

Health 3

Curriculum Guide 2022



Department of Education Vision Statement

Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.

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Section One:

Newfoundland and Labrador Curriculum

Introduction

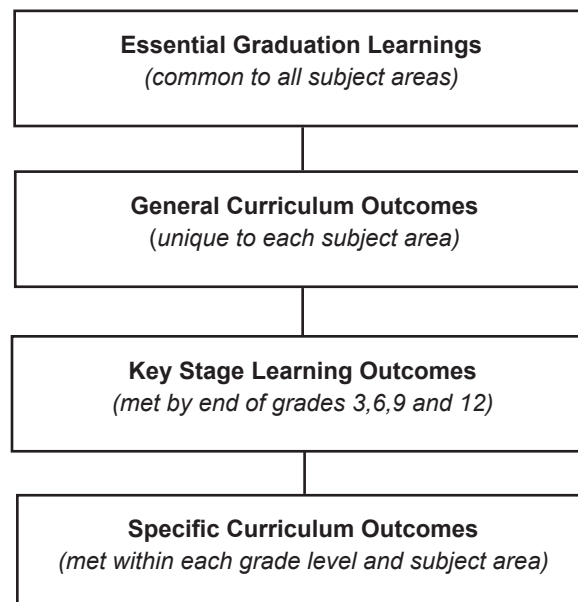
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

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

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

Outcomes Based Education

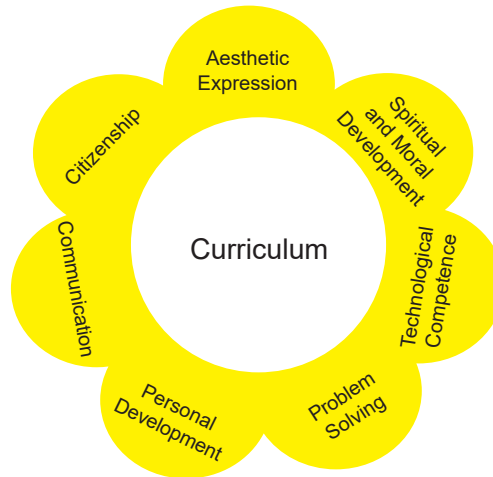
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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

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

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

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

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

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

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

Curriculum Outcomes

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

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

General Curriculum Outcomes (GCOs)

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

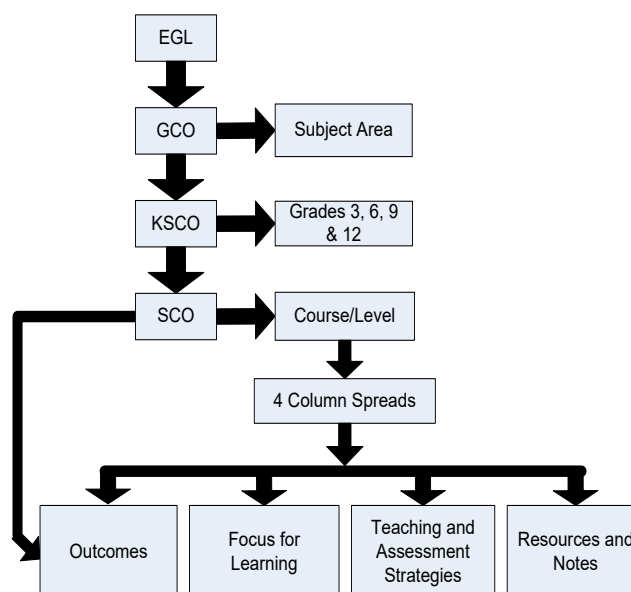
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

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

EGLs to Curriculum Guides



Context for Teaching and Learning

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

Inclusive Education

Valuing Equity and Diversity

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

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



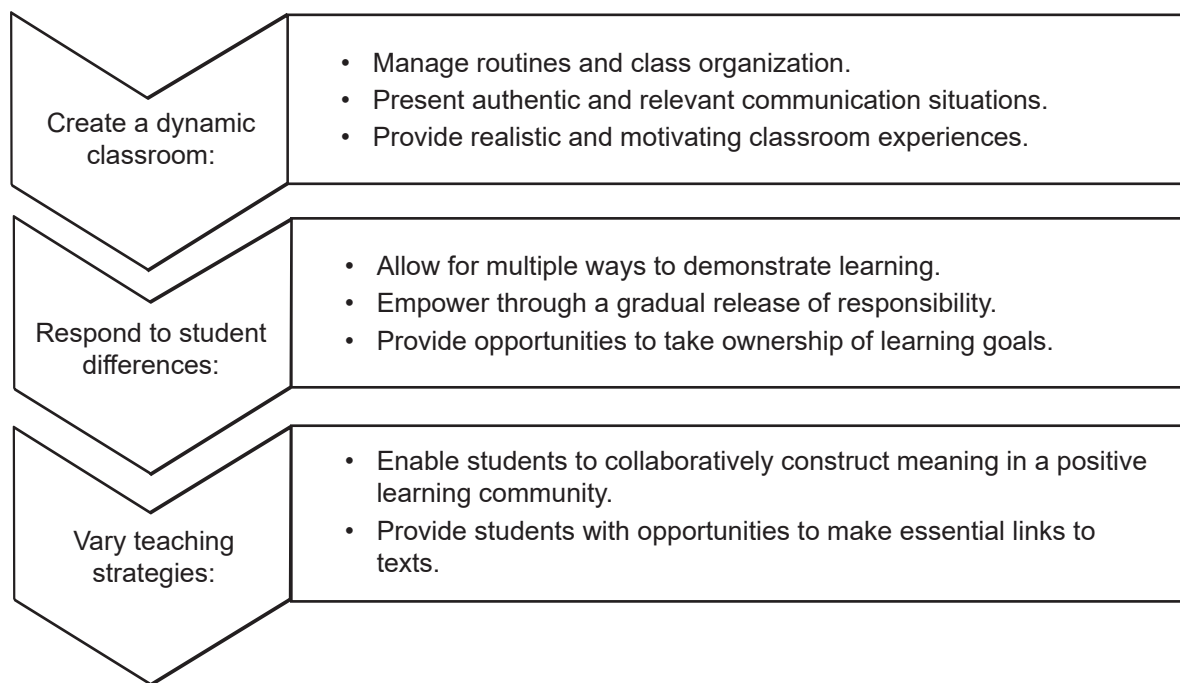
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

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

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

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more in-depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

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

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

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

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

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

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

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

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

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

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

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

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

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

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

Teachers may

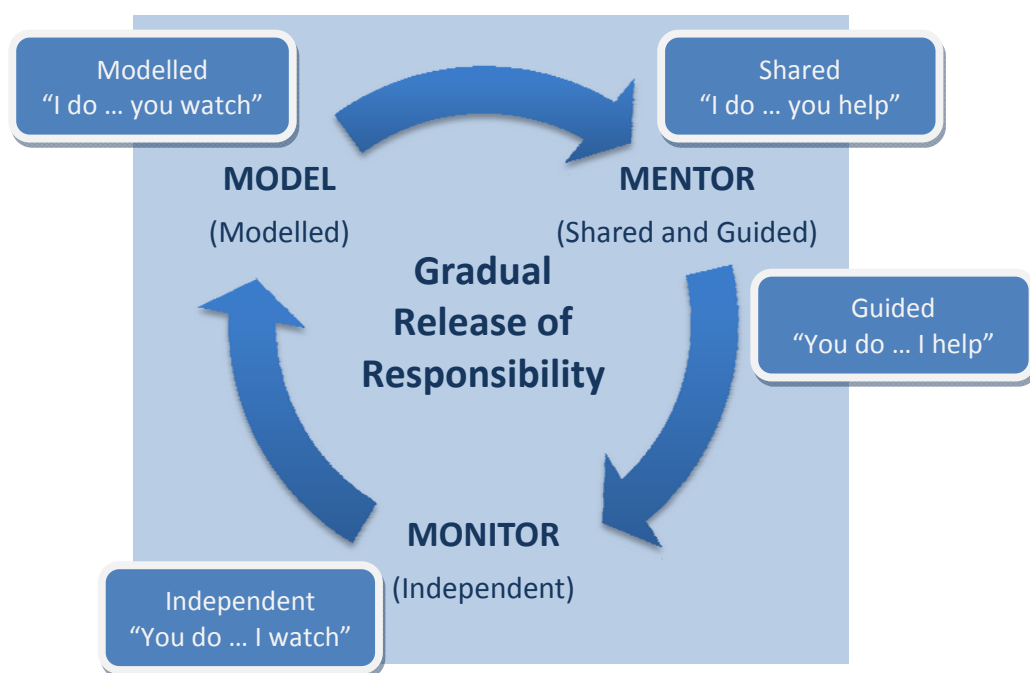
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity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

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

Gradual Release of Responsibility

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

Gradual Release of Responsibility Model



Literacy

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

Literacy is

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

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

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

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

Reading in the Content Areas

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

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

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

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

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

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

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

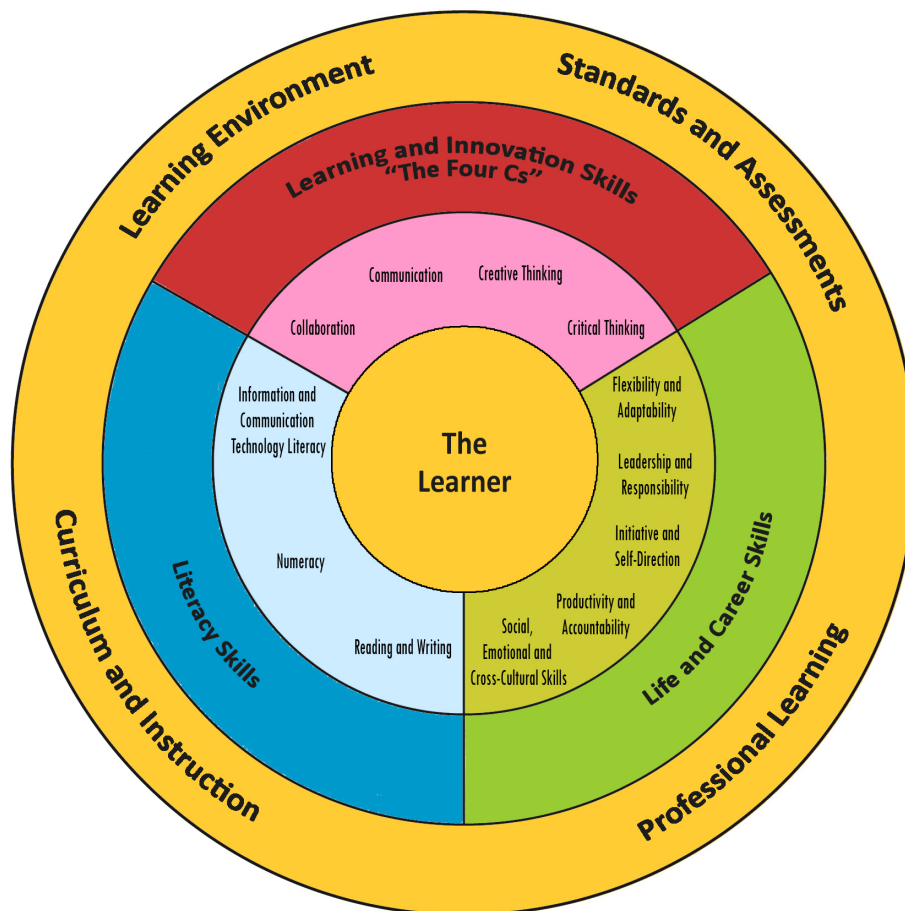
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

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

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



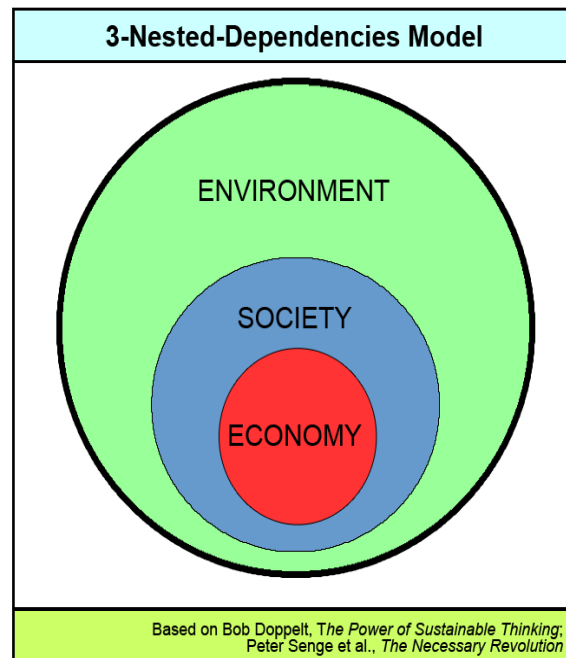
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support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

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

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

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



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

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

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

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

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

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

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

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

Assessment can be used for different purposes:

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

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

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

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

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

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

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

Assessment Tools

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

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

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

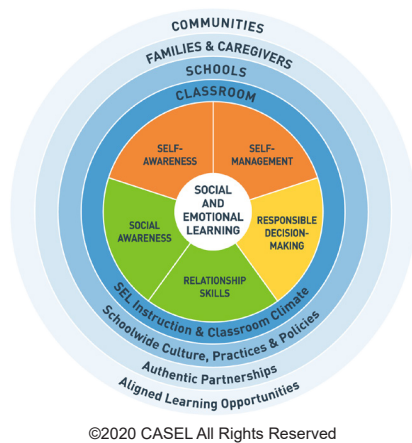
Evaluation

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

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale



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

Research consistently demonstrates that health and education are inextricably linked – and the most effective way to create, maintain and support healthy environments is through a comprehensive school health approach. This means not looking at any one issue affecting youth in isolation, but recognizing that many factors are interconnected with healthy living. When you look across the spectrum of factors affecting youth, it is clear that youth influencers have a role to play. Healthy living means making positive choices that enhance your personal physical, mental and spiritual health (Health Canada, 2019 retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living.html>).

As a means of enhancing mental health, comprehensively integrating social and emotional learning (SEL) into all aspects of the school community will promote the development of healthy behaviours and attitudes. SEL is intrinsic in all aspects of the life and work of the school community. In schools, SEL is at the heart of responsive teaching/learning and healthy relationships.

SEL outcomes embedded in curriculum provide the opportunity to teach SEL skills to promote positive mental health. Explicitly teaching SEL skills within the curriculum helps students manage well-being, make informed choices and develop behaviours that contribute to the well-being of themselves and others. SEL is integral to achieving success and well-being at all stages of life.

If we examine Health Education from the lens of a comprehensive school health approach, supporting activities should be happening in teaching and learning, partnerships and services, social and physical environments and policy.

Health education curricula provides students with the knowledge, skills and attitudes necessary for promoting their healthy development. Formal instruction experienced through a comprehensive school health approach promotes a culture of wellness.

Health K-9 is an integral part of the school experience. It influences students' decision making, attitudes, and competencies to advocate for personal wellness as they develop habits, make decisions with increasing autonomy, formulate opinions and explore likes and dislikes. Inside curricula, there are many opportunities to explore these behaviours and incorporate them into everyday life.

The themes in the units *Understanding Me and My World* and *Foundations of Relationships* explore every aspect of one's development as well as interactions with others and the environment. The big ideas are the complexities of body development, the relationship between the physical body and the mind, fostering positive mental health, examining one's role in family, friends and community networks, and the potential positive impact of being aware of one's ability and responsibility to promote wellness. This extends to the environment and the shared responsibility to protect it.

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

Healthy lifestyle choices of primary students are dependent upon adults. Teachers, parents, caregivers and service providers have a significant role to play in the health of a child and the development of lifelong behaviours that contribute to health and wellness.

At the national level, Health Canada is responsible for helping Canadians maintain and improve their health by ensuring high-quality health services are accessible, and health risks are reduced. The Government of Canada recognises the importance of the school environment in affecting the health of young people. The Public Health Agency of Canada (PHAC) supports research on school health. Joint Consortium for School Health (JCSH) promotes the health and well-being of children and youth through the Comprehensive School Health model (Retrieved March 2019 from <https://www.canada.ca/en/health-canada.html>). Within the province, community and school based services support and promote student and staff health and well-being.

Health Education contributes to the quality of relationships among and between staff and students, the emotional well-being of students, relationships with families and the wider community, and is supportive of the school community in making healthy choices by building competence, autonomy and connectedness.

Policies, guidelines and practices promote and support student well-being and achievement and shape a respectful, welcoming, and caring school environment for all members of the school community. In Newfoundland and Labrador, examples include the Safe and Caring Schools Policy which provides direction for creating welcoming, inclusive and safe learning environments.

Curriculum Outcomes Framework

The provincial School Food Guidelines provide school districts and community partners with the foundations for district based policies and community initiatives, while *The Smoke-Free Places Act* protects young people from tobacco smoke.

This document provides a learning outcomes framework for each of the aspects of health education: physical growth and development, social health, mental health, and emotional and spiritual well-being. The outcomes are grouped under knowledge and understandings, skills and abilities, and attitudes and behaviours. The general curriculum outcomes, based on the essential graduation learnings, are the foundation for all health curriculum guides.

