

Overall Expectations At a Glance

Strand A. Social-Emotional Learning Skills

Throughout Grade 3, 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 3, 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 3, 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 3, 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 3, 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 3, 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:** when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; **Movement Competence:** when learning new activities, show awareness of self and others as they demonstrate fair play; **Healthy Living:** identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real)

* 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:** explain how being physically active can help to moderate strong feelings and emotions; **Movement Competence:** take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; **Healthy Living:** do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities)

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:** show a growth mindset when setting personal goals for physical activity; **Movement Competence:** experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; **Healthy Living:** with respect to healthy development, recognize and appreciate the factors they can influence, and accept and work with the factors over which they have less influence)

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:** be willing to be anyone's partner for physical activities and be welcoming of everyone when working in small groups; **Movement Competence:** when practising throwing and catching, talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other; **Healthy Living:** demonstrate awareness of doing or saying things in a way that acknowledges the unique characteristics of others in a positive way rather than in a disrespectful or hurtful way)

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:** show awareness of family activities that support physical and mental health – such as family walks, family meals, and times for relaxing together – by explaining how they use a Healthy Living calendar on the fridge in their home to plan and record such activities;

Movement Competence: check whether they feel stable when performing a static balance and adjust their position if they do not; check to see if they are starting to feel more sure of themselves as they practise static balances; **Healthy Living:** identify some of the characteristics that make them unique, showing an understanding that we all have things that make us unique, whether they are visible on the surface or not, such as different abilities and different physical attributes)

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:** come up with ideas for things they could do to be physically active in their family's home; **Movement Competence:** after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother; **Healthy Living:** plan what they might bring to a family picnic or a community potluck, focusing on healthy foods and healthy practices, and give reasons for their choices)

Strand B

Active Living

OVERALL EXPECTATIONS

By the end of Grade 3, 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 3, students will:

- B1.1** actively participate in a wide variety of program activities (*e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities*), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (*e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “You and your classmates will be participating in a lot of different physical activities together this year. Remember, when playing with others, it’s always important to show respect and to follow the rules. What are some examples of showing respect and following rules in your daily life?”

Students:* “We show respect for other people and for things, too. We show respect for other cultures, for our own family and other people’s families, for our friends, and also for the environment. We show respect for other people by working well together at school or greeting people politely when we are introduced.” “We show that we respect the environment by turning off lights when we are not in the room, by not littering, and, whenever we can, by walking, wheeling, or biking instead of using a car.” “We also follow many different kinds of rules at home and in our communities. For example, a rule that we follow to stay safe is to always tell an adult when we are going to play outside, so they will know where we are.”

- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors*) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]

Teacher prompt: “What kinds of physical activities do you like best?”

Students: “I like games in which everyone gets to play and people are not eliminated. If you get eliminated, you do not get the chance to play and get better at the activity.” “I like outdoor activities, where I feel connected to the land. I can breathe fresh air, listen to the water ripple, and hear the birds.”

- B1.3** describe the physical and mental benefits of participating in physical activity every day (*e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration*) [A1.2 Coping, 1.6 Thinking]

Teacher prompt: “Being physically active has many benefits, such as giving us more energy to play with friends. What are some other benefits of being active every day?”

Student: “I have so much fun when my friend and I go skating after school. Being active every day helps me feel alert and prepared for school.”

* 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 3, 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., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards*) [A1.3 Motivation, 1.5 Self]

B2.2 identify new capabilities and other benefits that may result from improved cardio-respiratory fitness (*e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity*) [A1.6 Thinking]

Teacher prompt: “We have been doing a lot of physical activities that work our hearts over the past two weeks. How will continuing to do this type of activity improve your fitness?”

Students: “Physical activity is good for the heart because the heart is like other muscles and it works better when it gets exercise. Today I snowshoed all the way up the hill and didn’t need to stop and take a break.” “I find it a lot easier to push myself up a ramp in my wheelchair since I’ve been doing exercises to build up my arm strength.”

B2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (*e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity*) [A1.5 Self, 1.6 Thinking]

Teacher prompt: “How did you check how you were feeling during today’s activity?”

