

## Overall Expectations At a Glance

### Strand A. Social-Emotional Learning Skills

*Throughout Grade 5, 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 5, 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 5, 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 5, 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 5, 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 5, 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:** demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; **Movement Competence:** describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; **Healthy Living:** describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person)

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\* 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:** *use problem-solving strategies to make physical activities that seem difficult more fun and interesting; Movement Competence:* *explain how trying different approaches, such as adjusting body position or speed, can help them maintain control of a ball with their feet while running down the field; Healthy Living:* *identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury*)

## 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:** *reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence:* *when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living:* *take time to reflect on an event that caused them disappointment, and describe another way they might view that event*)

## 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:** *work collaboratively with peers by taking turns leading warm-up activities; Movement Competence:* *listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living:* *show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity*)

## 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:** *monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; Movement Competence:* *describe how knowing their strengths and*

areas for improvement can help when they are learning new skills; **Healthy Living:** describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult)

### 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:** make connections between being active and working towards personal fitness goals and overall mental health; **Movement Competence:** explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect motivation to participate in physical activity; **Healthy Living:** describe how the media can influence their food choices)

# Strand B

## Active Living

### OVERALL EXPECTATIONS

*By the end of Grade 5, 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**

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*By the end of Grade 5, students will:*

- B1.1** actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) [A1.3 Motivation, 1.5 Self]
- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive), as they participate in a wide variety of individual and small-group activities and lead-up games [A1.2 Coping, 1.3 Motivation, 1.5 Self]

**Teacher prompt:** “What can you do to keep school and community play spaces clean, tidy, and attractive so that you can enjoy being physically active outside?”

**Student:\*** “We can get the school or community to put garbage and recycling containers in the area, use them ourselves, and encourage others to use them. We could also volunteer to plant trees. Trees provide shady places where we can go to keep cool.”

- B1.3** identify factors that can either motivate or make it difficult for people to be physically active every day (*e.g., enjoyment; self-confidence; level of peer support; sense of belonging; availability of transportation, equipment, time, and financial resources; availability of community resources; gender barriers or expectations; personal abilities; accessibility of facilities; personal organizational skills; family support, responsibilities or curfews*), and describe ways of overcoming obstacles to staying active [A1.1 Emotions, 1.3 Motivation, 1.4 Relationships]

**Teacher prompt:** “Identify a challenge that might make it difficult to be active every day and offer a solution that could help.”

**Students:** “I have to take care of my younger brother every day after school, so I cannot join an after-school club. Instead, I play outside with my brother at home and sometimes invite a friend to join us.” “I would like to play in a hockey league, but my family does not have time to drive me to the practices and the equipment is too expensive. Instead, I play road hockey with my friends and family after school and on the weekends.” “I want to join an after-school club, but my parents are concerned about me getting home safely. I’m going to suggest asking my friend to join the club too, so we can walk home or take the bus together.”

## B2. Physical Fitness

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*By the end of Grade 5, 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., power walking, wheeling, playing small-sided games, skipping rope*) [A1.3 Motivation, 1.5 Self]
- B2.2** identify the components of health-related fitness (*e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility*) and the benefits associated with developing and maintaining each of them (*e.g., increased cardiorespiratory endurance provides more stamina for prolonged activity, increased muscular strength and muscular endurance improve performance in activities, good flexibility allows for ease of movement during activities*) [A1.6 Thinking]

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\* 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.

**Teacher prompt:** “Today, you will be doing a variety of fitness activities in this circuit. What is the purpose of each of the different activities?”

**Student:** “Doing the activities in this fitness circuit helps us work on different areas of fitness. The wall push-ups and crunches help us develop our arm and abdominal muscles. The continuous skipping will help build our cardiorespiratory fitness, and the stretching in the cool-down helps our flexibility when we do bending, twisting, and reaching activities.”

- B2.3** assess a specific component of their health-related fitness (*e.g., cardiovascular fitness, flexibility, muscular strength, muscular endurance*) by noting physical responses during various physical activities, and monitor changes over time [A1.5 Self, 1.6 Thinking]

**Teacher prompt:** “Record your pulse before, during, and after the activity. Also, record how you felt. Keep track of the number of steps you take during the day, when you are wearing the pedometer. Come back to this information next week and the following week and comment on any changes you see.”