The Health program focuses on the acquisition of knowledge and understandings, the development of skills and abilities, and the setting of goals for the effective use of personal, family and community resources. As an interdisciplinary study, Health deals with all aspects of daily living for individuals, families and communities. The focus for Health curriculum and the key stage outcomes for Health are organized into two units of study. As a specific area of focus, social and emotional learning outcomes are embedded into Health curricula and the grade level SCOs are derived from the SEL KSCOs for each of the five SEL competencies; self-awareness, self-management, social awareness, relationships and responsible decision making.

General Curriculum Outcomes (GCOs)

The Health curricula GCOs are:

1. Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.
2. Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the community.
3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a community member.

The Social and Emotional Learning GCOs are listed on pp. 22-24.

Key Stage Curriculum Outcomes (KSCOs)

The key stage curriculum outcomes, based on the general curriculum outcomes, provide an overview for the teacher and identify what students are expected to know and be able to do at the end of Grade 3 in order to meet the essential graduation learnings. Key stage outcomes are identified for both Health topics and social and emotional competencies. These key stage curriculum outcomes serve as the basis for the development of grade level specific curriculum outcomes for Health and further development of social and emotional learning across the curriculum.

The specific curriculum outcomes are statements that describe what students will know, value, and be able to do as a result of study in a specific course or program at a grade level. These are found in the curriculum guides for each program or course and are numbered sequentially across units.

Key Stage Curriculum Outcomes (KSCOs)

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Retrieved from Casel.org March 2019)

SEL encompasses five distinct but integrated competencies. Below are the GCOs and KSCOs from Foundation Document for Social and Emotional Learning in Newfoundland and Labrador (2021) for each of the competencies.

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of Grade 3, students will be expected to:
Self-Awareness	1. Demonstrate an awareness of one's interests, values and strengths in the development of a positive self concept	1.3.1 Identify likes and dislikes 1.3.2 Identify personal strengths and challenges 1.3.3 Develop skills to support a positive self concept 1.3.4 Develop and articulate a sense of self 1.3.5 Recognize that all individuals have value, self-worth and voice 1.3.6 Understand aspects of themselves they can and cannot change
	2. Identify and monitor one's emotions, thoughts, and behaviours	2.3.1 Develop and use an emotion vocabulary 2.3.2 Recognize and accurately label one's emotions 2.3.3 Recognize they can have more than one emotion at a time 2.3.4 Recognize factors that affect one's emotions and thoughts 2.3.5 Recognize how emotions physically feel and present in one's bodies 2.3.6 Understand that individuals experience a range of emotions and thoughts
	3. Recognize the connections among emotions, thoughts and behaviours	3.3.1 Understand the role the brain plays in emotions 3.3.2 Connect emotion vocabulary to feelings, behaviour and health 3.3.3 Recognize how situations trigger emotions, thoughts and behaviours 3.3.4 Recognize that strategies are used to manage one's emotions and thoughts
Self-Management	4. Regulate emotions, thoughts and behaviour	4.3.1 Understand there are different motives for behaviour 4.3.2 Use reflection to identify one's motivation for behaviour 4.3.3 Develop and use strategies to foster self management 4.3.4 Develop and understand the value of positive thinking 4.3.5 Recognize that thoughts and feelings can be communicated in different ways 4.3.6 Engage in using health promoting behaviours

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of Grade 3, students will be expected to:
Self-Management	5. Set and work toward personal and learning goals	5.3.1 Understand the concepts of motivation, self-discipline and perseverance as they relate to goals 5.3.2 Understand the process for setting, working towards and accomplishing relevant goals 5.3.3 Develop a process to monitor achievement of goals 5.3.4 Develop organizational skills to support personal and learning goals
Social Awareness	6. Develop the ability to take the perspective of and empathize with others	6.3.1 Recognize that others may have different viewpoints and experiences 6.3.2 Recognize that there is a diversity of feelings and responses to different viewpoints and experiences 6.3.3 Identify verbal, non-verbal, situational and cultural cues that indicate how others may feel 6.3.4 Develop relational skills to support another's emotional experience
	7. Demonstrate an understanding that all individuals belong and have inherent worth	7.3.1 Identify and respect the uniqueness of individuals 7.3.2 Recognize human qualities that cross all cultures and groups
	8. Understand that social and ethical norms in home, school and community are relevant to culture	8.3.1 Identify influences on one's and others' sense of belonging 8.3.2 Identify one's role within groups 8.3.3 Identify culturally relevant personal support networks 8.3.4 Develop an awareness of the connection between rules and ethical norms
Relationship Skills	9. Use relationship skills to interact with others in all environments	9.3.1 Identify and use characteristics of attentive listening 9.3.2 Communicate emotions to others effectively 9.3.3 Respond appropriately to others' verbal, non-verbal, situational and cultural cues 9.3.4 Practice how to give and receive authentic compliments and constructive feedback 9.3.5 Identify and practice ways to work and play respectfully with others
	10. Demonstrate an ability to build, maintain and restore relationships	10.3.1 Understand the benefits of setting and communicating boundaries for themselves and others 10.3.2 Develop skills to establish and maintain friendships 10.3.3 Recognize how friendships are influenced 10.3.4 Recognize that conflict is a natural occurrence and there are many ways to solve it 10.3.5 Develop a process to solve problems with or without adult support 10.3.6 Identify characteristics of social responsibility

Social and Emotional Learning Competency	General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of Grade 3, students will be expected to:
Responsible Decision Making	11. Apply decision-making skills to decisions about personal behaviour and social interactions	11.3.1 Understand that actions have outcomes 11.3.2 Use a decision-making model to make informed decisions 11.3.3 Explore and choose effective personal problem-solving strategies for making decisions 11.3.4 Understand societal expectations of personal behaviour and social interaction
	12. Apply ethical standards, safety concerns, and social norms to decision making	12.3.1 Create a personal code of ethics to use in decision making 12.3.2 Understand and use one's personal code of ethics to guide decision making 12.3.3 Understand the importance of safety guidelines when making decisions
	13. Evaluate consequences of decisions and their impact on the well-being of self and others	13.3.1 Identify positive and negative risk behaviours 13.3.2 Understand that decisions have consequences 13.3.3 Understand that consequences affect self and others 13.3.4 Recognize potential influences on decision making

Course Overview

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

While Grade 3 students are dependent on parents/caregivers, the degree of autonomy they experience will increase as they grow older. Students will require knowledge and a skill set to be ambassadors of their own health and possibly advocate for family members. Ideally, each student will become a manager of his/her own health; knowing how to access services, interpret health information and use it to effectively manage health matters. To do this, a comprehensive approach is required; the school environment provides health messages inside the curriculum and supports those messages outside the classroom. In the community, other promising practices attempt to support and promote health literacy. Nationally, Health Canada develops tools and resources with the end user in mind. As teachers, our role is to impress upon students the relevance of the Health curriculum to becoming health literate; "... able to access, comprehend, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the lifecourse." (Source <http://www.phac-aspc.gc.ca/cd-mc/hl-ls/index-eng.php>)

Health 3 organizes the specific curriculum outcomes under two units; *Understanding Me and My World* and *Foundations of Relationships*. The focus of the former is on the healthy development of individuals within the context of understanding themselves, their growth and development, and how they successfully integrate into families, schools, and communities. The latter focuses on the foundational skills necessary to be self-aware and to be able to self-manage thoughts, emotions, and the focus is on the environment locally and globally, and the impact the environment has on health.

The goal of this curriculum is to provide students with the knowledge and skills to make decisions that promote optimum health. Through a variety of teaching and learning strategies, students will examine aspects of their own growth and development and the importance of each aspect to overall health. Growth and development includes physical growth as well as emotional, mental, social, and spiritual maturity.

SEL is introduced in Health Kindergarten and is expanded upon in Grades 1, 2 and 3. The nature of the five competencies leans towards a strong focus on self-awareness and self-management as being foundational to the remaining three competencies. It is necessary for students to develop skills to be self-aware and to be able to self-manage. These skills are drawn upon as students become more socially aware, develop and maintain relationships, and practice responsible decision making.

Play-based learning continues to be an important component in teaching, learning, and assessment in Health 3. Play gives students numerous opportunities to feel good about themselves. Because there is no right or wrong way to play, children have successful experiences that positively influence their self-concept.

Children learn best in environments where teachers support connections between emotional and cognitive development. A shared goal for social and emotional learning and play-based learning is positive relationships. Fostering positive relationships with children, youth, and their families is probably the single most important thing teachers can do to facilitate transitions and build a strong foundation for learning. Secure relationships support children as they develop skills and attributes necessary for learning, taking risks, and developing strong peer social connections and healthy friendships. A play-based approach to learning inspires children to play, explore, and learn about the world around them with confidence. A play-based approach sets the stage for students to learn about the world around them through inquiry.

When completing Health 3 outcomes, infuse play-based learning pedagogy whenever possible. To explore more on Play-based Learning, go to K12 PL, <https://www.k12pl.nl.ca/curr/k-6/pbl-primary.html>

Suggested Yearly Plan

Unit 1	Understanding Me and My World				
Summary	The focus of Unit One is on the development of skills that help students contribute to a positive environment. An integral part of this is developing SEL skills that will benefit the individual and the group at large. The unit closes with a focus on helping students make constructive choices in the development of a healthy body as well as a promotion of safety.				
Sequence of Outcomes By Themes	Building Our Community Outcomes 1.0, 2.0, 3.0	Emotional Literacy - Understanding My Emotions Outcomes 4.0, 5.0, 6.0, 7.0	My Role in Developing Relationships Outcomes 8.0, 9.0, 10.0	My Body Outcomes 11.0, 12.0, 13.0, 14.0, 15.0	Staying Safe in My World Outcomes 16.0, 17.0, 18.0, 19.0, 20.0, 21.0
Timeframe and Percentage of Time	26 weeks, 68% This unit is completed first and will likely continue until the end of March. The themes, as they are presented above, should be followed sequentially. The SEL resource is integrated into each theme and builds skills gradually over time. Respecting the order of the outcomes within each theme is important as the outcomes are scaffolded and connected to the sequential skill building in the SEL resource. Note: As a part of good teaching practices, teachers should be responsive to students' needs as they arise and address outcomes organically to create a more authentic learning experience. Play-based learning continues to be an important component in teaching, learning, and assessment in Health 3. When completing these outcomes, infuse play-based learning pedagogy whenever possible.				

Unit 2	Foundations of Relationships	
Summary	The focus of Unit Two is on the development of skills that help build positive relationships. It is important that students are able to successfully negotiate with others and develop skills that are transferable to their relationships. To be successful in any relationship, students have to understand themselves and be able to use a decision-making model to make informed choices regarding learning and personal goals. Students will reflect on the impact they have on others and develop strategies to deal with others in a positive way.	
Sequence of Outcomes By Themes	Emotional Literacy - Emotions in Relationships Outcomes 22.0, 23.0, 24.0, 25.0	Being the Best Me Outcomes 26.0, 27.0
Timeframe and Percentage of Time	<p>12 weeks, 32%</p> <p>This unit is completed second and will continue until the end of the year. This unit has fewer outcomes. The themes, as they are presented above, should be followed sequentially. The SEL resource is integrated into each theme and continues to build on skills presented in Unit One. Respecting the order of the outcomes within each theme is important as the outcomes are scaffolded and connected to the sequential skill building in the SEL resource.</p> <p>Note: As a part of good teaching practices, teachers should be responsive to students' needs as they arise and address outcomes organically to create a more authentic learning experience. Play-based learning continues to be an important component in teaching, learning, and assessment in Health 3. When completing these outcomes, infuse play-based learning pedagogy whenever possible.</p>	

How to Use the Four Column Curriculum Layout

Outcomes

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

Outcomes are numbered in ascending order.

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

All outcomes are related to general curriculum outcomes.

Focus for Learning

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

This may include

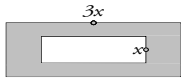
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge


Sample Performance Indicator(s)

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

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

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

SPECIFIC CURRICULUM OUTCOMES		
<i>GCO 1: Represent algebraic expressions in multiple ways</i>		
Outcomes	Focus for Learning	
Students will be expected to		
1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.	
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.	
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.	
	Sample Performance Indicator Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem: <ul style="list-style-type: none"> • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 	
		

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <p>(i) $(6x^2 + 12x - 3) \div 3$</p> <p>(ii) $(4x^2 - 12x) \div 4x$</p> <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense</i> 9 Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources and Notes

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

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

Suggestions for Teaching and Assessment

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

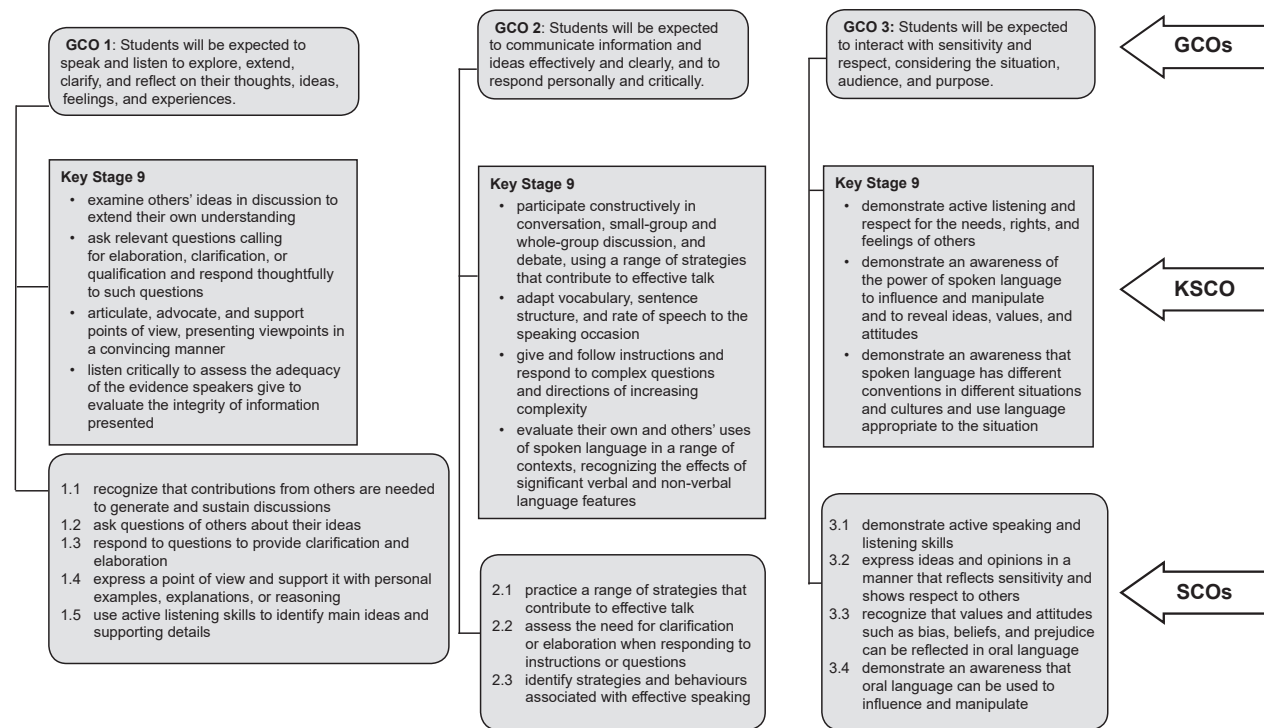
Suggestions for instruction and assessment are organized sequentially:

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

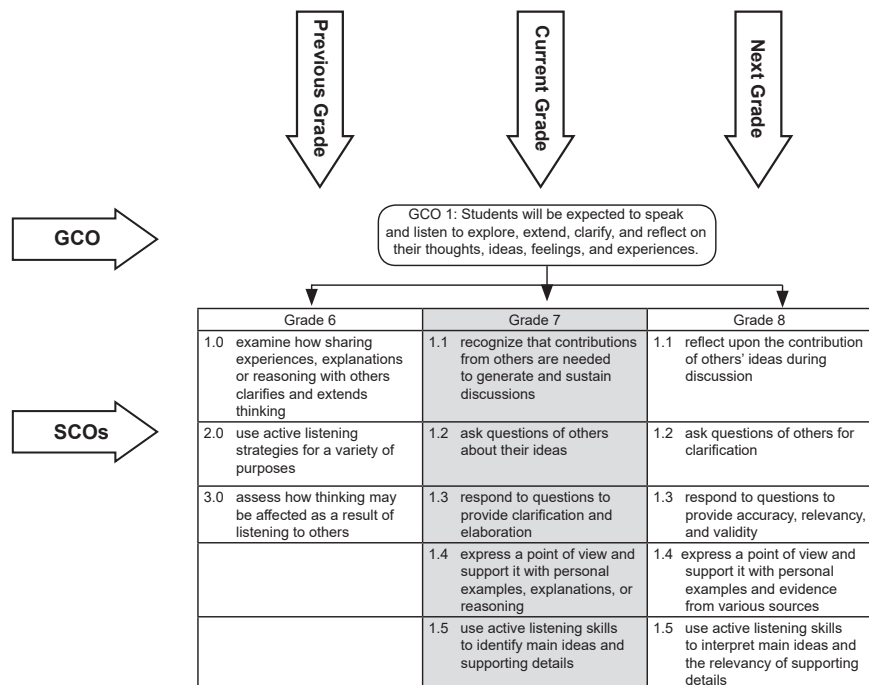
These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

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



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



Section Three: Specific Curriculum Outcomes

Unit 1: Understanding Me and My World

Focus

The specific curriculum outcomes in this unit revolve around the individual and the promotion of wellness. The first three themes, Building Our Community, My Role in Developing Relationships and Emotional Literacy-Understanding My Emotions are about students getting to know themselves and managing themselves in student interactions. The theme, My Body, focuses on growth and development and the daily health-promoting behaviours that contribute to a healthy body. Staying Safe in My World applies the concept of safety in and beyond play environments while being respectful of others in those same environments.