Student: “I did the talk test. I knew my heart and lungs were working too hard because I couldn’t breathe and talk with my partner while I was running. I needed to slow down for a while to catch my breath.”

B2.4 develop and act on personal goals related to physical activity (*e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “What goal have you set for yourself, and how will this goal help you?”

Student: “My goal is to be able to do all the DPA activities without needing to stop and rest in the middle. When I can do that, I’ll know that I’m getting fitter and healthier.”

B3. Safety

By the end of Grade 3, 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., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fair, communicating positively to help others be safe, using equipment appropriately both in class and on the playground*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “What do you need to do to be safe when playing wall ball? When using a scooter board?”

Students: “When I’m playing wall ball, I need to be aware of how much space there is around me and also of how hard I throw. If I throw the ball too hard at the wall, it may come back really fast and hit me or someone else.” “When I’m using a scooter board, I need to be careful not to get my fingers caught underneath. I should always sit or kneel and not stand on the board. I need to keep my hair away from the wheels. I need to stay in control when I move and be careful not to bump into other people or things.”

- B3.2** describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (*e.g., remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured*) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]

Teacher prompt: “If you hit your head accidentally while playing hockey with friends outside or on a community team, what would you have to do?”

Student: “I would have to stop playing immediately to help prevent further injury. Then I would have to tell my parents and my coach. I would then visit my doctor and ask my parents to report the injury to my principal, even though it didn’t happen at school, so that the principal can start a return-to-school plan for me.”

Movement Competence: Skills, Concepts, and Strategies

OVERALL EXPECTATIONS

By the end of Grade 3, 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 3, students will:

- C1.1** perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (*e.g., move smoothly between yoga positions, from a stork balance to a standing-scale balance, from a knee scale on a bench to a standing position on the bench*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “Create a balance by making a twisted shape with your body at a low level and another using a wide shape at a medium level. When you are ready, demonstrate a controlled transition between the two balances. What helps you control the transition?”

Student: “To move in control from one balance to another, I keep my eyes focused on one spot, I move slowly, and I hold my muscles tight. I can move more smoothly if I take a breath before I move, then let my breath out slowly as I’m moving. I also need to think about the order of my movements.”

- C1.2** demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (e.g., *jump high over lines or blocks; jump far past markers, over beanbags, or into a hula hoop that is held horizontally a short distance above the ground*) [A1.5 Self]

Teacher prompt: “To jump far or high and land safely, what do you need to do?”

Student: “I need to start by bending my knees and crouching, so when I take off, I can push hard on the ground and stretch out my body to get farther or higher. To land safely, I need to bend my knees to cushion my landing and keep my feet apart, my head up, and my arms out.”

- C1.3** perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (e.g., *leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem*) [A1.3 Motivation, 1.4 Relationships]

Teacher prompt: “When you are changing direction or moving around an object, how is your movement different from when you are going in a straight line?”

Students: “I slow down a little to make sure I am in control.” “I hold tight to my walker, look to make sure the way is clear to move it, and then turn it in the new direction.”

- C1.4** send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g., *throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “In how many different ways can you and your partner send and receive a tennis ball over a bench? How about a beanbag? A beach ball? What about when you are using scoops?”

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Teacher prompt: “As you throw to a partner, what are your feet doing?”

Student: “I take a step as I throw the ball. If I am throwing with my right arm, I step with my left foot because I get more power that way. Stepping towards the target also helps me to make the ball go where I want it to go.”

- C1.5** retain objects of different shapes and sizes in different ways, using different body parts and equipment (*e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racquet; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “What can you do to maintain control as you are moving (dribbling) a ball with your feet?”

Student: “I bend my knees and use the sides of my feet to keep the ball close to my feet as I move it.”

Teacher: “Can you dribble the ball using both your left foot and your right foot? Why is it important to be able to dribble using both feet?”

Student: “It lets me move in different ways quickly and makes it difficult for others to get the ball away from me.”

