teacher prompt: “If you are a bystander to cyberbullying, what can you do?”

Student: “I can stand up for the person who is being bullied online. I can tell the person to get offline and try to help them get help. I can tell an adult I trust.”

Substance Use, Addictions, and Related Behaviours

- D1.4** identify substances (e.g., *nicotine, carbon monoxide, tar*) found in tobacco* and vaping products (e.g., *cigarettes, e-cigarettes, cigars, pipe tobacco, chewing tobacco, snuff*) and smoke, and describe their effects on health

Teacher prompt: “What are the dangers of nicotine? What are the dangers of tar?”

Student: “Nicotine is very addictive and is absorbed quickly into your body. The craving for nicotine can make a person very uncomfortable, and that can be stressful. Tobacco smoke contains tar, which has chemicals that can cause cancer and other illnesses. Tar is made up of thousands of harmful chemicals, and when it is inhaled it can form a sticky layer on the inside of the lungs.”

Human Development and Sexual Health

- D1.5** describe the physical changes that occur at puberty (e.g., *growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes*) and the emotional and social impacts that may result from these changes [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: “During puberty, our bodies undergo many changes. Everyone experiences these changes at different rates and at different times. Increases in weight and body fat are normal. Sometimes it is hard to get used to the changes that are happening so quickly. Feelings can be much more intense. What are some of the feelings you might have as you start to experience changes with with puberty, and how can you manage them?”

* This expectation focuses on understanding that smoking commercial tobacco products is a detriment to health. It does not refer to the ceremonial use of natural tobacco in First Nations and Métis cultures.

Student: “Excitement, happiness, embarrassment, confusion, and fear are some of the feelings I might have. It is sometimes hard to recognize what I am feeling and why things feel different. I know that all of this is a part of growing up. I try to notice what I’m feeling and what is happening, and that helps. I can ask questions, talk with a friend, parent, or trusted adult, and get help if I need it. I can also use some of the strategies that I’ve been learning for taking care of my physical and mental health, such as being physically active.”

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Teacher prompt: “What can change socially as you start to develop physically?”

Student: “Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start ‘liking’ others. They want to be more than ‘just friends’ and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look, but you should be treated in an age-appropriate and respectful way. Sometimes classmates, friends, or family make comments or tease you about the changes. That’s not okay.”

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Teacher prompt: “Some cultures have traditions associated with puberty that mark the transition from childhood to adulthood. Can you give me some examples of these?”

Student: “In Judaism, a bar mitzvah or bat mitzvah is celebrated at age thirteen, when a person comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Indigenous communities have rites of passage that signal that an adolescent is ready to take on an adult role in society.”

D2. Making Healthy Choices

By the end of Grade 4, students will:

Healthy Eating

- D2.1** identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Canada’s Food Guides (*e.g., make water their drink of choice; eat plenty of vegetables and fruits; eat meals with others; help with food shopping and meal preparation at home; trap, fish, hunt, harvest, and cultivate food*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “When setting your goal for developing healthier eating habits, what do you need to do to ensure that you accomplish your goal?”

Student: “I need to keep track of where I start and how I am doing. I need to have a plan. I can help to accomplish my goal by talking with my family about healthy eating, learning how to cook simple meals, helping with making my lunch, and trying to eat with friends or family whenever I can.”



Teacher prompt: “Being aware of your eating habits is important. As a Grade 4 student, you don’t always have control over what you eat, but you can do your best to make informed choices to develop healthier personal eating habits. For example, you can make water your drink of choice, if possible. However, healthy eating is about more than just the foods you eat; it is also about where, when, why, and how you eat. Describe a recent eating experience and identify what you might have done to make it healthier.”

Student: “I ate a variety of healthy foods, but I ate alone on the couch while watching television and I didn’t really pay attention to the food I was eating. I can be more mindful of my eating habits and take more time to eat, notice when I am hungry or full, get involved in planning and preparing meals, and really enjoy my food.”

Personal Safety and Injury Prevention

- D2.2** apply a decision-making process (e.g., *identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time*) to assess risks and make safe decisions in a variety of situations (e.g., *when using a wheelchair, cycling, preparing food, going online*) [A1.2 Coping, 1.6 Thinking]

Teacher prompt: “What safety considerations do you need to think about when you go online? Who can help you make safe decisions?”