Outcomes Framework

- Health GCO 1: Demonstrate an understanding of the aspects of their health and issues and challenges which impact health and well-being
- SEL GCO 1: Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept
- SEL GCO 2: Identify and monitor one's emotions, thoughts and behaviours
- SEL GCO 3: Recognize the connections among emotions, thoughts and behaviours
- SEL GCO 4: Regulate emotions, thoughts and behaviours
- SEL GCO 5: Set and work toward personal and learning goals
- SEL GCO 8: Understand that social and ethical norms in home, school and community are relevant to culture
- SEL GCO 9: Use relationship skills to interact with others in all environments
- SEL GCO 10: Demonstrate an ability to build, maintain and restore relationships
- SEL GCO 12: Apply ethical standards, safety concerns, and social norms to decision making
- SEL GCO 13: Evaluate consequences of decisions on the well-being of self and others

- SEL KSCO 1.3.2 identify personal strengths and challenges
- SEL KSCO 1.3.3 develop skills to support a positive self-concept
- SEL KSCO 1.3.4 develop and articulate a sense of self
- SEL KSCO 1.3.5 recognize that all individuals have value, self-worth and voice
- SEL KSCO 1.3.6 understand aspects of themselves they can and cannot change
- SEL KSCO 2.3.1 develop and use an emotion vocabulary
- SEL KSCO 2.3.2 recognize and accurately label one's emotions
- SEL KSCO 2.3.3 recognize that they can have more than one emotion at a time
- SEL KSCO 2.3.4 recognize factors that affect one's emotions and thoughts
- SEL KSCO 2.3.5 recognize how emotions physically feel and present in one's body
- SEL KSCO 2.3.6 understand that individuals experience a range of emotions and thoughts
- SEL KSCO 3.3.1 understand the role the brain plays in emotions
- SEL KSCO 3.3.2 connect emotion vocabulary to feelings, behaviour and health
- SEL KSCO 3.3.3 recognize how situations trigger emotions, thoughts and behaviour
- SEL KSCO 3.3.4 recognize that strategies are used to manage one's emotions and thoughts
- SEL KSCO 4.3.3 develop and use strategies to foster self-management
- SEL KSCO 4.3.4 develop and understand the value of positive thinking
- SEL KSCO 4.3.5 recognize that thoughts and feelings can be communicated in different ways
- SEL KSCO 4.3.6 engage in using health promoting behaviours
- SEL KSCO 5.3.4 develop a process to monitor achievement of goals
- SEL KSCO 8.3.1 identify influences on one's and others sense of belonging
- SEL KSCO 8.3.2 identify one's role within groups
- SEL KSCO 8.3.3 identify culturally relevant personal support networks
- SEL KSCO 8.3.4 develop an awareness of the connection between rules and ethical norms
- SEL KSCO 9.3.1 identify and use characteristics of attentive listening
- SEL KSCO 9.3.5 identify and practice ways to work and play respectfully with others
- SEL KSCO 10.3.1 understand the benefits of setting and communicating boundaries for themselves and others
- SEL KSCO 10.3.2 develop skills to establish and maintain friendships
- SEL KSCO 10.3.3 recognize how friendships are influenced
- SEL KSCO 10.3.4 recognize that conflict is a natural occurrence and there are many ways to resolve it
- SEL KSCO 10.3.5 develop a process to solve problems with or without adult support
- SEL KSCO 10.3.6 identify characteristics of social responsibility
- SEL KSCO 12.3.1 create a personal code of ethics to use in decision making
- SEL KSCO 12.3.2 understand and use one's personal code of ethics to guide decision making
- SEL KSCO 12.3.3 understand the importance of safety guidelines when making decisions
- SEL KSCO 13.3.1 identify positive and negative risk behaviours
- SEL KSCO 13.3.2 understand that decisions have consequences
- SEL KSCO 13.3.3 understand that consequences affect self and others

Students are expected to

- 1.0 reflect on their roles and responsibilities in creating healthy and respectful groups and settings (SEL KSCO 4.3.3, 4.3.4, 5.3.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 9.3.1, 9.3.5)
- 2.0 recognize that they have value, self-worth and voice (SEL KSCO 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6)
- 4.0 use strategies to manage emotions, impulses and conflict (SEL KSCO 3.3.4, 4.3.3, 13.3.2, 13.3.3)
- 5.0 use an emotion vocabulary to communicate one's feelings to others (SEL KSCO 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 4.3.5)
- 6.0 connect emotions to thoughts and behaviours, recognizing how they affect physical and mental health (SEL KSCO 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 3.3.1, 3.3.2, 3.3.3)
- 8.0 reflect on ways to make and maintain positive friendships (SEL KSCO 10.3.2, 10.3.3)
- 9.0 recognize that resolving conflict helps maintain healthy relationships (SEL KSCO 10.3.4, 10.3.5)
- 10.0 understand that there are different types of relationships that can change over time (SEL KSCO 10.3.1, 10.3.6)
- 11.0 recognize the importance of promoting and monitoring healthy development of one's body (SEL KSCO 4.3.6)
- 13.0 understand developmental body change relevant to one's age and its potential impact on body image (SEL KSCO 1.3.6, 4.3.6)
- 14.0 reflect on the importance of an active lifestyle for physical and mental health (SEL KSCO 3.3.4, 4.3.6)
- 16.0 differentiate between prescription and non-prescription medication and situations that require them (SEL KSCO 4.3.6, 12.3.3)
- 17.0 understand that environmentally friendly practices promote a healthy environment (SEL KSCO 13.3.2, 13.3.3)
- 18.0 understand safety practices when engaging in seasonal activities (SEL KSCO 12.3.3, 13.3.1, 13.3.2)
- 20.0 recognize situations that threaten one's sense of personal safety (SEL KSCO 12.3.1, 12.3.2)

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

SEL GCO 4: Regulate emotions, thoughts and behaviours

SEL GCO 6: Develop the ability to take the perspective of and empathize with others

SEL GCO 9: Use relationship skills to interact with others in all environments

SEL GCO 12: Apply ethical standards, safety concerns, and social norms to decision making

SEL GCO 13: Evaluate consequences of decisions and their impact on the well-being of self and others

SEL KSCO 4.3.6 engage in using health promoting behaviours

SEL KSCO 6.3.1 recognize that others may have different viewpoints and experiences

SEL KSCO 6.3.2 recognize that there is a diversity of feelings and responses to different viewpoints and experiences

SEL KSCO 6.3.3 identify verbal, non-verbal, situational and cultural cues that indicate how others may feel

SEL KSCO 6.3.4 develop rational skills to support another's emotional experience

SEL KSCO 9.3.3 respond to others' verbal, non-verbal, situation and cultural cues

SEL KSCO 9.3.4 practice how to give and receive authentic compliments and constructive feedback

SEL KSCO 12.3.3 understand the importance of safety guidelines when making decisions

SEL KSCO 13.3.1 identify positive and negative risk behaviours

SEL KSCO 13.3.2 understand that decisions have consequences

SEL KSCO 13.3.3 understand that consequences affect self and others

SEL KSCO 13.3.4 recognize potential influences on decision making

Students are expected to

3.0 demonstrate how to give and receive constructive feedback (SEL KSCO 9.3.4)

7.0 respond to verbal, non-verbal, situational and cultural cues of others to contribute to positive mental health (SEL KSCO 6.3.1, 6.3.2, 6.3.3, 6.3.4, 9.3.3)

12.0 make informed choices about hygiene practice (SEL KSCO 4.3.6)

15.0 use Canada's Food Guide to choose healthy food and beverage options (SEL KSCO 4.3.6)

19.0 demonstrate an awareness of emergency procedures in one's surroundings (SEL KSCO 12.3.3, 13.3.1, 13.3.2)

21.0 apply strategies to promote personal safety when one's sense of personal safety is threatened (SEL KSCO 13.3.1, 13.3.2, 13.3.3, 13.3.4)

SCO Continuum

Unit 1: Understanding Me and My World		
By Theme	Grade 2	Grade 3
Building Our Community	1.0 reflect on their roles and responsibilities in creating healthy and respectful groups and settings 2.0 practice ways to live, work and play respectfully and safely 3.0 understand the relationship between self-esteem and one's well being 4.0 differentiate between optimism and pessimism 5.0 understand how to give and receive constructive feedback	1.0 reflect on their roles and responsibilities in creating healthy and respectful groups and settings 2.0 recognize that they have value, self-worth and voice 3.0 demonstrate how to give and receive constructive feedback
My Role in Developing Relationships	11.0 understand the diverse nature of individuals 12.0 develop skills to make and maintain friendships 13.0 accurately identify personal strengths and challenges 5.0 <i>understand how to give and receive constructive feedback</i> 1.0 <i>reflect on their roles and responsibilities in creating healthy and respectful groups and settings</i>	4.0 use strategies to manage emotions, impulses and conflict 5.0 use an emotion vocabulary to communicate one's feelings to others. 6.0 connect emotions to thoughts and behaviours, recognizing how they affect physical and mental health 7.0 respond to verbal, non-verbal, situational and cultural cues to contribute to positive mental health
Emotional Literacy - Understanding My Emotions	6.0 choose strategies to manage emotions, impulses and conflict 7.0 develop and use emotion vocabulary 8.0 recognize how emotions physically feel and present in their bodies 9.0 perceive and respond to verbal, non-verbal, situational and cultural cues of others 6.0 <i>choose strategies to manage emotions, impulses and conflict.</i> 1.0 <i>reflect on their roles and responsibilities in creating healthy and respectful groups and settings</i> 10.0 solve problems independently	8.0 reflect on ways to make and maintain positive friendships 9.0 recognize that resolving conflict helps maintain healthy relationships 10.0 understand that there are different types of relationships that can change over time

Unit 1: Understanding Me and My World		
By Theme	Grade 2	Grade 3
My Body	14.0 recognize physical growth changes of the body and influencing factors on body shape and size 15.0 examine practices that contribute to physical and mental health 16.0 understand that some conditions require medication to maintain physical and mental health 17.0 use Canada's Food Guide to explore messaging about food variety and plain water	11.0 recognize the importance of promoting and monitoring healthy development of one's body 12.0 make informed choices about hygiene practice 13.0 understand developmental body change relevant to one's age and its potential impact on body image 14.0 reflect on the importance of an active lifestyle for physical and mental health 15.0 use Canada's Food Guide to choose healthy food and beverage options
Staying Safe in My World	18.0 recognize the characteristics of risk behaviours 19.0 identify factors in physical and virtual environments that may positively and negatively impact physical and mental health 20.0 differentiate between appropriate and inappropriate touch 21.0 recognize forms of body based harassment 22.0 identify strategies to deal effectively with body based harassment and inappropriate touch 23.0 identify potential hazards in and around the home 24.0 demonstrate the ability to enlist help in an emergency situation	16.0 differentiate between prescription and non-prescription medication and situations that require them 17.0 understand that environmentally friendly practices promote a healthy environment 18.0 understand safety practices when engaging in seasonal activities 19.0 demonstrate an awareness of emergency procedures in one's surroundings 20.0 recognize situations that threaten one's sense of personal safety 21.0 apply strategies to promote personal safety when one's sense of personal safety is threatened

Suggested Unit Plan

It is recommended to follow the sequence of outcomes as presented in the themes above.

Daily Routine Opportunity



This curriculum guide contains suggestions for daily routines. They will be indicated with the graphic seen here.

Building Our Community

Outcomes

Students will be expected to

- 1.0 reflect on their roles and responsibilities in creating healthy and respectful groups and settings [Health GCO 1, SEL GCO 4, 5, 8, 9, SEL KSCO 4.3.3, 4.3.4, 5.3.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 9.3.1, 9.3.5]

Focus for Learning

This outcome links to the SEL Competence of Self-Management, to develop and use strategies to foster self-management as well as developing organizational skills to support learning.

This outcome also links to the SEL Competence of Social Awareness where students identify one's role within groups. The involvement of students in establishing expectations helps to create ownership towards building a community of learners. Formation of classroom expectations fosters children's learning in a safe and caring environment.

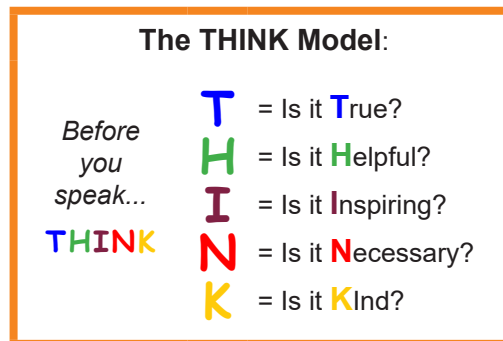
This outcome also links to the SEL Competence of Relationship Skills and being able to identify and use characteristics of attentive listening. When building relationship skills, good communication skills such as attentive listening are essential for getting along and understanding the perspective of others.

When building a positive learning environment, an important concept to explore is using the Golden Rule, "*Do unto others as you would have others do unto you*" to think about positive solutions to problems. Good communication skills help to provide a model of the problem solving strategies that will be used to build a positive learning environment.

Choosing words, what to say, how to say it, and actions that follow will have an impact whether communication is positive or negative. In actively choosing words and actions, students should consider the effect on others;

- Am I being helpful or harmful?
- Am I contributing to a positive solution?
- How would I feel? How will others feel?
- Would I want to be treated like this?

Another model that children could follow when showing respect is the THINK model:



Practicing ways to create healthy and respectful groups and settings should be a part of the daily routine in Grade 3.

This may link to school-wide positive behaviour support practices.

Building Our Community

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 1: Formulating Classroom Rules
- Lesson 2: *PATHS*® Review/*PATHS*® Kid
- Lesson 3: Cooperative Listening Skills
- Lesson 4: Golden Rule
- Lesson 5: Listening to Others

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 1, 2, 3, 4, and 5.

Activation

Teachers may

- Read aloud a selection of children's literature that promotes respect. Engage students in a variety of strategies to demonstrate ways to respect others, such as:
 - seeking permission to borrow items belonging to other people and returning them to the appropriate place;
 - showing respect in conversation;
 - taking turns;
 - using manners such as please, thank you, excuse me, I'm sorry, I forgive you;
 - using polite words and actions (e.g., borrowing a crayon, using a toy belonging to another student, using the washroom, asking for assistance).
- Read aloud a selection of children's literature that promotes acceptance of everyone (e.g., ability, cultural and ethnic origin, family composition, indigenous, religion, 2SLGBTQIA+). Engage in conversations with students regarding ways to respect individual differences.

Students may

- Engage in imaginative play situations where they demonstrate how they can contribute to a positive classroom environment by following the established class expectations.

Resources and Notes

Authorized

PATHS® (Teacher Resource [TR])

- Lessons 1-5, pp. 9-50

Supplementary

Health & Wellness (SR) student resource: pp. 4-5, 8-11, 24-29 and 44-49

Health & Wellness (TR) Teacher Edition:
Chapter 1: Lessons 2, 5 and 8

Suggested

Resource Links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1 for:

- Listening
- The Golden Rule
- Getting Along With Others

Other Curriculum Resources

Many Friends, One World by Carmelita McGrath (Religious Education):

- "Honouring All Creation: The Story of Chief Mi'sel Joe" pp. 10-15
- "The Power of Love: The Story of Joseph" pp. 90-95
- "A Message of Love and Forgiveness: The Story of Jesus" pp. 129-135

My Province 3: Newfoundland and Labrador, Social Studies:

- "Why Do We Have Rules...?" pp. 76-79

Children's Literature

- *The Golden Rule* by Ilene Cooper
- *Do Unto Otters: A Book About Manners* by Laurie Keller
- *Be Who You Are* by Todd Parr
- *Worm Loves Worm* by J.J. Austrian/Mike Curato
- *All Are Welcome* by Alexandra Penfold/Suzanne Kaufman
- *Giraffes Can't Dance* by Giles Andreae

Building Our Community

Outcomes

Students will be expected to

- 2.0 recognize that they have value, self-worth and voice
[Health GCO 1, SEL GCO 1, SEL KSCO 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Awareness, where students develop skills to support a positive self concept, develop and articulate a sense of worth, recognizing that all individuals have value, self-worth and voice. Students identify aspects of themselves they can or cannot change while focusing on what they can change.