C2. Movement Strategies

By the end of Grade 3, students will:

- C2.1** demonstrate an understanding that different physical activities have different components (*e.g., movement skills, rules and boundaries, conventions of fair play and etiquette*), and apply this understanding as they participate in and explore a variety of individual and small-group activities [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: “When you are demonstrating your dance sequence to others, what things do you need to think about to make your demonstration most effective?”

Student: “We should have a ‘front’ for our sequence, so our audience can see well. We should have a starting position that we hold still.”

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Teacher prompt: “What skills are you using at each station in the activity circuit? What guidelines do you need to follow so that the activity goes well?”

Student: “We are practising different throwing, catching, and jumping skills at different stations. At the first jumping station, we are working on jumping to touch the wall as high up as we can. At the second jumping station, we are trying to jump as far as we can from the line. There are a few throwing and catching stations where we are practising throwing and catching by throwing through hoops, throwing at a target, and catching with our hands, with scoops, and when holding small nets, blankets, or towels with a partner. At each station, we take turns and share the

equipment. When the music stops, we stop right away and get ready to move to the next station. We record how we are feeling and how we are doing on our tracking sheets.”



Teacher prompt: “When playing a tag game like cat and mouse, how do you play fairly, showing use of etiquette?”

Student: “I follow the rules. If I am tagged, I switch roles to be a chaser without arguing.”

- C2.2** apply a variety of simple tactics to increase their chances of success during physical activities (e.g., *assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]*

Teacher prompt: “What did you and your partner do well when working together in your activity? What could you work on next time?”

Student: “We worked together well when we were playing the ‘popcorn’ game. In this game, you have to try to bounce the balls off the parachute while other people try to keep throwing the balls back onto the parachute. My partner was beside me and we worked well together because we cooperated to lift the parachute, then ‘snap’ it down quickly together to bounce the balls off. Next time, we could work at paying attention the whole time so we are ready when the balls come our way.”



Teacher prompt: “If you have a medical condition or a physical disability, what can you do to improve your chances of success in a particular physical activity?”

Student: “I can do most things in physical education but because of a congenital heart disease, I sometimes need to adjust *how much* physical activity I do. If I need to make a change, my health care providers, my teacher, and I work together to make the activity work better for me.”

* 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 (e.g., *understanding that experiencing success in performing new movement skills leads to increased confidence and to an awareness of themselves as competent movers*); students in Grades 4–6 may be ready to strengthen skills for interacting with others, persevering, and coping with challenges; 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 3

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating	D1.1 Food origins, nutritional value, and environmental impact	D2.1 Oral health, food choices	D3.1 Local and cultural foods, eating choices
Personal Safety and Injury Prevention	D1.2 Concussion awareness	D2.2 Safety guidelines outside of class	D3.2 Real and fictional violence
Substance Use, Addictions, and Related Behaviours	D1.3 Impact of use of legal/illegal substances	D2.3 Decision making – substance use / behaviours	
Human Development and Sexual Health	D1.4 Healthy relationships, bullying, consent D1.5 Physical and social-emotional development		D3.3 Visible, invisible differences, respect
Mental Health Literacy	D1.6 Brain stress response system		D3.4 External factors that contribute to stressful feelings

OVERALL EXPECTATIONS

By the end of Grade 3, 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 3, students will:

Healthy Eating

- D1.1** demonstrate an understanding of how the origins of food (*e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared*) affect its nutritional value and how those factors and others (*e.g., the way we consume and dispose of food*) can affect the environment [A1.6 Thinking]

Teacher prompt: “Almost all the food we eat is processed in some way. Can you describe the difference between minimally processed and highly processed foods – for example, between a baked potato and instant mashed potatoes, and between prepackaged apple slices and sweetened apple sauce?”

Student: “Unprocessed foods are foods that are raw or in their original form. Processed foods have been changed in some way to help preserve them or make them more convenient to use or easier to sell. Minimally processed foods, like bagged apple slices or frozen vegetables, haven’t been changed very much. Highly processed foods, like instant mashed potatoes or sweetened breakfast cereals, have changed a lot from the way they were to begin with. The more that food is processed, the more nutrients it may lose; however, some types of minimal processing, such as freezing, can help food retain nutrients.”