**Students:** “I can see that my heart rate goes up during the activity and back down afterwards. My heart rate recovers to a normal range more quickly, and I am starting to feel less tired.” “I have been tracking the number of steps I take with my pedometer, and I’ve been able to increase from ten thousand steps in a day to over fifteen thousand on some days.”

- B2.4** develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests [A1.3 Motivation, 1.5 Self]

**Teacher prompt:** “What do you need to consider when setting your physical fitness and activity goal?”

**Student:** “I need to consider which aspect of my fitness I want to improve, assess where I am now, and decide what I will do to reach the level I want to be at. I want to be able to throw farther, so I need to improve my upper-body strength. I can do five push-ups now, but I want to be able to do ten by the end of the month. I can do that by trying to increase the number of push-ups I do every couple of days.”

## **B3. Safety**

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*By the end of Grade 5, 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., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote*



*a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition) [A1.4 Relationships, 1.5 Self]*

**Teacher prompt:** “What safety considerations do you need to remember when playing flag football with your friends?”

**Student:** “We need to be in control when we pull the flag and we shouldn’t tackle or push.”

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**Teacher prompt:** “If a peer is trying a new skill for the first time, what can you do to help that person feel safe or more comfortable in performing the skill in front of the group?”

**Student:** “I can try to be supportive by making encouraging comments and not being disruptive. I can also be a role model by trying new and challenging things myself.”

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**Teacher prompt:** “If you are playing in a soccer game, and you witness your teammate getting hit in the head and then notice them acting differently, what should you do?”

**Student:** “I would tell the coach or another adult, because a change in behaviour or emotions may be a sign of a concussion, and my teammate may not recognize that they have suffered a brain injury.”

- B3.2** demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (*e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas*) [A1.6 Thinking]

**Teacher prompt:** “Using ‘active transportation’ means using muscle power instead of vehicles to get ourselves around. It helps to reduce air pollution. When using active transportation, what can you do to keep yourself safe?”

**Student:** “I can travel with a buddy or a group because there’s safety in numbers. When I’m biking, walking, or skateboarding, I can follow the rules of the road and also use trails or side streets instead of the main roads whenever I can. That way, I avoid the dangers of travelling in traffic and I don’t have to breathe in the exhaust from cars.”



## Movement Competence: Skills, Concepts, and Strategies

### OVERALL EXPECTATIONS

*By the end of Grade 5, 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

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*By the end of Grade 5, students will:*

- C1.1** perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (*e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly*) [A1.5 Self]

**Teacher prompt:** “How do you keep your balance when changing speed or levels?”

**Students:** “When I am speeding up while skating, I keep my balance by keeping my knees bent and my body low.” “When I am contracting from a high balance to a low balance, my movement needs to be quick and firm, and I need to keep my core muscles tight to help maintain my balance.”

- C1.2** demonstrate the ability to jump in control for height or distance, using a variety of body actions (e.g., *push off strongly during take-off when jumping for height; keep a tight body position when turning in the air; land smoothly and safely after a vertical jump and half turn in a dance sequence; maintain body control when landing after a long jump*) [A1.5 Self]

**Teacher prompt:** “When you are in the air, squeeze your muscles so your body stays in control.”



**Teacher prompt:** “When you are landing after a long jump or a jump from a height, what do you need to do to maintain control?”

**Student:** “When the jump is an especially big one, I need to land on the balls of my feet and bend my knees more than usual to absorb the force of landing and keep my balance. I also need to keep my arms out and my head up.”

- C1.3** explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (e.g., *dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances*) [A1.3 Motivation]

**Teacher prompt:** “Try the movement sequence at full speed, then very slowly. Which movements are easier to do faster and which ones are easier to do more slowly?”

**Student:** “For some of the moves, like footwork with complicated steps, going slowly gives me time to do the sequence well. For other moves, like a transition from a low balance to a stretched shape, moving more slowly is more difficult because I need good body control to hold the position steady as I move.”

- C1.4** send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement (e.g., *kick a ball with the inside of their dominant foot at varying speeds to a partner who absorbs the ball with their body when it is received; strike a beach ball with a hand paddle and follow through in the direction of the intended target; experiment with using different amounts of force to send at different speeds*) [A1.3 Motivation, 1.4 Relationships]

**Teacher prompt:** “What do you need to do to throw an object faster? When catching an object, how do you adjust for different speeds?”