Student: “I need to remember that the information I find online may not be true, or that it may only show one point of view. The Internet may show or tell me things that are unhealthy, unsafe, or against the law. I need to check anything I find before I believe, repeat, or forward it. I should not share any of my personal information online – for example, my age, my phone number, or where I live. I should not give financial information to anyone online. I know that information about my online behaviour, such as playing games, sharing pictures, or sending texts, can remain recorded for years, and may have consequences in the future, so I am very careful about what I do online. I respect the privacy of my peers by not posting or sharing videos of them without their consent. If someone asks me for any personal information or a personal photo, I should not respond, and I should tell a parent or trusted adult about what happened.”

Teacher: “How can you identify whether a website is unsafe?”

Student: “I need to realize that some websites are unsafe. They can be unsafe if they are asking for personal information or have pop-ups or links that lead to unexpected sites. Some websites are unsafe because they have very negative information, show violence, promote hate, or have images that make me feel confused or uncomfortable. Some websites encourage users to engage in scams or other illegal activities. If I’m not sure, I should ask a parent or trusted adult to guide me to the best sites, and always let them know about the sites I visit.”

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Teacher prompt: “What safety considerations do you need to think about when you make a snack after school?”

Student: “I need to think about whether food that needs refrigeration has been kept cold and whether my hands, work surfaces, and utensils are clean. I also need to be sure that I know how to use the appliances and utensils safely.”

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Teacher prompt: “Before riding your bike to school, what do you need to think about and what do you need to do to be safe?”

Student: “I should think about what I need to have and how to stay safe. Do I have a helmet that fits right and that’s properly fastened? Do I need to take any precautions because of the weather? What routes can I take, and how much traffic is there on them? How will I carry my books and lunch? Will I be riding with anyone else, and should we ride side by side or in a line? What is my plan if there is a problem, like a crash, or if something breaks on my bike?”

Substance Use, Addictions, and Related Behaviours

- D2.3** demonstrate the ability to make and support healthy, informed choices about smoking and vaping, using their understanding of factors that affect decisions about smoking and vaping and a variety of social-emotional learning skills (*e.g., applying decision-making, assertiveness, and refusal skills; considering alternative coping strategies for stressful situations; thinking in advance about values, cultural beliefs, and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking or vaping; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question*) [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: “What are some examples of things that might influence someone to smoke or vape or not to smoke or vape?”

Student: “Kids might be more likely to try smoking or vaping if their friends and family members smoke or vape, or if someone dares them to try, or if it is easy for

them to get the products. They might be less likely to try smoking or vaping if it's harder to get the products because of legal age requirements or if they know someone who got cancer or emphysema from smoking."



Teacher prompt: "How is tobacco used traditionally in First Nations and Métis societies? What is the difference between the spiritual or sacred use of tobacco in First Nations and Métis cultures and the recreational use of commercially produced tobacco?"

Student: "Among some First Nations and the Métis, tobacco is often used in ceremonies connected to cleansing and communicating with the spirit world. In these cultures, tobacco is one of many sacred medicines, and is often used with three other sacred medicines – cedar, sage, and sweetgrass. In its original form, tobacco has a spiritual purpose. The tobacco used in cigarettes and cigars is harmful to our health and not connected to spirituality."

Human Development and Sexual Health

- D2.4** demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (*e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs*) [A1.5 Self]

Teacher prompt: "Why is it important to shower and change clothes more often as you approach puberty? What other things do you need to think about?"

Student: "As our bodies change, we perspire more. We should also be aware of spreading germs, and avoid sharing hats, lip gloss, hairbrushes, drinks, or towels."

Mental Health Literacy

- D2.5** demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (*e.g., taking time to identify what they are feeling [doing a "self check-in" regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something "bigger" than themselves that involves giving back to the community*) [A1.2 Coping, 1.5 Self, 1.6 Thinking]

Teacher prompt: "We have talked a lot about healthy choices related to things like healthy eating habits, staying safe, healthy development, and avoiding vaping, smoking, and substance use. Since mental health is a big part of overall health, all our healthy choices also keep us mentally healthy. There are some other things that we can do to take care of our mental health, and we get better at doing them over time, with

practice and support from others. What are some of the things you can do every day to take care of yourself, mentally?”