Teacher: “The way our food is produced, processed, and distributed can have environmental impacts. The way we consume and dispose of food – potentially resulting in food loss and food waste – can also have environmental impacts. What are some of these impacts and what are some choices we can make to reduce them?”

Student: “The way highly processed foods are manufactured and the way they have to be shipped can increase air and water pollution and contribute to other environmental problems. In addition, packaging creates extra waste that is hard to recycle. To lessen our environmental impact, we can use more unprocessed or minimally processed foods. We can opt for reusable water bottles and food containers. When cooking at home, we can make sure to use perishable items first and remember to eat our leftovers.”

Personal Safety and Injury Prevention

- D1.2** demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board’s concussion protocol [A1.5 Self, 1.6 Thinking]

Teacher prompt: “Physical activity brings great benefits that can last a lifetime. However, physical activity may involve some risk. Sustaining a concussion is one of those risks. What is a concussion and how might it occur during physical or other activities?”

Student: “A concussion changes the way the brain normally functions. It can occur as the result of a bump to the head, neck, or body that causes the brain to move rapidly within the skull – for example, if someone accidentally runs into a goal post during a soccer game or collides with another student during recess. I know that even when I wear a helmet, my brain can still be injured, as the helmet was designed to protect my skull but not to prevent concussions. You can’t see right away that a concussion has happened, but there can be signs and symptoms afterwards.”

Teacher: “If a student suffers a hit to the head or neck while playing soccer during recess and acts differently – seems more angry or more sad – afterwards, could these increased emotions be related to the hit?”

Student: “Yes, if your brain is injured, it can affect your emotions, behaviour, and mental health. The student who got hit needs to tell a teacher so the school board can follow through with the steps necessary whenever a student has a concussion.”

Substance Use, Addictions, and Related Behaviours

- D1.3** demonstrate an understanding of different types of legal and illegal substance use (*e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits*) and both the mental and physical impacts of problematic use of these substances on themselves and others (*e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “When a family member is consuming alcohol in a harmful way, there is an impact on that person, and there is also an impact on others. What impact does it have on others in the family?”

Student: “People who consume alcohol in a harmful way may not be able to take good care of their families. They may miss important events, spend money that is needed for other things on alcohol, or get involved in arguments. Sometimes they may become emotionally or physically abusive.”

Teacher: “Energy drinks, pop, and sports drinks are not illegal substances, but consuming too much of them can still lead to problems. What problems might be associated with drinking too much of these kinds of drinks?”

Student: “Drinking too much of these drinks can give you more caffeine, sugar, or salt than is good for your body. Too much caffeine can make you jittery or too excited and may even make you addicted. When you are addicted to caffeine, you sometimes get a headache when you do not have the caffeine. Too much sugar can lead not only

to tooth decay but also to many other health problems. Too much salt makes your blood pressure go up and is not good for the heart. Also, you can get too full drinking these drinks and then not eat enough healthy foods.”

Human Development and Sexual Health

- D1.4** identify the characteristics of healthy relationships (*e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest*) and describe ways of responding to bullying and other challenges (*e.g., exclusion, discrimination, peer pressure, abuse*) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: “Consider different types of relationships – with friends, siblings, parents, other adults – and think about the kinds of behaviour that help to make those relationships healthier. What can you do if you are having problems with a relationship?”

Students: “I can tell the person how I’m feeling, and we can try to work something out that we both agree on. If we can’t solve the problem ourselves, we could try to get advice from a trusted adult. It’s normal for friends to disagree sometimes, but we always need to be respectful of each other’s feelings and boundaries. It might be a good idea to spend some time apart until we can communicate openly and listen respectfully.” “I can remember that just being kind is always a good place to start. For example, when a new student joins our class, I could invite them to sit with us for lunch.”

- D1.5** identify factors (*e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence*) that affect physical development (*e.g., of hair, skin, teeth, body size and shape*), social-emotional development (*e.g., of self-awareness, adaptive skills, social skills*), and the development of a healthy body image (*e.g., of the ability to enjoy, respect, and celebrate one’s body, to acknowledge one’s thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do*) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]

Teacher prompt: “Our body image is the way we think and feel about our physical appearance. When you have a healthy body image, most of your feelings about your body and appearance are positive. You feel comfortable and confident in your body, and you accept and appreciate it. What are some ways of developing a healthy body image?”