**Student:** “To throw faster, I need to put my whole body into the throw, stepping with the opposite foot, turning my body, and following through with my arm after I release the ball. When I am catching, I need to keep my eyes on the ball. If the ball is coming

slowly, I can step towards it to catch it. If it is coming fast, I need to be ready to absorb the catch with my body so the ball does not bounce away from me. I do the same things if I am receiving with my feet.”

- C1.5** retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (*e.g., dribble a ball around pylons, slowing down as needed to maintain control; stickhandle a felt disc towards a goal or target while shifting the direction of forward movement to avoid defenders or obstacles; catch and carry a ball in a scoop; [for students who are visually impaired] maintain control of a sound ball while dribbling around classmates who are acting as guides*) [A1.5 Self]

**Teacher prompt:** “How do you maintain control of the ball when you are moving in a zigzag pattern down the field? Does that change when your speed changes?”

**Student:** “I need to keep the ball fairly close to my foot or stick to control it. I can let it get a bit farther away when I am moving faster.”

## C2. Movement Strategies

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*By the end of Grade 5, students will:*

- C2.1** demonstrate an understanding of the components of physical activities (*e.g., movement skills, game structures, 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 three-on-three lacrosse, mini tennis, and keep-it-up; recreational activities such as disc golf, parachute activities, orienteering, and cooperative games; fitness activities such as yoga, isometric muscle-building activities, and endurance activities; dance activities such as creative movement, hip hop–type moves, and novelty dances*) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

**Teacher prompt:** “How is a lead-up game such as four-corner soccer structured to make sure the game is inclusive and works for everyone?”

**Student:** “A game like four-corner soccer has four different goals and several balls so everyone has lots of opportunities to play. People with different skill levels can play together and everyone has a chance to participate to the best of their ability.”

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**Teacher prompt:** “If we are striving for healthy competition when playing, what does that look like?”

**Student:** “With healthy competition, everyone is trying their best, supporting each other, and playing fairly. You don’t always have to be in a game situation to compete. For example, I might compete against myself, trying to keep a soccer ball going as I juggle it, hitting it up with my foot, chest, and head.”

**Teacher:** “What components of an activity could be adjusted to make it challenging and enjoyable for everyone?”

**Student:** “We could change the boundaries to make the game either easier or harder. We could change the type of equipment we use. We could add a rule – for example, all players have to touch the beach ball once before we are allowed to try to score a point. When we are playing with someone who is blind or partially sighted, we can use a ball with a bell inside or make a sound when sending the object so the person who cannot see is able to hear where the object is.”

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

**Teacher prompt:** “The net/wall games of volleyball, wall ball, badminton, squash, table tennis, paddleball, and wheelchair tennis all emphasize moving and controlling an object in a confined space and hitting it over a net or to a wall. What strategies might work in all of these activities?”

**Student:** “In all of these games, you try to place the object in a spot where the other team or player will have trouble returning it. You need to be ready to move quickly so you can return the object if it comes near you.”

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**Teacher prompt:** “Consider what is similar about activities like cross-country running or skiing, orienteering, long-distance running in track, and power walking. What strategies might you use in all of these activities?”

**Student:** “These activities all involve being able to keep going for a long period of time. Most of them don’t need a lot of equipment and can be done anywhere. These activities help build your level of fitness and endurance. A strategy you would use in all of these activities is pacing. It helps to learn how to manage your energy so you can keep going and be able to finish and also have the ability to go faster at different parts of the course.”

- C2.3** apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., **individual activities:** *interpret feedback from a partner and adjust their position in a yoga activity*; **target activities:** *choose an appropriate distance from the target to maximize level of challenge and opportunity for success; work on accuracy by maintaining eye contact with the target and following through in the direction of the target*; **net/wall activities:** *place shots away from their opponent*;

**striking/fielding activities:** choose their position to effectively cover a space when fielding;  
**territory activities:** make quick passes to keep the object moving when playing a modified team handball game) [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]\*

**Teacher prompts:** “In target games, choose a position (closer to or farther from the target) that will give you the best balance between optimal challenge and the greatest chance of success.” “Why is it important to communicate with your teammates during territory activities?” “What do you need to do to work well with others when creating and performing a creative dance in a group of four?”