Students have to realize that what an individual says and how it is said, can have an impact on how they are perceived by others and how others feel about themselves. The same can be said for one's actions. Students should be aware of the words and actions they choose to communicate (in person or virtually) and the impact they have on themselves and others. The impact on self may be a direct result of being positive or negative in their choice of words or actions.

Discuss how words make one feel and how personal recognition is important. Positive words boost self-esteem; it is important to both give and be able to graciously receive kind words. Being recognized for something, is also another mechanism for increasing self-esteem.

Respect for oneself and others is so very important. The mental health and well-being of our students is essential to a flourishing and sustainable classroom environment. The Safe and Caring Schools Policy states that *"schools promote the acceptance and the inclusion of all individuals, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability."* When promoting respect for self and others, the goal is to promote an inclusive classroom which revolves around respect for all people (regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability).

Please note that "students" or "Grade 3s" are other simple alternatives to "boys and girls". Below is an example of gender-neutral terms to address your class and practice inclusion.



Research has repeatedly demonstrated that including diversity in the classroom benefits all students (Smith and Schoenfeld, 2000).

Building Our Community

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 2: *PATHS*® Review/ *PATHS*® Kid

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 2.

Activation

Teachers may

- Co-create a web of positive words to describe a person's character. Consider leveraging digital by using technology such as Jamboard, Google Slides, WeVideo or Google classroom. This chart can be displayed in the classroom and additional positive words can be included as vocabulary is introduced through the *PATHS*® program.
- Lead a brainstorming session of polite and impolite actions and words that may be observed in or outside of school. From the suggestions, create 2 sets of cards; one set has polite words and actions, the other set has the matching impolite words and actions. Discuss how one might feel using those words or actions or if they were directed at them.

Polite Words and Actions	Impolite Words and Actions
Excuse me, please.	Get out of my way!
May I have that, please?	Give me that!!
Pardon me?	What?
May I go to the washroom, please?	I have to go!!
Let me pick that up for you.	Laughing at someone who dropped something.
Holding the door for others.	Letting a door slam.

- Read aloud a selection of children's literature that promotes acceptance of everyone (i.e., ability, cultural and ethnic origin, family composition, indigenous identity, religious identity, 2SLGBTQIA+). Discuss with students ways to respect differences.

Students may

- Engage in imaginative play situations where they can demonstrate how one might feel using those words or actions or if they were directed at them.
- Think of a time when a person made a difference in their life (i.e., turned a situation from negative to positive).
- Explain the action that made a difference and how it made them feel. Students may choose their method of presentation (e.g., a poem, journal entry, visual, song).

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 2, pp. 28-31

Supplementary

Health & Wellness (SR): pp. 8-23

Health & Wellness (TR):

Chapter 1: Lessons 1, 2, 3, 4, 7

Suggested

Resource Links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1 for:

- Value, Self-Worth and Voice

Other Curriculum Resources

Many Friends, One World by Carmelita McGrath (Religious Education):

- "A Dream of Freedom: The Story of Martin Luther King, Junior" pp. 27-31
- "A Marathon of Courage: The Story of Terry Fox" pp. 136-142
- "One Small Life Matters: The Story of Hana's Suitcase" pp. 155-163

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Do People Interact Positively?" pp. 64-74

Children's Literature

- *One* by Kathryn Otoshi
- *The Voice* by Shel Silverstein
- *Stand Tall Molly Lou Melon* by Patty Lovell
- *Morris Micklewhite and the Tangerine Dress* by Christine Baldacchino
- *Except When They Don't* by Laura Gehl
- *It's Okay to Be Different* by Todd Parr
- *Be Who You Are* by Todd Parr
- *Say Something* by Peter Reynolds

Building Our Community

Outcomes

Students will be expected to

- 3.0 demonstrate how to give and receive constructive feedback
[Health GCO 2,
SEL GCO 9,
SEL KSCO 9.3.4]

Focus for Learning

This outcome links to the SEL Competence of Relationship Skills, where students are expected to understand how to give and receive authentic compliments and constructive feedback.

A compliment is defined as something nice that we say about a person. Over the course of a year, every student should have multiple opportunities to give and receive compliments. In Grade 3, more advanced compliments go beyond appearance and material things and reflect on the quality of their friendships. Teaching students how to give advanced compliments will enhance relationships and reinforce positive behavioural skills. Building positive relationships amongst students and teachers is very important in creating a positive learning environment. Research has shown that children learn best when they have a sense of belonging, realizing that all individuals have value, self worth and voice. When students learn about giving and receiving compliments, this helps to improve group cohesion and improve one's sense of self or one's self esteem.



Having, giving, and receiving compliments on a daily basis supports well-being and thus creates a positive environment for learning to occur. When receiving a compliment, take time to discuss how the compliment makes you feel. Remind students that it is polite to acknowledge a compliment by saying, “*Thank you*”.

The previous outcomes dealt with analyzing the effect of words and actions on self and others. This outcome focuses on the student's ability to examine personal practice when it comes to choosing words and actions in relation to others. Students should reflect on the words and actions they use and how they contribute toward or detract from achieving and maintaining personal well-being and positive relationships to succeed in the school environment and all aspects of life. This reflection may help students realize that they have a very important role in creating a more positive environment. This outcome may be similar to the previous outcome, however, now the student reflects on the words and actions used on a daily basis to give others a compliment. It is common to react to a situation and not realize the impact, positive or negative, that the reaction will have on others.

Building Our Community

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 2: *PATHS*® Review/ *PATHS*® Kid

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 2.

Activation

Teachers may

- Read aloud a selection of children's literature that leads students to discuss how to give and receive compliments.
- Participate in a compliment circle where students practice giving and receiving compliments. Students sit in a circle with legs outstretched and the circle begins with the teacher complimenting someone. When the student accepts the compliment they pull their legs in and they choose a peer to compliment. This continues until everyone has given and received a compliment.

Connection

Teachers may

- Demonstrate how saying unkind words may affect another person. The teacher begins by drawing and cutting out a silhouette of a person from a piece of paper. The teacher will crumple the paper silhouette into a ball and then try to uncrumple and flatten the paper silhouette. Students should realize that the paper cannot be made to look like the initial version. The analogy can be made to show how the effect of unkind words and actions may not be totally erased even though an apology is given.

Consolidation

Teachers may

- Co-create a list of compliments to describe a person's character. This list may include:
 - I like how you help me tidy my desk.
 - I like your tone of voice when you're speaking to others.
 - It made me feel good when you gave me a pencil. Thank you for being so kind.
 - You always include everyone when you play.
 - You are a great friend and I like how you share with me.
 - You have a kind heart because you always think of others.
- This chart can be displayed in the classroom and additional compliments can be included as compliments become more authentic. Teachers can create a Google Jamboard to display compliments for a child.

Students may

- Engage in imaginative play related to giving and receiving of compliments.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 2, pp. 28-31

Supplementary

Health & Wellness (SR):
pp. 8-23

Health & Wellness (TR):
Chapter 1: Lessons 2, 3, 4

Suggested

Resource Links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1, for:

- Compliments

Children's Literature

- *How Full Is Your Bucket? For Kids* by Tom Rath and Mary Reckmeyer
- *Chrysanthemum* by Kevin Henkes
- *Thanks for the Feedback* by Julia Cook
- *The Recess Queen* by Alexis O'Neill/Laura Huliska-Beith

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 4.0 use strategies to manage emotions, impulses and conflict
[Health GCO 1, SEL GCO 3, 4, & 13, SEL KSCO 3.3.4, 4.3.3, 13.3.2, 13.3.3]

Focus for Learning

The focus of this outcome is to equip students with a variety of strategies to manage emotions and thoughts. This outcome is linked to the SEL Competence of Self-Awareness where students recognize that strategies are used to manage one's emotions and thoughts. Also, this outcome links to the SEL Competence of Self-Management where students develop and use strategies to foster self-management. This outcome also links to the SEL Competence of Decision Making, where students understand that decisions have consequences and that they realize that consequences affect self and others.



Developing self-control and learning to problem solve is a continuing and gradual process. Students will develop strategies to manage their emotions when they have different viewpoints or experiences from their friends. With support from their teacher, students will engage in self-management activities on a daily basis.

As a suggested strategy for managing emotions and impulses, teachers can use the **Control Signals Poster (CSP)** from the *PATHS®* resource.

The first step in managing emotions, impulses and conflict is stopping and calming down, which for most children is often the most difficult. Individuals are not able to think clearly when they are not calm.

The steps for calming down are:

1. Tell yourself to STOP.
2. Take one long, deep breath.
3. Say the problem and how you feel.

Teachers can model other calming strategies such as:

- breathing deeply ("Smell the flower, blow out the candle");
- counting to ten;
- doing yoga;
- going to a calming area.

It is important for the teacher to model and link the second step - to make a plan. Students have to think about what they could do or what could work to solve the problem. Also, the teacher has to model the last step- try it. This is where the student acts on their best idea and then evaluate if it worked. Say what the problem is and state how you feel using "I statements", such as:

- "When my friend tripped me, it hurt and I felt embarrassed."

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 6: Self Control 1
- Lesson 7: Self Control 2
- Lesson 8: Self Control 3
- Lesson 9: Problem-Solving Meeting

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 6, 7, 8 and 9.

Connection

Teachers may

- Read aloud and discuss a story, in which a character has to solve a problem.

Students may

- Demonstrate their understanding of strategies to manage emotions, impulses and conflict. Some ways students can demonstrate their understanding include creating a poem, song, poster, video, display, or reader's theatre. Also, students can practice strategies during imaginative play.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 6, 7, 8, 9, pp. 51-80

Supplementary

Health & Wellness (SR): pp. 12-17, 36-53

Health & Wellness (TR):
Chapter 1: Lessons 3, 7, 8

Suggested

Resource links

k12pl.nl/curr/k-6/health/grade.3.html

Visit Resource Links, Unit 1, for:

- Strategies to Manage Emotions and Thoughts

Other Curriculum Resources

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Do People Interact Positively?" pp. 64-74
- "What Are the Causes and Consequences of the Decisions We Make?" pp. 108-109

Many Friends, One World by Carmelita McGrath (Religious Education):

- "Bringing People Together: The Story of Reverend Lester Burry" pp. 60-64
- "A River of Caring: The Badger Flood of 2003" pp. 65-70

Children's Literature

- *What Do You Do With A Problem?* by Kobi Yamada
- *What Do You Do With A Chance?* by Kobi Yamada
- *Can I Play Too?: Elephant & Piggie Book* by Mo Willems
- *The Feelings Book* by Todd Parr
- *I am Human: A Book of Empathy* by Susan Verde
- *The Very Hungry Worry Monsters* by Greening Rosie

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 5.0 use an emotion vocabulary to communicate one's feelings to others
[Health GCO 1, SEL GCO 2, SEL KSCO 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5]

Focus for Learning

This outcome is linked to the SEL Competence of Self-Awareness, where students develop and use an emotion vocabulary, as well as, recognize and accurately label their emotions.

It is important that Grade 3 students are aware that they may have more than one emotion at one time and they have to be aware of factors that affect one's emotions and thoughts. A student may feel love and anger at the same time, for example, even though these emotions seem like opposite emotions.

Students in Kindergarten through Grade 2 have been introduced to emotion vocabulary, including labelling their emotions. Continued practice of labelling one's emotions is very important, and using the Feelings Emotion Poster in the *PATHS*® resource on a daily basis will help when there are real experiences that lend themselves to teachable moments.

The teacher plays an important role as an emotion coach. Emotion coaching is a very important strategy that is used to help students become more self aware of what they may be feeling, especially if a student is feeling an uncomfortable feeling.

The goal of emotion coaching is to help students continue to build an emotion vocabulary as well as helping students self-regulate and problem solve independently. When a student is able to self-regulate, they can build stronger relationships, focus on learning and ultimately have fewer behaviour incidents, which will lead to improved mental well-being.

Please note: For students who have not been exposed to *PATHS*® Lessons before, there are Jump-Start Lessons available online at: (www.pathsprogram.co/support-materials)

These Jump-Start Lessons will help your students learn the necessary foundational skills required to fully understand and benefit from outcomes that focus on Social and Emotional Learning.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®

- Jump-Start Lessons, if required
- Lesson 10: Introduction to Feelings
- Lesson 11: Recognizing and Controlling Anger
- Lesson 12: Calm or Relaxed, Tense
- Lesson 13: Guilty
- Lesson 14: Jealous
- Lesson 15: Feelings Dictionary
- Lesson 16: My Own Feelings Story
- Lesson 17: Feelings Intensity

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 10, 11, 12, 13, 14, 15, 16, and 17.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss how characters are feeling. Discuss a situation that created an emotion or reaction. How did the people involved react? If you could go back in time, what could be changed about the situation? Teachers are encouraged to model appropriate vocabulary usage while discussing their own emotions.
- Play emotion charades with students. Discuss how students feel differently in different situations.

Students may

- Recall a scenario where a classmate felt sad, angry, frustrated, anxious, rejected (e.g., if a student lost a race and stormed off the field crying). Think about what could have been a more appropriate reaction (e.g., one could congratulate the child who won, or congratulate oneself on trying their best).
- Mingle around the room and engage in a two-feeling check-in. I feel ____ and _____. Students are encouraged to share supporting details.

Resources and Notes

Authorized

PATHS® (TR)

- Jump-Start Lessons
- Lessons 10-17, pp. 81-128

Suggested

Resource links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1, for:

- Use an Emotion Vocabulary

Children's Literature

- *When Sophie Gets Angry Really, Really Angry* by Molly Bang
- *The Way I Feel* by Janan Cain
- *Howard B. Wigglebottom Learns About Sportsmanship* by Howard Binkow
- *Everybody's Different on Everybody Street* by Sheree Fitch/Emma Fitzgerald
- *I Can Dance My Feelings* by Hannah Beach
- *The Feelings Book* by Todd Parr
- *I am Human: A Book of Empathy* by Susan Verde

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 6.0 connect emotions to thoughts and behaviours, recognizing how they affect physical and mental health [Health GCO 1, SEL GCO 2, 3, SEL KSCO 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 3.3.1, 3.3.2, 3.3.3]

Focus for Learning

This outcome is linked to the SEL Competence of Self-Awareness, which contributes to the key stage outcomes where students develop and use an emotion vocabulary, recognize and accurately label their emotions and recognize how emotions physically feel and present in one's body.

It is important to note that non-verbal (facial expressions and body language) and verbal cues are a part of identifying all emotions.

Feelings are a part of daily living. Emotions are signals that provide important information about what is going on in our learning environment as well as within oneself. Emotions have a strong impact on creativity, attention, communication, as well as relationships. Our emotions affect our well-being. As an example, happiness and humour have been found to improve our physical as well as mental health.



In Grade 3, the feelings poster replaces the feelings cards used from Kindergarten to Grade 2. It is essential to introduce the feelings poster and to have it accessible to students, at their eye level. The poster is divided into two sections, comfortable and uncomfortable feelings with a private feeling in the center of the poster. It is important to help children understand that all feelings are OK. Everyone has feelings but the way we respond to our emotions can be OK or NOT OK. Using this poster to help identify emotions will be a part of the daily routine.

In Grade 3, the following emotions are reviewed and/or introduced; calm or relaxed, tense, guilty and jealous.

As individuals, we can experience emotions at different levels of intensity based on an experience or situation. These differences are often described as a range of emotions. Although the role the brain plays in emotions will be discussed further in the new Elementary Health Curriculum, it is important that teachers spend some time discussing the role the brain plays in emotions. For primary students, it is important for them to realize that there is a part of their brain, the amygdala, that helps one feel emotions. Sometimes we have big feelings and we need to find ways to focus on finding calm. There is a critical period in which children are open and able to respond to self-control strategies. Once children are mildly or moderately upset, they may take a few minutes to calm down. When children are upset, reasoning and even encouragement are unlikely to work. Sometimes it takes some time for the brain to "reset".

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®

- Jump-Start Lessons, if required
- Lesson 10: Introduction to Feelings
- Lesson 11: Recognizing and Controlling Anger
- Lesson 12: Calm or Relaxed, Tense
- Lesson 13: Guilty
- Lesson 14: Jealous
- Lesson 15: Feelings Dictionary
- Lesson 16: My Own Feelings Story
- Lesson 17: Feelings Intensity

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 10, 11, 12, 13, 14, 15, 16, and 17.

Activation

Teachers may

- Read aloud a selection of children's literature and label emotions expressed by the characters.
- Brainstorm feelings that students previously learned. Discuss that everyone has feelings include that some feelings are comfortable and uncomfortable. Appropriate response to these feelings is what is most important.
- Lead a discussion on a feeling. Discuss your feelings inside and how you present it on the outside. Sometimes we keep feelings private and we may not always show it. (e.g., backpack analogy: Everyone has different things/feelings in their backpacks; some have more than others).

Students may

- In cooperative groups, create a representation of different feelings grouping them into comfortable and uncomfortable feelings.
- Role play different ways to express your feelings and demonstrate ways to calm down (e.g., deep breathing, muscle relaxation exercises, say calming messages to yourself, use a calming area).

Consolidation

Students may

- Demonstrate their understanding of their personal emotions through creating or sharing various forms of media that may include a poem, song, poster, video, display, or reader's theatre. Also, students can practice strategies during imaginative play.

