### SAS HEALTH STANDARDS:

1. **Comprehend health related concepts** to enhance physical, social and mental health and avoid or reduce health risks.
2. Demonstrate the ability to **practice behaviors** that enhance physical, social and mental health and avoid or reduce health risks.
3. Demonstrate the ability to **access valid information, products and services** to enhance physical, social and mental health and avoid or reduce health risks.
4. Demonstrate the ability to use **interpersonal communication skills** to enhance physical, social and mental health and avoid or reduce health risks.

### STRAND: PHYSICAL HEALTH

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<th>Topics</th>
<th>Integration Model/ Responsibility</th>
<th>Learner Outcomes:</th>
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| **Physical Activity**| Integrated into PE program by PE teachers – see PE Curriculum for specific detail. | ▪ Describe how physical activity, rest, and sleep help a person stay healthy.  
▪ Identify benefits that result from participation in regular physical activities.  
▪ Recognize that regular activity can take many forms and changes of habit can enhance personal wellness.  
▪ Perform regularly at least one activity associated with each component of health-related physical fitness.  
▪ Recognize the physiological indicators that accompany moderate to vigorous physical activity e.g., perspiring, increased heart rate, heavy breathing.  
▪ Identify relationship of heart and lungs during physical activity. |
| **Nutrition**        | Addressed through classroom with support from Nutrition Coordinator. | ▪ Describe the benefits of eating healthy snacks.  
▪ Describe the health benefits of drinking water, compared to other beverages. |
| **Disease Prevention** | Addressed through classroom with support as needed from nurses, counselors... | ▪ Understand the need for proper hand washing and cleanliness to reduce the spread of germs.  
▪ Demonstrate skills to reduce the spread of germs.  
▪ Encourage peers to make positive choices for personal health and wellness. |
| **Safety**           | Addressed in various contexts by classroom teachers, PE teachers, counselors, principals as relevant. | ▪ Recognize safety risks and safe practices, including how to stay safe in the sun.  
▪ Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.  
▪ Outline the potential safety risks in the home, school, and community (e.g., from fire or toys).  
▪ Know how to be a safe member of the community e.g., know how and where to play safely at home and school.  
▪ Practice escaping unsafe situations by getting away, leaving, and telling an adult.  
▪ Identify people who can provide personal safety assistance and explain how to access them.  
▪ Follow relevant safety procedures e.g., fire and lock-down drills, pool rules, crosswalk procedures, bus safety. |

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The school nurses are available, on request, to talk to students about a range of topics e.g., allergies, germs, personal hygiene.

*Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living*

April 22, 2009


Adopted by the Board on May 19, 2009
### STRAND: SOCIAL

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| Managing Feelings and Relationships | Building friendships is a focus area in Grade 1, through class community building activities and throughout the year. **Counselor Character Education** program provides support for this and other areas of social health with ongoing reinforcement from **specials teachers, principals and other relevant members of school community.** | ▪ Describe why friends are important and how to be a good friend.  
▪ Describe ways family members and friends help each other.  
▪ Explain the role of listening and paying attention in building and maintaining friendships.  
▪ Apply skills to find out how others are feeling.  
▪ Apply skills to predict the potential feelings of others.  
▪ Describe characteristics of people who can help make decisions and solve problems.  
▪ Explain the decision making and problem solving steps.  
▪ Apply the steps to making a decision or solving a problem.  
▪ Apply effective listening and attending skills.  
▪ Demonstrate giving and accepting a compliment or statement of appreciation.  
▪ Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.  
▪ Describe exploitative behaviors (e.g., abusive behaviors, bullying, inappropriate touching) and associated feelings.  
▪ Understand the SAS Core Values and apply appropriately in various situations. |

### STRAND: MENTAL HEALTH

*At this grade level Mental Health is addressed within the context of the other strands as it arises or on an individual basis as needed.*