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\* 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 for others by not talking when others are aiming and taking their turn, communicating effectively with teammates during play, being aware of others’ positions*); 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 5

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating		D2.1 Nutrition fact tables, food labels	D3.1 Media influences – food choices
Personal Safety and Injury Prevention	D1.1 Supports – injury prevention, emergencies, bullying, violence	D2.2 Strategies – threats to personal safety	D3.2 Actions, self-concept
Substance Use, Addictions, and Related Behaviours	D1.2 Short- and long-term effects of alcohol use	D2.3 Refusal skills – alcohol use and other behaviours	D3.3 Decision to drink alcohol, use cannabis; influences
Human Development and Sexual Health	D1.3 Reproductive system D1.4 Menstruation, spermatogenesis	D2.4 Self-concept, sexual orientation D2.5 Emotional, inter-personal stresses – puberty	
Mental Health Literacy		D2.6 How to help others, when to seek help	D3.4 Stigma awareness

### OVERALL EXPECTATIONS

*By the end of Grade 5, 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

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*By the end of Grade 5, students will:*

#### Personal Safety and Injury Prevention

- D1.1** identify trusted people (*e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches*) and support services (*e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services*) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]

**Teacher prompt:** “If you are being bullied, to whom can you turn for help?”

**Student:** “I can turn to any adult I trust – a parent, a teacher, a coach, an Indigenous youth worker, or a community mentor. I need to continue to ask for help until I get the help I need.”

**Teacher:** “What should you do in a situation in which someone is being violent?”

**Student:** “Get out of the way, get help, and do not try to intervene directly.”

**Teacher:** “If you notice that a friend’s behaviour has changed and they seem very sad and upset, who could you ask to get help for your friend?”

**Student:** “I could ask my parents or my teacher or someone from my friend’s family.”

#### Substance Use, Addictions, and Related Behaviours

- D1.2** describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (*e.g., amount consumed; speed of consumption; sex, body size, emotional state; combinations with other drugs, such as cannabis, food, or substances such as energy drinks*)

**Teacher prompt:** “Drinking even a small amount of alcohol can affect your body. The more you drink, the greater the effects. What are the short-term effects of alcohol use?”

**Student:** “Short-term effects can include relaxation but also reduced coordination, higher body temperature, slower reflexes, drowsiness, lowered inhibitions, slurred speech, and problems making good decisions. Alcohol can be dangerous if it’s used with cannabis, because using cannabis and alcohol together increases impairment. Becoming drunk, or intoxicated, could lead to vomiting, loss of consciousness, or even alcohol poisoning. If any of these things happen, medical attention is needed.”



**Teacher:** “What long-term consequences can result from consuming alcohol in a harmful way?”

**Student:** “Addiction, liver damage, financial problems, family or relationship issues, and emotional and mental problems are some of the possible consequences of long-term problematic alcohol use. People who consume alcohol in a harmful way may lose interest in school or in activities they used to find enjoyable.”

## Human Development and Sexual Health

- D1.3** identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]

**Teacher prompt:** “Female body parts that mature and develop as a part of puberty include the vagina, cervix, uterus, fallopian tubes, ovaries, endometrium, and clitoris. Male body parts that mature and develop during puberty include the penis (with or without the foreskin), scrotum, urethra, testicles, prostate gland, seminal vesicles, and vas deferens. These changes occur as people become capable of reproduction. Not all bodies experience changes of the same kind, or at the same time. What are some physical changes that may happen during puberty?”

**Student:** “Female bodies develop breasts and start menstruating for the first time during puberty. An increase in weight and body fat is normal. Male bodies become more muscular, develop deeper voices, and grow facial and body hair. The penis and testicles grow larger. As part of puberty, adolescents grow hair under the arms, on the legs, and in the pubic area. The rate at which these changes occur varies for each individual.”

- D1.4** describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development

**Teacher prompt:** “Menstruation is the medical term for having a ‘period’ and is the monthly flow of blood from the uterus. This begins at puberty. Not all female bodies begin menstruation at the same age. Generally, every month, an egg leaves one of the ovaries and travels down one of the fallopian tubes towards the uterus. In preparation, the walls of the uterus develop a lining of extra blood and tissue to act as a cushion for the egg in case fertilization occurs. When an egg is fertilized, it attaches itself to the lining of the uterus and begins to develop into an embryo. If fertilization does not occur, the lining of the uterus is no longer needed and is discharged through the vagina. This is the monthly flow of blood. The whole process is called the menstrual cycle. Can you summarize its purpose?”