Resources and Notes

Authorized

PATHS® (TR)

- Jump-Start Lessons
- Lessons 10-17, pp. 81-128

Supplementary

Health & Wellness (SR): pp. 12-17

Health & Wellness (TR): Chapter 1

Suggested

Resource links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1, for:

- Brain Research

Children's Literature

- *Some Days I Flip My Lid* by Kellie Doyle Bailey
- *Knuffle Bunny Free* by Mo Willems
- *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis
- *The Color Monster* by Anna Llenas
- *The Invisible Boy* by Trudy Ludwig
- *The OK Book* by Amy Krouse
- *Sometimes I Feel Like A Fox* by Danielle Daniel
- *Those Shoes* by Maribeth Boelts/Noah Z. Jones
- *I Am Yoga* by Susan Verde-Art/Peter H. Reynolds
- *Happy Dreamer* by Peter H. Reynolds
- *The Feelings Book* by Todd Parr
- *Zero* by Kathryn Otoshi
- *One* by Kathryn Otoshi
- *Two* by Kathryn Otoshi
- *Crabby Pants* by Julie Gassman/Richard Watson

Emotional Literacy - Understanding My Emotions

Outcomes

Students will be expected to

- 7.0 respond to verbal, non-verbal, situational and cultural cues of others to contribute to positive mental health
[Health GCO 2, SEL GCO 6, 9, SEL KSCO 6.3.1, 6.3.2, 6.3.3, 6.3.4, 9.3.3]

Focus for Learning

This outcome is linked to the SEL Competence of Social Awareness, where students identify verbal, non-verbal and cultural cues that indicate how others may feel. Students begin to respond to others' verbal, non-verbal and situational and cultural cues and they develop relational skills to support others' emotional experiences.

Respect and sensitivity towards people and situations are demonstrated through verbal and non-verbal language.

Verbal language cues include:

- interjections (words that have no grammatical meaning but signify emotions) such as, huffs, uhs, er, ums, ah, oh, sighs;
- periods of silence while people talk to each other (give and receive wordless signals referred to as non-verbal communication);
- tone of voice – interest, care, concern, anger, nervous, believable, sarcastic, soft, rough, harsh;
- volume of the speaker's voice – quiet, moderate, or loud;
- word choice – encouraging, insulting, praising, offensive, kind, mean;
- words; spoken or signed.

Non-verbal communication sometimes interferes with the intended message. Students need to learn how to evaluate their non-verbal cues and signals to improve their ability to communicate.

Non-verbal language cues include:

- body language - gestures, facial expressions, eye contact, and posture;
- touch - physical contact such as a handshake or a pat on the back.

Given the effect that emotions have on our lives, it is important that students recognize and understand how emotions present in one's body as well as others. If students misidentify their own emotions or those of others, they may respond in an inappropriate way.

Teachers ought to be aware of their own personal body language and how children can perceive or misinterpret the emotion the teacher may be feeling at that time.

In earlier grades, students have been exposed to emotion vocabulary and how emotions present in one's body. It is important to note that non-verbal (facial expressions and body language) and verbal cues are a part of identifying all emotions. This will be further developed as the various emotions are introduced or reviewed in Grade 3.

Be aware of cultural differences in your classroom as some differences in non-verbal communications may be very subtle. In some cultures, for example, eye contact and various hand gestures communicate different messages.

Emotional Literacy - Understanding My Emotions

Sample Teaching and Assessment Strategies

PATHS®

- Jump-Start Lessons, if required
- Lesson 10: Introduction to Feelings
- Lesson 11: Recognizing and Controlling Anger
- Lesson 12: Calm or Relaxed, Tense
- Lesson 13: Guilty
- Lesson 14: Jealous
- Lesson 15: Feelings Dictionary
- Lesson 16: My Own Feelings Story
- Lesson 17: Feelings Intensity

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 10, 11, 12, 13, 14, 15, 16, and 17.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss verbal and non-verbal skills characters are displaying.

Students may

- Engage in imaginative play related to emotions.

Resources and Notes

Authorized

PATHS® (TR)

- Jump-Start Lessons (online)
- Lessons 10-17, pp. 81-128

Suggested

Resource links

k12pl.nl/curr/k-6/health/grade3.html

Visit Resource Links, Unit 1, for:

- Self-Regulation
- SEL and the Teacher

Children's Literature

- *Lacey Walker, Nonstop Talker* by Christianne Jones/ Richard Watson
- *The Way I Feel* by Janan Cain
- *I'm Happy-Sad Today: Making Sense of Mixed-Together Feelings* by Lory Britain
- *The Boy with Big, Big Feelings* by Britney Winn Lee
- *Big Feelings* by Alexandra Penfold
- *Breathing Makes It Better: A Book for Sad Days, Mad Days, Glad Days, and All the Feelings In-Between* by Christopher Willard and Wendy O'Leary

My Role in Developing Relationships

Outcomes

Students will be expected to

- 8.0 reflect on ways to make and maintain positive friendships
[Health GCO 1, SEL GCO 10, SEL KSCO 10.3.2, 10.3.3]

Focus for Learning

This outcome is linked to the SEL Competence of Relationship Skills, where students are expected to develop skills to establish and maintain friendships. Students will learn the types of behaviours and actions that are important in being a good friend.

Friendship and relationship skills empower children. Confident children are more successful in forming healthy relationships in different situations. It is also important that children know how to repair relationships. This is a valuable social skill that continues throughout life. Understanding what friendship means and having friendship skills are valuable.

Sharing experiences, conversations, feelings and ideas with friends usually increases happiness and make life meaningful.

It is important to discuss the qualities of a good friend. For example, a good friend is one who shares, cares, makes us feel special and important, is a good listener and does not pressure us to make poor decisions.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 18: Best Friends 1
- Lesson 19: Best Friends 2
- Lesson 20: Best Friends 3
- Lesson 21: Best Friends 4
- Lesson 22: Best Friends 5: Resolution and Making up

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 18, 19, 20, 21, and 22.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss friendships evident in the story.

Consolidation

Students may

- Turn to their neighbour and share why they are a good friend.
- Create a Wanted Ad for a good friend using previously brainstormed personality traits and characteristics.
- Write a note to a friend telling why that person is a good friend.
- Practice friendship skills during play.

Extension

Teachers may

- Depending on the needs presented in the classroom, invite a special guest, either in-person or virtually, to discuss different relationships (Safe and Inclusive Schools Itinerant, guidance counsellor, CNIB Foundation, Autism Society, 2SLGBTQIA+).

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 18-22, pp. 133-160

Supplementary

Health & Wellness (SR):
pp. 36-43

Health & Wellness (TR):
Chapter 1: Lessons 4, 7

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Friendship

Other Curriculum Resources

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Do People Interact Positively?" pp. 64-74

Children's Literature

- *Enemy Pie* by Derek Munson
- *How to be a Friend* by Laurie Krashy Brown
- *Stick and Stone* by Beth Ferry
- *The Invisible Boy* by Trudy Ludwig
- *The Rainbow Fish* by Marcus Pfister
- *Those Shoes* by Maribeth Boelts
- *The Friend Ship* by Kat Yeh
- *Owen & Mzee: The True Story of a Remarkable Friendship Book* by Craig Hatkoff, Isabella Hatkoff, and Paul Kahumbu
- *The Kindness Book* by Todd Parr

My Role in Developing Relationships

Outcomes

Students will be expected to

- 9.0 recognize that resolving conflict helps maintain healthy relationships
[Health GCO 1, SEL GCO 10, SEL KSCO 10.3.4, 10.3.5]

Focus for Learning

This outcome is linked to the SEL Competence of Relationship Skills. Students recognize that conflict in a friendship is a natural occurrence and that learning ways to resolve conflict with or without adult support is important to maintain a healthy relationship.

Some conflicts may be easy to handle while others may be more difficult. It is important that students are aware of how to resolve a conflict. Some steps or suggestions to follow when resolving conflict may be:

- Stay calm.
- Talk about the conflict and how you feel.
- List ways to resolve the conflict.
- Choose the best solution.

Teachers should act as a facilitator in resolving conflict. As students practice these steps, the goal is that students will become able to resolve conflict independently. Sometimes, students may need an adult to help guide making the best choice to resolve conflict amongst friends.

What we say and how it is said can have an impact on how we are perceived by others and how others feel about themselves. The same can be said for our actions. Students should be aware of the words and actions they choose to communicate (in person or virtually) and the impact these words and actions can have on themselves and others. The impact on self may be a direct result of being positive or negative in their choice of words or actions. As well, others may in turn respond in a similar way.

Others are affected by our words and actions.

The important concept to explore with this outcome is choice. The words (what to say, how to say it) and actions will have a positive or negative impact on others.

In actively choosing words and actions, students should consider the effect on others;

- Am I being hurtful or helpful?
- Am I creating a place where I enjoy being?
- How will I feel afterward?
- How will others feel toward me?

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 23: Manners: Why Are They Important?
- Lesson 24: Playing By the Rules
- Lesson 25: Avoiding Gossip

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 23, 24 and 25.

Activation

Teachers may

- Use the Control Signals Poster from the *PATHS*® program to understand and solve a problem.
- Set up a box in the classroom where students can write problems they are experiencing on a slip of paper knowing it will be discussed in a problem solving meeting either in a small group or as a class.
- Read aloud a selection of children's literature and discuss the conflict between friends and how the conflict was resolved.
- Review the Controls Signals Poster with the class.
- Read aloud a book about conflict. Stop reading before the resolution. Have the students discuss possible solutions to the problem. Students can demonstrate their understanding of conflict resolution by making a poster, rewriting how they think it will end, role-playing a possible resolution, or making a video or a presentation mode of their choice. Use examples of conflict that students may have submitted in a class mailbox and work together on resolving the conflict.

Students may

- Think of a time when a person made a difference in their life (i.e., turned a situation from negative to positive, complimented them). Explain the action that made a difference and how it made them feel. Students may choose their method of presentation (e.g., a poem, journal entry, visual, song).
- Talk about a time when they experienced conflict and what they did to solve the problem.
- Talk about how receiving or giving compliments during *PATHS*® Kid for Today makes them feel. Discuss how what another person says about them has a positive impact on them or how their actions positively affected another person.
- Practice friendship skills during play.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 23-25, pp. 161-178
- *PATHS*® Control Signals Poster

Supplementary

Health & Wellness (SR):
pp. 44-51

Health & Wellness (TR):
Chapter 1: Lessons 7, 8

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Resolving Conflict

Other Curriculum Resources

Many Friends, One World by Carmelita McGrath (Religious Education):

- "The Power of Love: The Story of Joseph" pp. 90-95

Children's Literature

- *Emily's Everyday Manners* by Peggy Post and Cindy Post Senning
- *Stand Tall* by Steck Vaughn
- *Cookies: Bite-Size Lessons* by Amy Krouse Rosenthal
- *One* by Kathryn Otoshi
- *Have You Filled a Bucket Today?* by Carol McCloud
- *Effie* by Beverley Allinson
- *The Last Hazelnut* by Susanna Isern
- *The Recess Queen* by Alexis O'Neill
- *Chrysanthemum & Lilly's Purple Plastic Purse* by Kevin Henkes
- *The Quarreling Book* by Charlotte Zolotow

My Role in Developing Relationships

Outcomes

Students will be expected to

10.0 understand that there are different types of relationships that can change over time
[Health GCO 1, SEL GCO 10, SEL KSCO 10.3.1, 10.3.6]

Focus for Learning

This outcome is linked to the SEL Competence of Relationship Skills where students understand the benefits of setting and communicating boundaries for themselves and others and identify characteristics of social responsibility.

To begin the discussion, it might be relevant to start the conversation thinking about their relationship with a best friend and how that is different from a relationship with other peers or acquaintances. Students will begin to realize the differences between both types of relationships. They may even reflect upon their best friend(s) and how that relationship has changed. Is it still the same person or has that person changed? Why?

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

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

It is necessary to be sensitive to information about the nature of relationships students may share and to caution students against using personal information in the classroom setting. Students who feel the need to share information should be encouraged to do so privately with the teacher or guidance counsellor.

My Role in Developing Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 26: We Are All Unique
- Lesson 27: Respecting Others

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 26 and 27.

Activation

Teachers may

- Read aloud a selection of children's literature and discuss different types of relationships and how relationships change over time.
- Brainstorm different types of relationships the students may have (e.g., a friend, a teacher, a classmate, a neighbour, a parent, a grandparent). The various types of relationships can be grouped for discussion purposes to identify how they are known to the student and the degree to which they are known.
- Discuss with students how they think relationships may change over time (e.g., new grade, new teacher, different classmates).

Consolidation

Teachers may

- Avoid broadly using terms like “your parents” or “your mom and dad” when addressing students’ caretakers or adults at home. Instead use “your grown-ups” to be more inclusive.
- Engage in a discussion comparing the relationship of best friends to other friends or acquaintances. The teacher may create a Venn diagram labelled Best Friend and Other Friends. Students may be able to compare how these friendships are similar yet different. As a class, decide upon the factors to complete the comparison. This may include:
 - common interests
 - level of trust
 - the amount of time spent together
 - things we do together after school
 - things we do together during school

Students may

- Write, draw or discuss one type of relationship that they have with one person and how it has changed since Kindergarten. For example, discuss the kinds of activities they share now as opposed to when they were younger.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 26-27, pp. 179-186

Supplementary

Health & Wellness (SR):
pp 36-43

Health & Wellness (TR):
Chapter 1: Lessons 7 & 8

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Friendship

Children's Literature

- *Love You Forever* by Robert Munsch
- *Grandma's Smile* by Pamela Rushby
- *My Best, Best Friend* by Lauren Child
- *Beekle-The Unimaginary Friend* by Dan Santat
- *Otis* by Loren Long
- *The Cool Bean* by Jory John and Pete Oswald
- *Can Cat and Bird Be Friends?* by Coll Muir
- *Uni the Unicorn* by Amy Krouse Rosenthal and Brigitte Barrager
- *The Worst Best Friend* by Alexis O'Neill
- *Stella Brings the Family* by Miriam B. Schiffer
- *Eat Pete* by Michael Rex
- *The Family Book* by Todd Parr
- *A Family is a Family* by Sara O'Leary
- *The Best Friends Book* by Todd Parr

My Body

Outcomes

Students will be expected to

11.0 recognize the importance of promoting and monitoring healthy development of one's body
[Health GCO 1, SEL GCO 4, SEL KSCO 4.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Management of using health-promoting behaviours. Students in Grade 3 share responsibility for promoting and monitoring one's health.

This outcome speaks to the shared responsibility of students, parents and caregivers and health professionals in promoting and monitoring student health. Students need to be aware of the importance of telling a caregiver about a health concern. Caregivers need to take appropriate action to correct or improve the situation. Students need to be aware that healthcare professional should be consulted where appropriate.

Items for discussion include:

- allergies(including latex);
- daily physical activity;
- dental check-ups;
- eye check-ups;
- hand hygiene;
- head lice;
- healthy eating;
- hearing tests;
- immunizations;
- posture;
- regular visits to the family doctor;
- sleep patterns; and
- tobacco-free environments.

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

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students ways to maintain a healthy body.

Connection

Teachers may

- Invite various health care professionals to visit the class, in person or virtually, to explain how they promote a specific aspect of children's health.

Consolidation

Students may

- Demonstrate an understanding of how the various health care professionals help them to maintain a healthy body. Students may create a foldable, a poster, a song, a slide show, a poem, role-play or illustration. Allow students to share their work.
- Respond to the statements below following the visit from the health care professional:
 - I learned that...
 - _____ helps me by...
 - It is important to...
 - To take care of my body, I...

Resources and Notes

Supplementary

Health & Wellness (SR): pp.4-7, 24-29, 62-67, 74-75, 90-92, 96-99, 179-181

Health & Wellness (TR): pp. 4-7, 24-29, 62-67, 74-75, 90-92, 96-99, 179-181

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Staying Healthy
- Dental Care
- Importance of Sleep

Children's Literature:

- *Dr. Martin's Pete the Posture Parrot* by Marvin Arnsdorff and Eric Vincent
- *Grow Strong! A Book About Healthy Choices!* by Cheri J. Meiners
- *Bugs in My Hair* by David Shannon
- *The Berenstain Bears Go To The Doctor* by Stan and Jan Berenstain
- *The Berenstain Bears Go To The Dentist* by Stan and Jan Berenstain
- *Eat More Colors* by Breon Williams

My Body

Outcomes

Students will be expected to

12.0 make informed choices about hygiene practice [Heath GCO 2, SEL GCO 4, SEL KSCO 4.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Management of using health-promoting behaviours. Students in Grade 3 share responsibility for promoting and monitoring one's health.

While students may not have total responsibility for overseeing hygiene practices, there should be a shift in responsibility for many of the practices from the parent/caregiver to the student. As students spend part of their day away from home, many hygiene practices become their responsibility.

This outcome focuses on the student having the competency to complete hygiene practices such as:

- bathing: every 2-3 days;
- cleaning hair, clothes: brushing hair daily, washing hair every 2-3 days, changing undergarments daily;
- covering a cough or a sneeze: using your elbow or tissues;
- handwashing: before and after eating, sneezing and coughing, after visiting the bathroom, also using hand sanitizer;
- oral care: brushing and flossing after meals and before bed;
- not sharing personal items such as combs, hats and headphones; and
- using deodorant.