Student: “I can focus on caring for my body and respecting what it can do. I can spend time doing physical activities that I enjoy, such as climbing and dancing. It’s important to remember that everyone’s body is unique, so it’s not helpful to compare my body to anyone else’s.”



Teacher prompt: “There are factors that affect your development that you can control and other factors that you cannot control. Can you give me examples of both types of factors?”

Student: “I can’t control my heredity, which can affect my body size and shape, skin colour, and type of hair. I can’t control my family situation, or my cultural background, or where I grow up. I can usually control how often I brush my teeth, what foods I choose to eat from those that are available, how much I talk about and focus on my appearance, how I choose my friends, and some of the activities I do.”

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Teacher prompt: “Having a sense of belonging and of being accepted, understood, and listened to is important for emotional development. How can you show acceptance or understanding of everyone, regardless of shape and size, ability, background, family, skin colour, culture, who they love, or the way they do things?”

Students: “I can stand up for someone who is being teased because someone thinks they are different. I could try to learn more about people who do things differently than I do – such as learning about how some people who are deaf can talk using their hands, how some people with physical disabilities move with a wheelchair, or what someone who has a different religion from mine believes in.” “I can pay attention to what people do for me to make me feel that I’m included and that I belong, then try to do the same for others.”

Mental Health Literacy

- D1.6** explain how the brain responds (i.e., the brain’s stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]

Teacher prompt: “If our brain senses that we are worried about a threat or danger, it sets off an alarm to alert us by making us feel that something is not okay – it might make our heart beat a little faster, or our stomach might feel upset. This alarm can be very important in getting us ready to take action. But sometimes, like a real alarm, the ‘alarm’ in our body can be too sensitive and we experience a ‘false alarm’ – we get nervous feelings in our body, even when there is nothing really to be afraid of. This is our brain’s way of letting us know that there is something we need to pay attention to. When the alarm goes off, we need to figure out if there is a real threat or not. Then it’s easier to know how to respond. What are some of the things that you think can make this alarm go off in our body? What do you do about it?”

Students: “When I heard a sound last night, my heart raced and I couldn’t get back to sleep. Later I figured out it was just the cat jumping off the bed.” “When I have to share my work in front of the class, I get butterflies in my stomach. It helps me to take a few deep breaths and remember that it’s okay to feel a bit nervous and that I’ll get through it.”

D2. Making Healthy Choices

By the end of Grade 3, students will:

Healthy Eating

- D2.1** demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [A1.3 Motivation, 1.5 Self]

Teacher prompt: “Problems with teeth or gums can be painful, can make it difficult to eat, and can affect our appearance. Oral health problems can also contribute to health problems that affect other parts of the body, like the heart, lungs, and digestive system. We can keep our teeth healthy by brushing and flossing and going to the dentist for regular checkups. Being careful about what we eat can also help. What kinds of foods should you eat only in smaller portions, or only occasionally? What could you eat in larger portions, or more often?”

Student: “I should only have sugary foods and beverages – like soft drinks, fruit juices, and foods like caramel popcorn that stick to your teeth – on occasion or in small portions. I can eat popcorn without the candy coating more often, have bigger servings of vegetables such as carrots or radishes, and make water my drink of choice.”

Personal Safety and Injury Prevention

- D2.2** apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (*e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general*) [A1.6 Thinking]

Teacher prompt: “What are some examples of how you might prepare yourself or your family to respond in an emergency – like a fall into deep water or a house fire?”

Student: “In an emergency, it helps to have a plan. To prepare for an emergency around water, I could learn basic swimming skills, such as finding the surface, supporting myself at the surface, and swimming a short distance. I could also learn about basic boating safety rules, such as wearing a personal flotation device whenever I’m in a boat and staying with the boat if it overturns. To prepare for a home

emergency like a fire, I could help make a family escape plan that we could use in case of fire, with escape routes and meeting places.”

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Teacher prompt: “How do you stay safe when walking to school?”