**Student:** “It is how the female body gets ready for pregnancy.”

**Teacher:** “In the male body, the testicles are glands within the scrotum that produce sperm and hormones, beginning at puberty. After sperm develops in the testicles, it can travel through the epididymis until it reaches the vas deferens where it is stored

until ejaculation occurs. During ejaculation, the prostate gland releases a liquid that mixes with the sperm from the vas deferens to make semen, which then leaves the body through the urethra. Fertilization can occur when sperm is ejaculated into the vagina, and the sperm and egg connect. Babies can also be conceived by having the sperm and egg connect using assisted reproductive technologies. What is the purpose of sperm production?”

**Student:** “Sperm is needed for fertilization. When the sperm from the male and the egg from the female join together, pregnancy occurs.”

**Teacher:** “We’ve described what menstruation and spermatogenesis mean from a physical point of view. How do these changes affect you in other ways?”

**Students:** “Not everyone experiences these changes at the same time and in the same way, so teasing people about these changes isn’t right. It can be very hurtful.” “In my culture and my family, becoming an adult is a cause for celebration. In various Indigenous cultures, women are viewed with the highest regard, and menstruation is seen as sacred.” “We don’t talk about it in my family. What I see in the media and online is a bit confusing, so it’s good to know what these changes in my body actually mean. The more I know, the better I can take care of myself.”

## D2. Making Healthy Choices

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*By the end of Grade 5, students will:*

### Healthy Eating

- D2.1** explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods [A1.6 Thinking]

**Teacher prompt:** “Food labels contain a lot of information, including the product name, the serving size and the number of calories per serving, product claims, an ingredient list, and a nutrition fact table, which identifies the nutrients in the product, and other information, such as the amount of sodium. How can you use this information to evaluate food choices?”

**Students:** “I can check the nutrition fact table to see how much saturated fat, sugar, and salt is in the product. When I use information from the nutrition fact table, it can help me make healthier food choices at home and when I go shopping with my family. Making healthier food choices on a regular basis can help us reduce our intake of sodium, sugars, and saturated fat. I can also compare and choose foods with more nutrients like fibre, potassium, and calcium.” “The nutrition fact tables and ingredient lists are useful, but I also make choices based on what I enjoy, because I know that healthy eating patterns take place over time and so I can eat treats occasionally.” “I can also check the ingredients list to identify and avoid foods that

have peanuts in them, if someone in my family is allergic to them or if I'm selecting snacks to bring to school. I can use similar available information about the ingredients and nutrition values in food at restaurants and fast-food places."

## Personal Safety and Injury Prevention

- D2.2** demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., *self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills*) and safety strategies (e.g., *having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses*) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

**Teacher prompt:** "What can you do to help if a friend tells you about a situation where they are feeling bullied or unsafe? What could you do if you were there when it happened?"

**Student:** "I can listen to my friend and talk about ways we can stand up for ourselves when someone is bullying us, including by naming the behaviour – stating firmly that it's not okay to say things that are racist or homophobic, even in a joking way. I can stand up for my friend if I am there when it happens, or I can get help by telling a trusted adult."

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**Teacher prompt:** "What strategies could you use in a situation where you were being harassed, criticized, left out, or treated differently because of what someone thought about your sex, race, culture, religion, sexual orientation, body shape, weight, or ability?"

**Student:** "Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is treating me badly, by speaking confidently. If I feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help. It is always good to notice how these kinds of situations make me feel and to share my feelings with an adult I trust."

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**Teacher prompt:** "How might the medicine wheel teachings of the Anishinaabe help you to consider strategies for personal safety?"

**Student:** "The four components of the Anishinaabe medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health. Each Indigenous community has its own way of thinking about the holistic health of people, communities, and the environment. I can look to Indigenous cultures to help me think through ways of seeing myself and the world."