Please note:

Be sensitive to cultural and family practices and routines.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read aloud a literature selection and discuss hygiene practices, including a shift in responsibility for the hygiene practice from the parent/caregiver to the student.
- Discuss good hygiene practices and ask students to identify those they are capable of doing on their own. Use the following headers to complete a chart:

Hygiene Practices	How often should this practice be done?	Do I need reminders to do this?
		<ul style="list-style-type: none"> • Never • Sometimes • Always

- Demonstrate proper handwashing technique and the amount of time needed for good handwashing (e.g., singing the alphabet song).

Consolidation

Teachers may

- Read aloud the following poem/song when discussing hand washing.

*"Soap and water, that's the way
You can wash the germs away.
Keep on washing – when you do.
You'll get rid of germs, it's true.
Now your hands are clean, here's why:
Germs are down the drain, good-bye!"*

Students may

- Demonstrate their understanding of hygiene practices by creating a poem, song, poster, video or reader's theatre. Share their creations with their peers.

Extension

Students may

- Set a goal to assume more responsibility for their hygiene. For example, this may take the form of a journal entry or a sticky note reminder to be displayed in an appropriate place at home.
- Create a take home chart to record and monitor when they take responsibility for their personal health.

Resources and Notes

Supplementary

Health & Wellness (SR):

pp. 92-103, 158-163, 168-169

Health & Wellness (TR):

pp. 100-103, 158-163, 168-169

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Hygiene Practices

Children's Literature:

- *Dirtiest Hair In the World* by Bob McAllen and Tom McClure
- *Smelly Socks* by Robert Munsch
- *Germs! Germs! Germs!* by Bobbi Katz
- *I Know Why I Brush My Teeth* by Kate Rowan
- *Bugs in My Hair* by David Shannon

My Body

Outcomes

Students will be expected to

13.0 understand developmental body change relevant to one's age and its potential impact on body image
[Heath GCO 1, SEL GCO 1, 4, SEL KSCO 1.3.6, 4.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Awareness where one identifies aspects of themselves they can and cannot change, as well as the SEL Competence of Self-Management where one uses health-promoting behaviours. Students in Grade 3 share responsibility for promoting and monitoring one's health.

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

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

Linked to the physical changes of puberty is the need for hygiene practices necessitated by the body's production of sweat and possible body odour. Outcome 12.0 discussed hygiene practices and this may be an opportunity to discuss how hygiene practices change as our bodies develop.

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

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

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

Students may

- Construct a collage or timeline using pictures that represent the various stages of growth from birth to present age. Discuss the types of changes that have occurred. *Be sensitive to students who do not have access to photos of themselves.*

Connection

Students may

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

Consolidation

Teachers may

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

Students may

- Trace their footprint at the beginning of the year to monitor growth, and use the cutouts to create a class pictograph. The activity may be repeated in June to note the actual growth changes.
- At the beginning of the school year, measure the height of each student with a piece of string. Have them decorate an envelope with their name on them. Place their string in their envelope and seal until the end of the year and compare individual growth over months passed.

Extension

Teachers may

- Invite the school's public health nurse to discuss body development and growth appropriate to their age.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp. 56-61

Health & Wellness (TR):
pp. 56-61

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Body Image

Children's Literature:

- *It's Science: Growing Up* by Sally Hewitt
- *Me and My Amazing Body* by Joan Sweeney (provided for Grade 2 Health)
- *Percy Pinhorn* by Anne Wareham
- *Love You Forever* by Robert Munsch
- *Charlotte's Web* by E.B. White

My Body

Outcomes

Students will be expected to

14.0 reflect on the importance of an active lifestyle for physical and mental health [Health GCO 1, SEL GCO 3, 4, SEL KSCO 3.3.4, 4.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Awareness where one recognizes strategies that are used to manage one's emotions and thoughts and the SEL Competence: Self-Management of using health-promoting behaviours. Students in Grade 3 share responsibility for promoting and monitoring one's health.

When we speak of personal health, people often assume that physical health is what is meant. As well as physical health, mental health is integral to the broader term, health. Our minds need taking care of as much as our bodies. One ingredient in promoting healthy minds is the incorporation of leisure activities into our day. Students in Grade 3 may report leisure activities to be resting, reading, using technology (tech time), doing arts and crafts or puzzles, walking or playing outdoors.

Students should come to realize that leisure activities are a necessary part of mental health, which is a component of overall health.

Participating in such activities may:

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

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

Children should accumulate at least 60 minutes per day of moderate to vigorous-intensity physical activity.

While every effort is made for students to be active in school, there is an expectation that students need to be active outside of school as well. This outcome encourages students to reflect on the amount of time they are active. Students should be prompted to think about what they do in the after school time period; is it spent playing outside, in front of a screen, moving about indoors or participating in organized activities in the community? There needs to be a healthy balance between indoor and outdoor activities. We need to be cognizant that technology use is a big part of children's leisure activities and they identify tech use with relaxation, social relationships and connection to others.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- List activities the students engage in outside of school. For example: riding bikes, walking to and from school, playing outside, jumping rope, trampoline, road hockey, walking a pet, swimming and organized sports.

Students may

- Complete the Snowball Toss activity. Students anonymously write what it means to have a healthy mind and what people do to have a healthy mind. Students may associate sleep, nutritious food and water, exercise and participation in leisure activities as contributing factors to having a healthy mind. Have students crumple their sheets into a “snowball”. Then ask the class to form a circle and have a snowball toss within the circle. After several tosses, the students pick up the snowball nearest to them. The teacher will instruct one person at a time to read what is written on their snowball. Discuss the statements and whether they reflect what it means to have a healthy mind or if the activity contributes to how we maintain health.

Connection

Teachers may

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

How Do I Spend My Time? How Does It Make Me Feel? Does It Contribute To A Healthy Mind?

Students may

- Create a 7-day chart that includes an activity for each day. Record the amount of time spent on each and how the activity made you feel.

Physical Activity	Amount of Time	Physical Changes	Emotional Changes
Walk the dog	15 minutes	No change	Happy
Play Soccer	60 minutes	Sweaty	Tired / Excited

- assess personal participation in the 7-day plan and the benefits/lessons learned as a result. Part of assessing one’s activity levels may lead to creating a plan to attain a new goal.

Consolidation

Students may

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

Resources and Notes

Supplementary

Health & Wellness (SR):

pp. 106-111, 112-115, 174-177

Health & Wellness (TR):

pp. 106-111, 174-177

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Active Lifestyle

Children’s Literature:

- The OK Book* by Amy Krouse Rosenthal

Cultural Connections

On Poppy’s Beach by Susan

Pynn Taylor

My Body

Outcomes

Students will be expected to

15.0 use Canada's Food Guide to choose healthy food and beverage options
[Health GCO 2, SEL GCO 4, SEL KSCO 4.3.6]

Focus for Learning

This outcome links to the SEL Competence of Self-Management of using health-promoting behaviours. Students in Grade 3 share responsibility for promoting and monitoring one's health.

The focus of this outcome is for students to be aware of Canada's Food Guide to choose healthy food and beverages. Some of the main messages include:

- Choose whole-grain foods.
- Eat a variety of healthy food each day.
- Eat high protein foods.
- Have plenty of fruits and vegetables.
- Limit highly processed food.
- Marketing can influence your food choices.
- Make water your drink of choice.
- Read and understand food labels.

The influences that may be at play in the environment may originate with

- access to food (cost, transportation to stores, lack of options in rural stores);
- agriculture;
- climate;
- culture;
- family preferences;
- peers;
- food allergies;
- food availability;
- media; and
- school policy.

Please note that Canada's Food Guide is available in several languages, including Inuktitut, and may be accessed on the Government of Canada's Food Guide website. Students should be aware that several versions exist, and teachers should take time to compare how these food guides are similar and different.

A cautionary note is to remember that Grade 3 students do not have control over many of the things that are in their food environment. With this in mind, it is not the intention to assert pressure on the child or the family. Students can be encouraged to eat the HEALTHIEST option in their lunch bag first.

My Body

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Invite (in-class/virtually) health representatives to visit the class (e.g., to discuss the importance of Canada's Food Guide, a public health nurse, School Milk Federation, physical education teacher, and/or a dietitian).
- Brainstorm a list of foods students commonly eat. Discuss eating a variety of healthy foods each day.
- Where possible, students should explore whole foods that are grown provincially by visiting a local farm, community garden or Little Green Thumbs garden, or by viewing the virtual farm tours to see various foods grown in a local environment. Agriculture Canada provides links to the "Great Canadian Farm Tour 2022" through their website and YouTube channel. Students can virtually visit a variety of farms all over Canada and learn about various foods grown on their farms.

Connection

Students may

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

Consolidation

Teachers may

- Create a classroom grocery store for students to shop for healthy snacks. Each student, pair, or small group will have twenty play dollars to spend, as well as an index card on which to record their selections. Encourage the students to use the nutrition labels and ingredient lists to make healthy choices.
- Create a brown bag meal by drawing pictures, cutting out pictures from flyers, using digital resources, or creating healthy food choices from plasticine. The brown bag can be decorated with healthy choice messages. A similar activity that is commonly used is to create a dinner plate using student drawn pictures or cut-outs from grocery flyers to create a healthy dinner depicting a well-balanced meal using a variety of foods.
- Write a journal entry with the following sentence starters:
 - Today I learned...
 - I chose the foods _____ and _____ because...
- Encourage students to reflect on which factors influenced their choices.

Resources and Notes

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Canada's Food Guide

Children's Literature

- *Good Enough to Eat* by Lizzy Rockwell
- *Zombie's Don't Eat Veggies* by Jaime Camil
- *Try It How Frieda Caplan Changed the Way We Eat* by Mara Rockliff
- *Lailah's Lunchbox: A Ramadan Story* by Reem Faruqi

Cultural Connections

Jack Likes Salt Fish and Scrunchions Do You? by Necie

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

My Body

Outcomes

Students will be expected to

*15.0 use Canada's Food Guide
to choose healthy food and
beverage options
[Health GCO 2,
SEL GCO 4,
SEL KSCO 4.3.6]*

Focus for Learning

Sample Performance Indicator

Use Canada's Food Guide to generate ideas for a creating healthy meals. Suggestions may include the following:

- design a foldable menu for a Healthy Food Restaurant that includes a list of menu items suitable for breakfast, lunch and supper.
- plan a meal on a tinfoil plate using plasticine. The meal should be representative of Canada's Food Guide.
- use Canada's Food Guide to generate ideas for a meal.
- use grocery flyers to cut out pictures of food to create a meal using a variety of healthy foods.

My Body

Sample Teaching and Assessment Strategies

Resources and Notes

Extension

Students may

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

Staying Safe in My World

Outcomes

Students will be expected to

16.0 differentiate between prescription and non-prescription medication and situations that require them [Health GCO 1, SEL GCO 4, 12 SEL KSCO 4.3.6, 12.3.3]

Focus for Learning

This outcome links to the SEL Competence of Self-Management by using health-promoting behaviours, as well as the SEL Competence of Responsible Decision Making where one understands the importance of safety guidelines when making decisions. Students in Grade 3 share responsibility for promoting and monitoring one's health.

The learning strategies in this outcome create awareness about medication and situations that may require their use. Students should learn to differentiate between prescription and non-prescription medication. For students in Grade 3, it may be easier to relate the definition to what is accessible on a store shelf and what is not. Discuss the differences in terms of accessibility, medical conditions requiring medication(s), and monitoring by health care professional(s). It is not the intention to promote medications, but to educate students about them, their intended use and the benefits to those who need them to maintain health. The conversation should include safety with respect to administering and storing medications.

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

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

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a class brainstorm to understand what students know about medications. Use visuals or bring in non-prescription containers, a puffer, epi-pen, cold medicine, etc. The discussion may include some of the points listed below.
 - labels contain information on medications;
 - medications are used to treat disease, illness and injury that may be either short term or long term;
 - medications can have harmful effects on the body from improper use;
 - prescribed medication is non-transferable;
 - safe storage of medicine is required;
 - the importance of adult supervision;
 - use should be limited to when absolutely necessary. For example: A headache may indicate that you may need rest or water; and
 - sometimes medicine can look like candy; if suspicious or unfamiliar, check with an adult and do not consume.
- Invite a police officer in person or virtually to talk about drugs that look like candy, what to look for and how to be aware.

Connection

Students may

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

Consolidation

Teachers may

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

Design a poster to make other children aware of the dangers of medications that can target children because they look like candy.	Healthy Alternative Choice Board	Design a word search outlining various healthy alternatives to non-prescription drugs.
Create a foldable (pamphlet) outlining why plain water is a healthy beverage choice.	Write a song (rap) detailing healthy alternatives to taking medication for a minor ailment (headache, upset stomach, etc.)	Design a comparison poster to compare safe and unsafe medications.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp. 152-157

Health & Wellness (TR):
pp. 152-157

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Safety Around Medicine

Staying Safe in My World

Outcomes

Students will be expected to

17.0 understand that environmentally friendly practices promote a healthy environment
[Health GCO 1, SEL GCO 13, SEL KSCO 13.3.2, 13.3.3]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where one understands that decisions have consequences and that these consequences affect oneself and others. For students to promote a healthy and safe environment, they must first be knowledgeable about the variety of practices they could engage in to do this. For this outcome, the environment is referring to physical places in which one may live, work or play. Students should be considering each aspect of their physical environment; the air they breathe, the water they use and land utilization. Students may be reminded of the work they did with water conservation in Grade 2 Science, Air and Water in the Environment unit.

The onus of responsibility for environmental awareness and protection lies with individuals. Students, even though they do not have full control of their actions, have a role to play in being stewards of the environment. The focus of the learning is on the skill of being able to do tasks that protect the environment. As in previous grades, reduce, reuse and recycle are the main threads with a special focus on water and energy conservation. Provincially, all individuals are encouraged to take part in energy conservation. Another key point to make is the connectedness of our local communities to the larger global community.

Practices that may be included are:

- composting
- conserving energy to reduce global warming;
- conserving water;
- encouraging carpooling and decreasing idling of vehicles;
- monitoring the use of pesticides and cleaners;
- practicing principles of the 3 R's: Reduce, Reuse & Recycle;
- supporting smoke-free environments; and
- using non-motorized modes of travel.

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

This outcome would pair well with Earth Day activities.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with the students their understanding of environmentally friendly practices. Discuss with students how these practices promote a healthy and safe environment.
- Show images of both friendly and unfriendly environmental practices to the students. Images can be researched from websites or print sources. Students will respond with a thumbs up if they see an environmentally friendly practice or thumbs down if they see an environmentally unfriendly practice.

Students may

- Brainstorm a list of things in the home that consume energy and activities they perform throughout the day that rely on energy. Students could use the ideas generated to create a word cloud online at www.wordle.net.

Consolidation

Students may

- Work in groups to create a visual on one of the topics listed in Focus for Learning. The visual should reflect students' understanding of environmental practices and the relation to a healthy and safe environment.
- Draw a circle to represent the Earth. Around the circle, place three arrows to represent the 3 R's (Reduce, Reuse, Recycle). Inside the circle, students will record their pledge to use environmentally friendly practices to promote a healthy and safe environment.
- Create a water usage chart for a household. It can be customized or general. Students may build on this activity by creating a water conservation checklist that can be posted at home as a reminder to practice water conservation.
- Share their chart of daily activities and the energy source required with their family members. Students may initiate a discussion to identify ways to reduce energy consumption by altering the day's activities. Students may practice some of the suggestions that are generated by the family.
- Create a class mural about environmentally friendly practices that could give other students in the school some concrete ideas of things they could try themselves.
- Create a foldable, play, illustration, song, slide show or class book displaying knowledge of water conservation, energy conservation and the 3 R's. Students may work in groups or individually.
- Act as detectives in the school, looking for evidence of environmentally friendly practices. Write a report detailing what is being done well and what needs to be done to make the school more environmentally friendly. These reports may be presented to the administration or the Occupational Health and Safety committee.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp. 164-167, 182-189

Health & Wellness (TR):
pp. 164-167, 182-189

Suggested

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

Visit Resource Links, Unit 1, for:

- Environmentally Friendly Practices

Other curriculum resources

Religion-Many Friends, One World

- Walking the Good Path, pp. 32-36
- Caring for the Earth and Each Other, pp. 143-148

Children's Literature:

- *Protect Our Planet, Global Warming* by Angela Royston
- *This is My Planet: The Kids' Guide to Global Warming* by Jan Thornhill
- *Polar Bear, Why is Your World Melting* by Robert E. Wells
- *Winston of Churchill: One Bear's Battle Against Global Warming* by Jean Davies Okimoto
- *I Can Save the Earth* by Alison Inches
- *Just A Dream* by Chris Van Allsburg
- *Who's in Charge of Climate Change?* Conservation Corps Newfoundland and Labrador
- *The Down-to-Earth Guide to Global Warming* by Laurie David and Cambria Gordon
- *Clean Air* by Andrew Bridges
- *Clean Water* by Beth Geiger
- *Turn Off the Water and Lights* by Joy Wilt Berry
- *The Lorax* by Dr. Suess

Staying Safe in My World

Outcomes

Students will be expected to

18.0 understand safety practices when engaging in seasonal activities
[Health GCO 1, SEL GCO 12, 13, SEL KSCO 12.3.3, 13.3.1, 13.3.2]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where one understands the importance of safety guidelines when making decisions, identifying positive and negative risk behaviours and that their decisions have consequences.