Student: “Just being aware of your mental health and your feelings is a good start. By paying attention to how you’re feeling, understanding how different things can make you feel, you can be prepared for ups and downs. You can think about how to help yourself or get help from someone else when you need to. Different people do different things to take care of themselves. I think physical activity helps everyone, but for some people, a game of hockey might help, and for others, it might be a quiet walk. For some people, deep breathing is a strategy that might help. For others, talking with a friend or using an app that helps with mindfulness or doing something creative, like drawing, is what might make a difference.”

D3. Making Connections for Healthy Living

By the end of Grade 4, students will:

Healthy Eating

- D3.1** identify ways of promoting healthier eating habits in a variety of settings and situations (*e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend’s house, eating on weekends versus weekdays*)
[A1.6 Thinking]

Teacher prompt: “Our school is a healthy school, and we have a breakfast program and a snack program. How do these programs affect people’s eating habits? How can the programs promote healthier eating habits?”

Student: “The programs give us an opportunity to regularly eat breakfast and offer healthy foods to choose from. They give all the students a chance to prepare and try different kinds of healthy foods that they might not otherwise have and provide an environment to enjoy our healthy food with others. To promote healthier eating habits, there could be a suggestion box where we can submit ideas for healthy food to be included as part of the program.”

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Teacher prompt: “If you had to go directly to a lesson or practice after school, what could you prepare ahead of time for a snack that would be healthy and give you sustained energy?”

Student: “I could cut up vegetables and fruit, prepare a snack-sized portion of lower-fat and lower-sodium cheese, or bring a small container of whole-grain crackers or cereal from home. If I buy a snack, I need to think about what would be the healthiest choice from what is available.”

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Teacher prompt: “What kinds of things might you consider before inviting a friend to your home for a meal or a sleepover?”

Student: “I would ask if my friend has any food allergies or food sensitivities or if they cannot eat certain foods for religious or cultural reasons and make sure my parents know about these. We could also prepare our snacks together, with this information in mind.”

Substance Use, Addictions, and Related Behaviours

- D3.2** describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping

Teacher prompt: “What are some effects of smoking?”

Student: “Some of the short-term effects can include bad breath and bad clothing and hair odours, and possibly some problems with family and friends, like arguments with parents. Young people who smoke are more likely to try other drugs. Longer-term effects can include addiction, yellow teeth, getting out of breath easily, reduced energy and activity levels, respiratory diseases, and lung or oral cancer. Second-hand smoke makes the air unpleasant to breathe and makes clothing smell. Over the long term, exposure to second-hand smoke increases a person’s risk of getting lung cancer or other respiratory diseases.”



Teacher prompt: “Vaping is not intended for youth or non-smokers. What are some effects of vaping?”

Student: “Vaping is not harmless. Some of the short-term effects on those who vape can include exposure to harmful chemicals, including varying levels of nicotine. Non-smokers who vape can develop a nicotine addiction. Other long-term effects of inhaling the substances used in vaping products are still unknown and continue to be researched.”

Mental Health Literacy

- D3.3** demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (*e.g., peer relationships, maintaining life balance*), as well as to adapt to challenging situations over which they have less immediate influence (*e.g., moving to a new home, family stresses, environmental stresses*) [A1.2 Coping, 1.6 Thinking]

Teacher prompt: “Stress is something your body feels when you are worried or uncomfortable about something. It is a part of life, and there are times when stress can be helpful and give you energy or motivation. Being aware of our thoughts and feelings helps us to decide what we can do to support ourselves at challenging times,

both when we have some control or influence over what is causing the stress and when we don't. Different strategies work in different situations. What are some strategies you might use in stressful situations where you have some control?"

Student: "Getting my school work done when I also have a lot of other things to do outside of school, like playing sports or spending time with my friends, is a situation where I may feel stressed but I have some control. I could get help with organizing my time and figuring out when to get things done. I could also talk with my teachers about how I'm feeling."

Teacher: "Now, can you give an example of a situation where you might have less influence over what is creating the stress?"

Student: "If I were feeling stressed and sad because my friend was moving, I wouldn't be able to change what was happening, but I would be able to help myself by writing about my feelings in my journal or finding someone to talk with about my feelings. I might find a way to stay in touch with my friend. I would still feel sad, but all of these things could help me feel a bit better."