## Substance Use, Addictions, and Related Behaviours

- D2.3** demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (*e.g., smoking,\* vaping, drug use, gambling, video game use*) [A1.4 Relationships, 1.6 Thinking]

**Teacher prompt:** “What might you do if someone is pressuring you to try alcohol or a cigarette?”

**Student:** “I can try to avoid situations where I might be offered alcohol or cigarettes. If I can’t, I can say strongly and clearly that I do not want to participate. I can also mention problems that I’d rather avoid, like bad breath, disease, and impairment – or I can just make a joke and change the subject.”

## Human Development and Sexual Health

- D2.4** identify intersecting factors that affect the development of a person’s self-concept, including their sexual orientation (*e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities*), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]

**Teacher prompt:** “A person’s self-concept and mental health and well-being can be affected by a number of internal and external factors that work together. Internal factors come from within yourself. They include having a sense of purpose in life, being able to arrive at and sustain a clear sense of who you are, having a strong sense of cultural identity, feeling that you have the right – and the ability – to take steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems. Sexual orientation refers to a person’s sense of sexual attraction to people of the same or different sex. Having an understanding of your sexual orientation is an important part of developing your sense of self and well-being. There are also external factors that impact your development. These come from outside yourself. Can you give me examples of external factors that are protective – things that help a person develop a positive self-concept and improve their mental health and well-being?”

**Student:** “Protective external factors include having support from friends, family, and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you’ve accomplished. Together, internal and external factors shape who you are, and help you *understand* who you are.”

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\* This reference is to smoking commercial tobacco products. It does not refer to the ceremonial use of natural tobacco in First Nations and Métis cultures.

- D2.5** describe emotional and interpersonal stresses related to puberty (e.g., *questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices*), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., *being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders*) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

**Teacher prompt:** “Think about some things that could lead to stress for adolescents. For example, as they grow, people sometimes feel self-conscious about their bodies, but we all grow at different rates and you can’t control how fast you grow. When you think about how to respond to stress, consider what is within your control and what is not.”

**Student:** “Things I can control include whether I have a positive or negative attitude about things, how I show respect for myself and others, whether I ask for help when I need it, whether I am involved in activities at school and in my community, the actions I take, whether I am open to new ideas, and whether I make my own decisions about things or let myself be influenced by others. Things I cannot control include what others may think about where I was born, who is in my family, how much money my family has, and personal characteristics such as my skin colour, hair colour, sexual orientation, and body shape and structure, or whether I have a learning disability, a physical disability, or a health issue. All of these things are a part of who I am. I cannot control how others see these aspects of me, but I can control what I do and how I act. For example, I may feel self-conscious about my body when I am running or swimming, but I like these activities and I will continue to do them.”

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**Teacher prompt:** “It is normal to have stress and to have different feelings, including being happy, sad, angry, and excited at different times. Part of taking care of your mental health and emotional well-being is learning to be aware of and to monitor your own feelings. How do you know if you need help with your feelings?”

**Student:** “If you feel one way for a very long time – for example, if you always feel sad, anxious, or tired – that might be a sign that you need to get help to learn what is causing those feelings and what you can do about them.”

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**Teacher prompt:** “As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new

feelings and situations can reduce some of the stress that goes with them. For example, if you feel you ‘like someone in a special way’, what are some appropriate ways of sharing that information with that person and what are ways that are inappropriate?”

**Student:** “You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of them in order to get attention. Sharing private sexual photos with others or posting sexual rumours online is hurtful, unacceptable, and illegal.”

### **Mental Health Literacy**

- D2.6** demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]

**Teacher prompt:** “How might you know that a friend, or someone you know, might be trying to manage a mental health problem and may need help?”

**Students:** “I might notice a mood change or behaviour that is a lot different from what I usually see. I might notice that the person doesn’t join the group anymore or seems to be feeling sad or is falling behind in classwork.” “I’d pay attention if I heard them saying things about wanting to feel better but not knowing how to change.”

**Teacher:** “What could you do to help a friend? What is important to understand about the limits of how you can help?”

**Student:** “I can try to encourage them by reminding them of things that have worked for them in the past – like taking a break, having fun together outside, taking some deep and grounding breaths. But if that’s not working, I can encourage them to ask for help. If they don’t and I’m really worried about them, I can tell an adult I trust. I need to remember that getting help is important. Especially if I’m worried that the person might hurt themselves or be in danger, I need to make sure I’m not trying to help on my own.”