Being aware of safety practices when participating in seasonal activities is very important for the primary child. This may include activities that occur around water as well as exposure to the Sun.

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

While the sun does provide a pleasant atmosphere in which to work, live and play, there are precautions that one must exercise as the sun is hazardous to the skin and eyes and may lead to sunstroke and dehydration. Students need to understand the benefits and the harmful effects of exposure to the sun. The focus of this outcome is on the measures that can be taken to protect oneself from the hazards of the Sun.

Water is a playground for people of all ages to enjoy. While it is unlikely that Grade 3 students will be in, on or around water without adult supervision, students must be informed about practices that promote safety for those engaged in activities that involve water.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm seasonal activities in which students engage in. Some water-based activities may include:
 - being in a backyard pool or hot tub, river, pond, lake;
 - fishing from the edge of the water, from a boat or through the ice;
 - traveling over water in a boat, on skis, skates or a snowmobile or ATV; or
 - being near water.
- Write examples of seasonal water activities on card stock/paper and place them in a bag (i.e., fishing/ice fishing, boating, swimming - ponds, rivers, ocean, pool safety, sea-dooing, snowmobiling, or skating on ponds). Select students to pull a card from the bag and draw or act out the activity including the safety practices associated with the activity. Other students will guess each activity. After all are completed, ask students what all activities have in common.

Consolidation

Students may

- Use an image of the sun with sun rays to create a web of Sun safety tips. Each tip will be written on a sunray.
- Draw an exaggerated illustration for each of the above items that are used in protection against the Sun. For example, they may draw a small person with an oversized bottle of lotion or a small face with oversized sunglasses. Create a caption for each visual.
- Write a “Did You Know?” journal entry about sun safety.
- Create an acrostic poem, brochure, slide show, song, poem, illustration, Jamboard, or Google slides using the words WATER SAFETY or SUN SAFETY.
- Choose a seasonal water activity to illustrate and prepare an ad or brochure promoting water safety for that activity.

Resources and Notes

Supplementary

Health & Wellness (SR): pp. 101, 138-139

Health & Wellness (TR): pp. 101, 138-139

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Safety Practices During Seasonal Activities

Children's Literature

- *Safety Around Water* by MaryLee Knowlton
- *Sailor: The Hangashore Newfoundland Dog* by Catherine Simpson
- *Block the Sun Not the Fun* by Ellen Feiman Moss

Staying Safe in My World

Outcomes

Students will be expected to

19.0 demonstrate an awareness of emergency procedures in one's surroundings
[Health GCO 2, SEL GCO 12, 13, SEL KSCO 12.3.3, 13.3.1, 13.3.2]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where one understands the importance of safety guidelines when making decisions, identifying positive and negative risk behaviours and that their decisions have consequences.

Students ought to be aware of emergency procedures in their surroundings. These emergency procedures include at home, at school and in public buildings. These procedures may be for a lockdown, secure school or a fire drill. Students should be aware of school procedures for any type of emergency.

Students may associate doing fire drills and being aware of fire escape routes with their experiences in school. Students may have discussed a fire escape procedure for their own homes. While they are likely to be accompanied by an adult when not in school or at home, students should be able to escape a building in the event of fire regardless of their physical location.

Being vigilant of one's surroundings is a necessary component of being able to react effectively. This outcome focuses on raising awareness of the location of fire exits and stairwells in one's environment.

Here, teachers may discuss the importance of knowing how to act around fires such as a wood stove, campfire, candles, etc. Students should know the appropriate protocol in the event of a fire in different environments.

Students should practice school procedures for secure school or a school lockdown as well.

Students may become familiar and comfortable with the places they frequent most often but the skill of purposeful awareness of environments should be transferable to new environments. Students will develop an understanding of safety measures as it relates to their own life and environment.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Invite the Fire Prevention Officer to the class to do a presentation on fire safety, either in person or virtually. Discuss the importance of having a fire escape plan at school and various other surroundings. Review the steps involved in the safe evacuation in the event of a fire.
- Review school procedures for a fire drill, lockdown and secure school. These ought to include procedures for other rooms in the building that students may frequent by themselves (e.g., bathroom, office, library).

Connection

Teachers may

- Plan a visit to the local fire station where students can gain an understanding of the firefighter's role and appearance. They can engage in conversation about fire safety, prevention and escape plans. Prior to their visit, students may compile a list of questions regarding these topics.

Consolidation

Teachers may

- Create a list of places in their community where students may visit. This list may include: gyms, malls, restaurants, movie theatres, campgrounds or a public library. Ask students to recall if they remember seeing exit signs, stairwells or any other fire escape information. Discuss the benefits of being aware of one's surroundings.

Students may

- Choose one of the places on the list and individually, with a partner, or in a small group, design an escape plan. Students can choose their presentation mode. Some suggestions: a video, a floor plan, drawing, poster, slide presentation or role play, etc.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp. 128-129

Health & Wellness (TR):
pp. 128-129

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Emergency Procedures

Children's Literature

- *Stop, Drop and Roll* by Margaret Cuyler
- *Fire Safety in Action* by Mari Schuh
- *Plan and Prepare* by Charles Ghigna
- *No Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean E. Pendziwol
- *Curious George and the Firefighters* by Margaret & H.A. Reynolds
- *Let's Meet A Firefighter* by Gina Bellisario and Ed Myer

Staying Safe in My World

Outcomes

Students will be expected to

20.0 recognize situations that threaten one's sense of personal safety
[Health GCO 1, SEL GCO 12, SEL KSCO 12.3.1, 12.3.2]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where one creates and understands one's personal code of ethics in decision making. Students should think about their sense of feeling safe, recognize when one's sense of feeling safe is threatened, and identify situations that may seem safe on the surface but may pose a threat to their personal safety. While many of the situations may never threaten personal safety, students should be aware that a situation may change one's sense of feeling safe, to unsafe.

Potential situations may include:

- accepting food/beverages from others;
- answering the telephone;
- face to face social interactions;
- social networking;
- texting on a cell phone; or
- using the Internet.

By definition, personal safety refers to the freedom from physical harm and threat of physical harm, and freedom from hostility, aggression, harassment, and devaluation by members of the community. This definition of personal safety includes worry about being victimized, as well as actual incidents. (Thompson Rivers University, 2015)

Identify with students various situations where there is potential for one's sense of feeling safe to be diminished. Students may identify situations such as:

- another student taking lunch from someone at the cafeteria or in the classroom;
- someone saying hurtful things to you online;
- someone touching you in a way that makes you feel uncomfortable; or
- someone threatens your safety.

In conversations regarding the topic of bullying, the following may help identify different types of bullying:

Physical Bullying	Verbal Bullying	Social/Emotional Bullying
Hurting someone's body/property	Hurting someone's feelings	Hurting someone in a relationship sense
For example: <ul style="list-style-type: none">• biting• hitting• pulling hair• pushing• any physical attack• stealing• locking in a room or locker• damaging others' personal items	For example: <ul style="list-style-type: none">• name calling• teasing• threats• abusive language• rumours• bossing people around• lying• rudeness• gossip	For example: <ul style="list-style-type: none">• ruining friendships• rude gestures or faces• ignoring• excluding• malicious notes or emails• embarrassing people• gossip• rumours• making people feel helpless• making people feel inferior• humiliating people

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

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss with students the opportunity for harmful situations to develop while using the Internet. Include in your discussion how the environment may be potentially harmful emphasizing the need to:
 - avoid posting photos or information about your whereabouts or routines;
 - exercise caution when communicating with people trying to befriend you;
 - handle pop-ups; or
 - protect personal information.

Students may

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

Connection

Teachers may

- Invite a police officer to present about one's personal safety, or show students a safety presentation online.

Students may

- At the end of the presentation, create a personal or a group anti-bullying pledge. Samples of kindness pledges may be searched online.
- Trace their shoe on a piece of paper and write one action that will stomp out bullying. These shoes may be displayed on a bulletin board titled *"Together We Can Stomp Out Bullying"*.
- Write an entry in their journal (story or cartoon) describing three ways to deal with a bully who keeps picking on them during playtime.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp.130-131, 142-145

Health & Wellness (TR):
pp.130-131, 142-145

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for:

- Personal Safety

Other Curriculum Resources

Many Friends, One World by Carmelita McGrath (Religious Education):

- "A Dream of Freedom: The Story of Martin Luther King, Junior" pp. 27-31
- "The Gift of Forgiveness: The Story of Ruby Bridges" pp. 79-84

Children's Literature:

- *One* by Katherine Otoshi
- *My Secret Bully* by Trudy Ludwig
- *Confessions of a Former Bully* by Trudy Ludwig
- *Just Kidding* by Trudy Ludwig
- *Sorry* by Trudy Ludwig
- *I Am Not... But I Am* by Pam Smallcomb
- *Howard B Wigglebottom Learns it's OK to Back Away* by Howard Binkow
- *Do You Have a Secret?* by Jennifer Moore-Mallinos
- *How We Got Cyber Smart* by Lisa Rothfield-Kirschner
- *The Fabulous Friend Machine* by Nick Bland
- *Stand Tall* bold print magazine by David Booth

Staying Safe in My World

Outcomes

Students will be expected to

21.0 apply strategies to promote personal safety when one's sense of personal safety is threatened
[Health GCO 2, SEL GCO 13, SEL KSCO 13.3.1, 13.3.2, 13.3.3, 13.3.4]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where one identifies positive and negative risk factors, understands that decisions have consequences and recognizes potential influences on decision making.

Once we identify feelings that our personal safety is being compromised, the next step is to be educated about what to do in that type of situation. This outcome links with 20.0.

While there are many situations that can develop which threaten one's sense of personal safety, the focus is to provide information about generic courses of action that will assist in restoring one's safety in various situations. Keep in mind that every community is different, and students should know that they should tell an adult. This should lead to a discussion about identifying trusted community members, both inside and outside of school, who can provide assistance in threatening situations. Secondly, just as telling an adult is important, what to tell is equally important. Paying attention to details and communicating those details to an adult may be useful in helping to correct a situation. Finally, students should know that if their sense of safety continues to be compromised, they should be persistent in finding someone to listen and to take appropriate action for them.

Discuss with students their knowledge of trusted community workers (job titles, not specific persons) they could go to when concerned about their physical or emotional safety. Students may suggest a teacher, guidance counsellor, school nurse, police officer, principal, parent, grandparent, aunt or uncle, or neighbour.

The focus here is on prevention and what can be done to stay safe. Students should explore strategies that include knowing what to say or what to do to avoid uncomfortable or threatening situations. The transfer of this skill from one environment to another is key to this outcome. The promotion of safety practices should be a natural thing to do. While students may be reflecting on the play environment, it is important to explore all environments, physical and virtual, where students may be with or without adult supervision.

Staying Safe in My World

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read aloud a selection of children's literature and discuss the importance of saying no in a situation that makes one feel uncomfortable.
- Have someone from the school's OH&S committee come talk to the students about the importance of safety in and around the school.

Students may

- Research and view a video on any aspect of safety from an injury prevention-focused group such as The Canadian Red Cross.
- Identify the steps outlined to prevent injury or discuss an action plan to deal with the threat to personal safety.

Connection

Students may

- Demonstrate their understanding of personal safety practices. Some ways students can demonstrate their understanding may include creating a poem, song, poster, video, display or readers theatre.

Consolidation

Teachers may

- Invite the guidance counsellor into the classroom to discuss some possible interventions when one's sense of personal safety is threatened.
- Write scenarios like the ones listed below, on pieces of paper and place them in a bag as points of discussion. Use scenarios listed to discuss where children should use their "instincts" to say yes or no to a particular situation. Examples of scenarios:
 - a person offers to help you pick up your books after losing them on the ground;
 - a person tries to sell you a product that looks like candy;
 - a person you recognize but do not know well, asks you where you live;
 - a woman at the park says she has lost her dog and wonders if you can help her look;
 - sharing your location through social media apps (i.e., Snapchat)
 - what to say to end an uncomfortable telephone conversation;
 - you are asked to provide personal information online; or
 - your best friend's mom offers to give you a ride home after basketball practice without parental consent.

Students may

- Create a visual or design a door hanger to post in the school or at home, listing local emergency contact numbers. The visual should be eye-catching and posted in a visible place at school or at home.

Resources and Notes

Supplementary

Health & Wellness (SR):
pp. 126-127, 133-137

Health & Wellness (TR):
pp. 126-127, 133-137

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 1, for

- Personal Safety

Children's Literature:

- *My Stranger Belly: A Real Sense of Safety* by Renee Beese
- *Ten Steps to Staying Safe* by Cynthia MacGregor
- *Clicker the Cat: Online Safety Book for Kids* by Kyla Cullinane
- *No Means No!* by Jayneen Sanders
- *My Body Belongs to Me from My Head to My Toes* by Pro Familia
- *Miles Is the Boss of His Body* by Abbie Schiller and Samantha Counter
- *Howard B. Wigglebottom Yes or No* by Howard Binkow

Section Three: Specific Curriculum Outcomes

Unit 2: Foundations of Relationships

Focus

This unit focuses on skills to promote positive experiences in relationships with family, friends and peers. Respect for self and others is an integral component of relationship building. Students develop strategies to deal effectively with situations that might arise in relationships. Students continue to build skills to promote their own social and emotional learning. Developing strategies to deal effectively with feelings in a socially responsible manner is expanded upon in this unit. Students also have an opportunity to problem solve and learn about responsible decision making.

Outcomes Framework

Health GCO 1: Demonstrate an understanding of the aspects of their health and issues and challenges which impact health and well-being
SEL GCO 4: Regulate emotions, thoughts and behaviours
SEL GCO 7: Demonstrate an understanding that all individuals belong and have inherent worth
SEL GCO 10: Demonstrate an ability to build, maintain and restore relationships
SEL GCO 11: Apply decision-making skills to decisions about personal behaviour and social interactions
SEL GCO 13: Evaluate consequences of decisions and their impact on the well-being of self and others

SEL KSCO 4.3.1 understand there are different motives for behaviour
SEL KSCO 4.3.2 use reflection to identify one's motivation for behaviour
SEL KSCO 7.3.1 identify and respect the uniqueness of individuals
SEL KSCO 7.3.2 recognize human qualities that cross all cultures and groups
SEL KSCO 10.3.5 develop a process to solve problems with or without adult support
SEL KSCO 11.3.1 understand that actions have outcomes
SEL KSCO 11.3.2 use a decision-making model to make informed decisions
SEL KSCO 11.3.3 explore and choose effective personal strategies for making decisions
SEL KSCO 11.3.4 understand societal expectations of personal behaviour and social interaction
SEL KSCO 13.3.4 recognize potential influences on decision making

Students will be expected to

- 22.0 use a decision-making model to make informed decisions (SEL KSCO 10.3.5, 11.3.1, 11.3.2, 11.3.3, 11.3.4)
- 23.0 recognize potential influences on decision making (SEL KSCO 4.3.1, 4.3.2, 13.3.4)
- 26.0 identify human qualities that cross cultures and groups (SEL KSCO 7.3.1, 7.3.2)

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

SEL GCO 10: demonstrate the ability to build, maintain and restore relationships

SEL KSCO 10.3.6 identify characteristics of social responsibility

Students will be expected to

27.0 identify characteristics of social responsibility (SEL KSCO 10.3.6)

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

SEL GCO 5: Set and work toward personal learning goals

SEL GCO 13: Evaluate consequences of decisions on the well-being of self and others

SEL KSCO 5.3.1 understand the concepts of motivation, self-discipline and perseverance as they relate to goals

SEL KSCO 5.3.2 understand the process for setting, working towards and accomplishing relevant goals

SEL KSCO 5.3.3 develop a process to monitor achievement of goals

SEL KSCO 5.3.4 develop organizational skills to support personal and learning goals

SEL KSCO 13.3.1 identify positive and negative risk behaviours

Students will be expected to

24.0 develop organizational skills to support learning and personal goals (SEL KSCO 5.3.1, 5.3.2, 5.3.3, 5.3.4)

25.0 identify healthy and risk behaviours as it pertains to one's overall health and well-being (SEL KSCO 13.3.1)

SCO Continuum

Unit 2: Foundations of Relationships		
By Theme	Grade 2	Grade 3
Emotional Literacy - Emotions in Relationships	25.0 reflect on how their words and actions affect others and self 7.0 <i>develop and use an emotion vocabulary.</i> 8.0 <i>recognize how emotions physically feel and present in their bodies</i> 6.0 <i>choose strategies to manage emotions, impulses and conflict.</i>	22.0 use a decision-making model to make informed decisions 23.0 recognize potential influences on decision-making 24.0 develop organizational skills to support learning and personal goals 25.0 identify healthy and risk behaviours as it pertains to one's overall health and well-being
Being the Best Me	26.0 examine their acceptance of and respect for diversity in self and others 27.0 understand one's motivation for behaviour 7.0 <i>develop and use an emotion vocabulary.</i> 8.0 <i>recognize how emotions physically feel and present in their bodies</i> 6.0 <i>choose strategies to manage emotions, impulses and conflict.</i> 28.0 implement the goal setting process 4.0 <i>differentiate between optimism and pessimism</i> 10.0 <i>solve problems independently</i>	26.0 identify human qualities that cross cultures and groups 27.0 identify characteristics of social responsibility

Suggested Unit Plan

It is recommended to follow the sequence of the outcomes as presented in the themes above.