Student: “I am careful when going by driveways and parking lots. I make eye contact with drivers before crossing the road, so that I know they have seen me. I walk with someone else.”

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Teacher prompt: “How do you stay safe when you are doing an Internet search, or when you are playing an online game?”

Student: “I know that there is information online that is untrue, hurtful, and not okay for kids. Sometimes there are advertisements or links that are confusing, and I feel uncomfortable or unsafe. Sometimes something pops up on my screen out of the blue or what I’m seeing suddenly changes and I don’t understand what happened. When I see something I didn’t expect to see or something I know is wrong, I should stop and tell an adult.”

Substance Use, Addictions, and Related Behaviours

- D2.3** apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (*e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances*) [A1.5 Self, 1.6 Thinking]

Teacher prompt: “What can you do to make healthier choices about using substances or about behaviours that could lead to dependencies?”

Student: “I need to think about what is healthy for me and what could be harmful to my physical and mental health and also what is legal and illegal. I can collect information and check facts about what I hear. I can find out where to get help if needed. I can pay attention to my choices and my behaviour and think about what needs to change. I can discuss things that are a problem with a friend or an adult and start looking for solutions.”

D3. Making Connections for Healthy Living

By the end of Grade 3, students will:

Healthy Eating

- D3.1** explain how local foods and foods from various cultures (*e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière*) can be used to expand their range of healthy eating choices [A1.6 Thinking]

Teacher prompt: “Why is it a good idea to eat local foods when they are available?”

Student: “They are usually more nutritious and taste better, and are better for the environment, because they don’t have to be shipped so far.”



Teacher prompt: “Look at these food guides from around the world. What is the same about these guides? What is different about their recommendations, and why are they still healthy choices?”

Student: “These guides show groupings of food, but the foods in the groups and the number of groups are different. They are still healthy choices because they provide all of the nourishment that people need to stay healthy. For example, the First Nations, Métis, and Inuit guide shows the food groups as a part of a circle. It also shows pictures of some foods from the land, like berries, wild plants, and wild game, and includes healthy living tips that fit with the cultures of First Nations, Métis, and Inuit people.”

Personal Safety and Injury Prevention

- D3.2** explain how the portrayal of fictional violence in various media, both on- and offline (*e.g., television dramas, video games, Internet, movies*), can create an unrealistic view of the consequences of real violence (*e.g., physical trauma, chronic disability, family stress, death*) [A1.1 Emotions, 1.6 Thinking]

Teacher prompt: “Watching violence in movies or on television, or carrying out violent acts in a video game, might make you think that violent behaviour is normal or acceptable. How is violence in the virtual world different from real life?”

Student: “In the virtual world, characters aren’t really hurt. If they are badly hurt in one scene, they may suddenly be all right in the next. In real life, a person involved in violence can be seriously hurt, physically and emotionally.”

Teacher: “Why is play fighting not a good idea?”

Student: “Nobody intends to hurt anybody in a play fight, but someone may get hurt accidentally. If the person who gets hurt gets angry, then the play fighting can turn into real fighting.”

Human Development and Sexual Health

- D3.3** describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: “Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, who we love, and what we are able to do. Give me some examples of things that make each person unique.”

Student: “People live in all kinds of families. Some students live with two parents, some live with one. Some live with parents who are married, some have parents who live apart. Some live with grandparents or caregivers. Various other things make people unique too, like their cultural or faith backgrounds. We also all have unique talents and abilities, and things that each of us finds difficult to do.”

Teacher: “How can you be a role model and show respect for differences in other people?”

Student: “I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, be willing to stand up for others, and be willing to learn about others.”

Mental Health Literacy

- D3.4** reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]

Teacher prompt: “When might you experience strong feelings in your day-to-day lives?”

Students: “When we start a new grade in September.” “When someone won’t play with me.” “When I have a fight with my friend.”

Teacher: “What are some of the feelings you have in these situations? What do you do to help manage these feelings?”

Students: “Excited! Also a little scared.” “Sad, lonely.” “Frustrated, angry.” “Sometimes, I just take some time by myself.” “Sometimes I talk with a teacher or another person. Or I might give it a bit of time, then try to talk with my friend about it.”