**Teacher:** “If the problem seems like something you need help from an adult to deal with, who could you ask for help?”

**Student:** “My teacher, my coach, a family member, an Elder, a Métis Senator, or another trusted adult in my community.”



## D3. Making Connections for Healthy Living

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By the end of Grade 5, students will:

### Healthy Eating

- D3.1** describe how advertising, food marketing, and media affect food choices (e.g., TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs, idealized and unrealistic body images in movies and programs, magazine articles promoting fad diets, loyalty programs), and explain how these influences can be evaluated to help people make healthier choices (e.g., by critically examining the reasons for celebrity endorsements or public personas or the plausibility of product claims, checking whether there is information in an advertisement to verify its claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media) [A1.6 Thinking]

**Teacher prompt:** “What might you think about when you see a professional athlete drinking an energy drink in a commercial?”

**Student:** “The advertisement is trying to influence me to buy the drink. But just because the ad says a professional athlete drinks it does not mean that the athlete actually drinks that drink, or that it is healthy for me or that I need to drink it when I am being active.”

**Teacher:** “What do you think when you see a magazine cover promoting a fad diet?”

**Student:** “I remind myself that the dieting industry is primarily focused on making money, not on making people healthier. I make a point of ignoring all messages about dieting for weight and shape control, and stay focused on health instead.”

### Personal Safety and Injury Prevention

- D3.2** explain how a person’s actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others’ feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

**Teacher prompt:** “Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something less visible like having an illness such as HIV/AIDS, a mental health problem like depression, or a visual or hearing impairment, we may view them in a stereotyped manner and make



assumptions. Stereotypes can have a strong, negative impact on someone's self-concept and well-being. Even stereotypes that might seem positive are harmful, because they do not let people be their real selves. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone's feelings, self-concept, or reputation in a positive way."

**Student:** "Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone's talent or skill, and making sure everyone gets a turn."

**Teacher:** "How do your actions – positive or negative – have an impact on your own self-concept and reputation?"

**Student:** "Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself."

### Substance Use, Addictions, and Related Behaviours

- D3.3** identify personal and social factors (*e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences*) that can affect a person's decision to drink alcohol or use cannabis at different points in their life [A1.2 Coping, 1.6 Thinking]

**Teacher prompt:** "How realistic are the messages that we get from the media about drinking alcohol and using cannabis?"

**Student:** "On shows and in movies, you see people having fun, being sociable, doing cool things while drinking or using cannabis, or drinking and smoking because they feel stressed. You do not often see images in the media of someone who has passed out or who has caused a car crash or who is in an abusive relationship because of alcohol or cannabis. I can think of other ways to manage stress – such as talking to a friend or throwing a ball for my dog."

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**Teacher prompt:** "Some adults choose to drink alcohol or use cannabis in social settings or during celebrations. How is this different from a young person drinking alcohol or using cannabis?"

**Student:** "It is legal for adults to drink alcohol and use cannabis. Drinking in moderation, avoiding becoming impaired, and following the law about using substances and driving are some of the responsibilities that adults who choose to drink alcohol or use cannabis have to accept."

## Mental Health Literacy

- D3.4** demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma [A1.6 Thinking]

**Teacher prompt:** “We know that from time to time we all feel challenging emotions that make it difficult for us to feel like we fit in or belong. Everyone experiences these ups and downs at different points. It’s important for all of us to think about the ways we can make it easier for ourselves and others to recognize, accept, and manage these feelings. For example, let’s think about language. Sometimes we make statements that we think are funny but that can cause stigma and make others feel uncomfortable. When it comes to supporting one another’s mental health, what are some of the things we can do at school and in the classroom to make everyone feel safe to talk about their mental health and ask for help?”

**Student:** “When we talk about mental health in a positive way it makes it safe for us to be open and honest about our feelings. Sometimes people are made fun of if they seem ‘different’ or if they show emotion or cry at school. When someone is having a bad day, we could put ourselves in their shoes and think about how that might feel. We could ask them if they want to talk and respect their need for space if that is what they want.”

**Teacher:** “When we talk about ‘putting ourselves in someone’s shoes’, that’s called empathy – it’s when we have understanding for the feelings of others. Showing empathy is a great way to make our classroom and school safe for everyone to be themselves. When we talk about mental health as a positive concept, it makes it safe for everyone to share when they are feeling emotions that are challenging or if they’re having a bad day.”