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

22.0 use a decision-making model to make informed decisions
[Health GCO 1, SEL GCO 10, 11, SEL KSCO 10.3.5, 11.3.1, 11.3.2, 11.3.3, 11.3.4]

Focus for Learning

This outcome is linked to the SEL Competence of Responsible Decision Making where students use a decision-making model to make informed decisions. Students explore and choose effective personal strategies for making decisions. In addition, students develop a process to solve problems with or without adult support.

Making decisions is a complex process with multiple steps that takes focus. Students must have a sense of calm as they begin the decision-making process or to follow a problem-solving model.

Here are possible steps:

1. Stay calm.
2. Identify the problem, ensuring that you understand what the problem is in the first place. Think: Is there a problem? What is the problem?
3. Identify feelings of the different people involved in the situation. Are they mad? Sad?
4. Set a goal - In Grade 3, the focus is on setting positive goals.
5. Generate solutions to achieve the goal. Pick the best one and try it!

Sometimes we face problems that we cannot control or solve by ourselves and we may need the support of an adult in our life. Students need to realize that even if they cannot solve all problems, they need to take care of their feelings, as one may experience uncomfortable feelings.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 28: Problem Identification 1
- Lesson 29: Problem Identification 2: Confident, Confused
- Lesson 30: Problem Identification 3: Why Things Happen

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 28, 29 and 30.

Activation

Teachers may

- Read aloud a selection of children's literature where characters have to make decisions. Discuss how the characters used a decision-making model to problem solve.
- Create a list of ways to make students feel better or instill a sense of calm. For example, going for a walk, playing with a pet, doing yoga, mindful moments, listening to music, or finding time to play with your friends may help one feel better.
- Refer to the Control Signal Poster in the *PATHS*® resource to guide decision making.

Connection

Teachers may

- Discuss with students the various problems or concerns they may have throughout the day and the decisions they have had to make. Students may want to share with the class or speak privately to a teacher or another adult. Have students share how they arrived at their decision. Did they use the decision-making model? How did it work? If not, could they have used a decision-making model?
- Have a box in the classroom where students can ask for help/ ideas to deal with a decision they need to make. A discussion can be had using student generated questions.

Resources and Notes

Authorized

PATHS®:(TR)

- Lessons 28-30, pp. 187-205

Supplementary

Health & Wellness (SR):
pp.24-29, 44-51

Health & Wellness (TR):
pp. 24-30, 44-51

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, For

- Decision Making

Other Curriculum Resources

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Can We Take Part in Decision Making?" pp. 102-114

Children's Literature

- *Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain
- *Berenstain Bears and Too Much TV* by Stan and Jan Berenstain
- *Howard B. Wigglebottom Learns It's OK to Back Away* by Howard Binkow
- *Howard B. Wigglebottom Learns Too Much of a Good Thing is Bad* by Howard Binkow
- *Would you Rather* by John Burningham

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

23.0 recognize potential influences on decision making
[Health GCO 1, SEL GCO 4, 13 SEL KSCO 4.3.1, 4.3.2, 13.3.4]

Focus for Learning

This outcome is linked to the SEL Competence of Self-Management where students understand that there are different motives for behaviour and where one reflects on motivation for one's behaviour.

Also, this outcome links to the SEL Competence of Responsible Decision Making where students use a decision-making model to make informed decisions.

This outcome focuses on influences that affect decision making. Students need to understand that there will be a number of expectations placed on them both by others and themselves.

Students may feel stress based upon the expectations that are placed on them. Children need to understand that these feelings are normal and, in their lives, there will be healthy stress and harmful stress. When the students are able to distinguish between the two and the feelings associated with each, they can make informed decisions.

Some factors that may influence decisions may include:

- academic ability;
- adequate sleep;
- close friends;
- culture;
- family;
- leisure time activities;
- media;
- mental health; or
- peers or classmates.

Sometimes influences may be positive and enable children to make appropriate, well-balanced decisions, while other influences may be negative. Students need to be able to distinguish between the two. Students may need adult support in making decisions.

Because life is full of challenges and struggles, it is important that children develop perseverance and positivity as they learn to make decisions in their daily lives.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 28: Problem Identification 1
- Lesson 29: Problem Identification 2: Confident, Confused
- Lesson 30: Problem Identification 3: Why Things Happen

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 28, 29 and 30.

Activation

Teachers may

- Read aloud a selection of children's literature where characters have to make decisions. Discuss factors that influence decision-making.
- Discuss how stress may present in your body. For example, your heart may beat faster, you may breathe faster, your hands may get sweaty, you may have a bad belly, or your knees may feel shaky. Discuss healthy stress that helps you perform well and harmful stress which may harm your health or affect your daily activities.
- Brainstorm a list of positive influences in one's life and how they may help you make decisions. Have students create a message, drawing, card or letter to someone that has had a positive influence on their life.

Connection

Teachers may:

- Discuss decisions that were easy for students to make and what influenced their decision. Further the discussion about decisions that were difficult to make and why.

Students may

- Research a poem, song, quote or chant that has a motivational or positive message. Create and make a display of positive messages that encourage students to persevere.

Resources and Notes

Authorized

PATHS®: (TR)

- Lessons 28-30, pp. 191-205

Supplementary

Health & Wellness (SR):
pp. 30-35

Health & Wellness (TR):
pp.30-35

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, for:

- Influences on Decision Making

Other Curriculum Resources

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Can We Take Part in Decision Making?" pp. 102-114

Many Friends, One World by Carmelita McGrath (Religious Education):

- "The Gift of Forgiveness: The Story of Ruby Bridges" pp. 79-84
- "A Marathon of Courage: The Story of Terry Fox" pp. 136-142

Children's Literature

- *For You Are a Kenyan Child* by Kelly Cunnane
- *My Mouth is a Volcano* by Julia Cook
- *Wilma Jean the Worry Machine* by Julia Cook

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

24.0 develop organizational skills to support learning and personal goals
[Health GCO 3, SEL GCO 5, SEL KSCO SEL 5.3.1, 5.3.2, 5.3.3, 5.3.4]

Focus for Learning

This outcome is linked to the SEL Competence of Self-Management where students develop a process to monitor the achievement of goals and where one develops organizational skills to support personal and learning goals.

The focus of this outcome is for students to understand that a goal is something new we want to do or achieve. Setting a goal requires a plan and commitment. A goal may be short-term or long-term.

A goal may be personal or academic or both. A personal goal may be linked to social and emotional learning. For example, a student may make one of the following goals:

- I need to find ways to be more comfortable when joining in games on the playground.
- I need to expand my friendship circle.
- I need to find ways that support me in finding calm when I am upset.
- I need to organize my personal learning space.

An academic goal may be:

- I need to work on having a better understanding of multiplication facts
- I need to write more details in creating narratives.
- My reading goal is to practice reading fluently.

Goals are responsive and individualized. When creating social and emotional goals, students need to understand that they influence academic goals because someone who is regulated and calm is ready to learn.

Setting a positive goal means an individual wants the best possible solution and to feel accomplished.

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 31: Goals
- Lesson 32: Setting Positive Goals
- Lesson 33: Reaching our Goals: Completing Homework

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 31, 32 and 33.

Activation

Teachers may

- Share success stories of local, national or international people who faced challenges, set goals and persevered.
- Have someone visit the class (in person or virtually) who has set a goal and achieved that goal. The resource person can explain to the students the steps involved and how they went about making their goal a reality. An example could be someone who has completed a marathon, an artist, a maker who uses things in the environment to create.

Students may

- Research a role model(s) and their success story. The focus should be on setting goals and persevering to reach one's potential. Create a display, slide show, illustration, timeline or narrative to share.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 31-33, pp. 206-219

Supplementary

Health & Wellness (SR): pp. 4-7, 174-176

Health & Wellness (TR): pp. 4-7, 174-176

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, for:

- Setting Goals

Other Curriculum Resources

- *My Province 3: Newfoundland and Labrador, Social Studies: "How Can We Take Part in Decision Making?"* pp. 102-114

Many Friends, One World by Carmelita McGrath (Religious Education):

- "Reaching Out to the Poor: The Story of Mother Teresa" pp. 43-48
- "Caring for the Earth and Each Other: The Story of Wangari Maathai" pp. 143-148

Emotional Literacy - Emotions in Relationships

Outcomes

Students will be expected to

25.0 identify healthy and risk behaviours as it pertains to one's overall health and well-being
[Health GCO 3, SEL GCO 13, SEL KSCO 13.3.1]

Focus for Learning

This outcome links to the SEL Competence of Responsible Decision Making where students identify positive and negative risk behaviours. The focus of this outcome is to think about healthy and risk behaviours when making decisions and how they may affect your health. Healthy behaviours are defined as actions that can protect your health or behaviours that can improve your health. Risk behaviours are actions that may harm your health. For example, if one is thinking about improving their physical health, getting enough sleep, playing outside and eating healthy would all be healthy choices. The decision to stay up late, eat foods high in sugar or use all of one's leisure time on a screen would be risk behaviours, as over time they would negatively impact one's overall health.

A central goal for the Grade 3 student is to develop skills for becoming independent problem solvers, generating possible solutions, and analyzing healthy and risk behaviours to solve a problem. Students need time to practice thinking of all possible solutions prior to choosing what they think will be the best solution to the identified problem. They must consider the health and risk factors before deciding on the best possible solution to the identified problem. Once they decide on a solution, they must then try it and, once done, take time to evaluate the choice that was made.

Sometimes, when a student has a problem over which they have no control, a discussion needs to happen regarding recognition and acceptance of this situation.

Some examples may include when a friend moves away, environmental issues, health issues or if a family issue arises. In these cases, it is important to have strategies to make oneself feel better (e.g., students may ask for a hug, draw a picture or write down how they're feeling, get exercise, play with a friend or pet, or think of happier times).

Emotional Literacy - Emotions in Relationships

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 34: Generating Solutions 1
- Lesson 35: Generating Solutions 2
- Lesson 36: Generating Solutions 3: Thinking Takes Time
- Lesson 37: Coping with Difficult Problems

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 34, 35, 36 and 37.

Activation

Teachers may

- Create a t-chart, diagram or jamboard to generate a list of healthy behaviours versus risk behaviours. Discuss how one can change risk behaviours into healthy behaviours.
- Read aloud children's literature where students have to accept a problem that cannot be changed. Discuss what the main character affected can do to make oneself feel better.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 34-37, pp. 220-235

Supplementary

Health & Wellness (SR): pp. 4-7

Health & Wellness (TR): pp. 4-7

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, for:

- Risk Behaviours

Children's Literature

- *Hannah Moved Away* by Judith Viorst
- *Franklin's Valentines* by Paulete Bourgeois
- *The Good Dog* by Avi
- *Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain
- *The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain
- *Wilma Jean the Worry Machine* by Julia Cook
- *Clicker the Cat Online Safety Book for Kids* by Kyla Cullinane

Being the Best Me

Outcomes

Students will be expected to

26.0 identify human qualities that cross cultures and groups
[Health GCO 1,
SEL GCO 7,
SEL KSCO 7.3.1, 7.3.2]

Focus for Learning

This outcome links to the SEL Competence of Social Awareness where students identify and respect the uniqueness of individuals and where one can recognize human qualities that cross over all cultures and groups.

The focus for this outcome is on attributes that help children become more caring and responsible members of society.

These positive human qualities should include being a good listener, understanding the perspective of others, showing empathy towards others, learning to work cooperatively with others in groups, and learning how to effectively disagree with someone without making it personal.

The main idea is for students to be personally responsible for one's behaviour in situations where taking responsibility can have either a positive or negative outcome. If it is a negative behaviour, one needs to take ownership, apologize and remember that tomorrow is a new day.

Being a participant in projects may help build human qualities and help one respect the diversity of others. Some examples may include becoming penpals with a local seniors' club, helping younger students with their reading, being a prefect to younger students, being a tech partner, helping at the breakfast and/or lunch program, or being a bus buddy.

Instill the understanding that all humans have common personal qualities of respect for others, empathy and kindness, no matter your gender, race, religion, abilities, or appearance.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 38: Being Responsible
- Lesson 39: Creating Change: Biography of Malala Yousafzai

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lessons 38, 39 and 40.

Activation

Teachers may

- Read aloud a selection of children's literature, or incorporate songs, chants, poems or view a video that shows kindness and empathy. Discuss examples of kindness and relate those to their own life.

Students may

- Research a school in another part of the province/country/world and compare the traditions, routines, and/or customs followed at that school compared to your school.
- Engage in and share their different traditions or customs by participating in a multicultural day or a talking circle to promote understanding and respect for the diversity of others.
- Create cards for seniors and distribute them within their communities at different times of the year (Thanksgiving, Valentine's, etc.).
- Write a letter or make a card for someone you have identified as being unique and tell them why they inspire you. Examples would include Ruby Bridges, Elizabeth Penashue, Chief Mi'Sel Joe, etc.

Resources and Notes

Authorized

PATHS® (TR)

- Lessons 38-39, pp. 239-245

Supplementary

Health & Wellness (SR):
pp. 37-38, 46-47, 177

Health & Wellness (TR):
pp. 37-38, 46-47, 177

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, for:

- Human Qualities

Other Curriculum Resources

Many Friends, One World by Carmelita McGrath (Religious Education):

- "A Dream of Freedom: The Story of Martin Luther King, Junior" pp. 27-31
- "Walking the Good Path: The Story of Elizabeth Penashue" pp. 32-36
- "Bringing People Together: The Story of Reverend Lester Burry" pp. 60-64
- "My Religion is Kindness: The Story of the Dalai Lama" pp. 123-128

My Province 3: Newfoundland and Labrador, Social Studies:

- "How Do People Interact Positively?" pp. 64-74

Children's Literature

- *Whoever You Are* by Mem Fox
- *But It's Not My Fault* by Julia Cook
- *A Little Spot of Empathy* by Diane Alber
- *Kindness is my Superpower* by Alicia Ortego
- *Our Diversity Makes us Strong* by Elizabeth Cole

Being the Best Me

Outcomes

Students will be expected to

27.0 identify characteristics of social responsibility
[Health GCO 2
SEL GCO 10
SEL KSCO 10.3.6]

Focus for Learning

This outcome links to the SEL Competence of Relationship Skills where one can identify characteristics of social responsibility. This outcome focuses on being socially responsible for yourself and others in your school and home community. Here students gain an appreciation for being an active community member as this pertains to socialization, advocating for others and inclusion.

Community activities can benefit your physical, emotional and mental health. Students may be involved in activities such as:

- advocating for change;
- beach clean-ups.
- community cleanup;
- joining community organizations;
- planting flower/vegetable gardens;
- recycling program;
- special concerts or events; or
- using community facilities.

Ask students to take time to reflect on being a part of making a positive impact on their community.

Being the Best Me

Sample Teaching and Assessment Strategies

PATHS®

- Lesson 40: Social Responsibility: Project to Improve Our School

While there are many suggested teaching and assessment strategies, it is not expected that teachers use all of these in addition to *PATHS*® Lesson 40.

Activation

Teachers may

- Create a list of activities that students can participate in throughout the school year.
- Share aloud children's literature or a video where students make a difference in their community.

Students may

- Create a persuasive piece of writing to advocate for change in your community or school. Students may produce a slideshow, a Jamboard, write a letter, create a video using the green screen, a poster or a presentation mode of their choice. Some ideas may include: a better recycling program, beach/neighbourhood clean-up, more bike trails for children, more green space, a park/playground in your neighbourhood, bike racks installed at your school, etc.
- Present their persuasive piece of writing to the school administration for feedback.
- Students may engage in programs such as *The Little Green Thumbs* participating in environmentally friendly activities, while promoting environmentally friendly practices school wide.
- Participate in a School Yard/Community Clean Up.

Resources and Notes

Authorized

PATHS® (TR)

- Lesson 40, pp. 246-248

Supplementary

Health & Wellness (SR):
pp. 174-175

Health & Wellness (TR):
pp. 174-175

Suggested

Resource Links

<https://www.k12pl.nl.ca/curr/k-6/health/grade3.html>

Visit Resource Links, Unit 2, for:

- Social Responsibility

Other Curriculum Resources

My Province 3: Newfoundland and Labrador, Social Studies:

- "What Does It Mean To Be a Citizen??" pp. 88-101

Children's Literature

- *The Lorax* by Dr. Seuss
- *The Invisible Boy* by Patricia Barton
- *What if Everybody Did That?* by Ellen Javernick
- *Sometimes People March* by Tessa Allen
- *The Earth Book* by Todd Parr

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