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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<tr>
<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. | - Identify the benefits derived from regular physical activity.  
- Select and participate regularly in physical activities for the purpose of improving skill and health.  
- Associate the role of physical fitness in improving personal health status.  
- Identify and engage in several activities related to components of physical fitness such as muscular strength, endurance, and flexibility.  
- Complete individual fitness assessments and set attainable personal goals. |
| Nutrition       | Starting in Grade 4 students select and purchase food and drinks independently from the cafeteria. To promote healthy choices, nutrition is addressed in the classroom at beginning of the year with support from the Nutritionist. | - Understand the importance of making healthy food choices.  
- Understand the USDA pyramid food groups.  
- Identify nutritious foods from each group, and relate to those available in the school cafeteria.  
- Identify nutritious and non-nutritious beverages.  
- Read cafeteria food labels to identify nutritional value and content of foods.  
- Understand the benefits of limiting consumption of certain nutrients e.g., fats.  
- Demonstrate the ability to make healthy food and beverage choices from cafeteria snack and lunch menus. |
| Disease Prevention¹ | Addressed by classroom teachers, PE teachers, nurses ... | - Practice good hygiene to prevent the spread of germs and disease e.g., washing hands, covering sneezes. |
| Safety          | Addressed by classroom teachers, PE teachers, nurses ... | - Explain and follow relevant safety procedures e.g., fire and lock-down drills, pool rules, crosswalk procedures, bus safety rules.  
- Understand the importance of sun safety. |

¹ The nurses are available, on request, to talk to students about a range of topics e.g., allergies, specific types of diseases, such as microplasma, dengue.

Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living
Correlation to National Health Education Standards:  
SAS Standard 1 – NHES Standard 1  
SAS Standard 2 – NHES Standard 5, 6, 7  
SAS Standard 3 – NHES Standard 2, 3  
SAS Standard 4 – NHES Standard 4, 8
Adopted by the Board on May 19, 2009
## STRAND: PHYSICAL HEALTH [cont’d]

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| Growth and Development for Girls ²    | This is offered by the nurses to girls and their mothers as an optional Mother-Daughter Tea. | ▪ Develop a maturing self image, with an awareness of and respect for individual differences.  
▪ Develop an understanding of the physiological, psychological, and emotional aspects of human development.  
▪ Know the psychological and physiological changes which take place as individuals grow and develop.  
▪ Understand menstruation and products; and related proper hygiene. |

## STRAND: SOCIAL HEALTH ³

| Managing Feelings and Relationships   | Integrated into counselor Character Education program with ongoing support and reinforcement from counselors, classroom teachers, specials teachers, principals and other relevant members of school community. | ▪ Demonstrate active listening strategies.  
▪ Understand the characteristics and benefits of positive friendships.  
▪ Develop further understandings of being a Third Culture Kid (TCK) and how it impacts friendship.  
▪ Recognize how friends influence each others’ behavior and well-being.  
▪ Understand the power relationship of teasing and bullying on others.  
▪ Demonstrate the ability to confront bullying and teasing, whether a victim or bystander.  
▪ Describe strategies to manage strong feelings, including anger and resentment.  
▪ Apply the use of positive self-talk to manage feelings.  
▪ Describe the characteristics of people who can help make decisions and solve problems.  
▪ Explain and apply the decision-making and problem-solving steps.  
▪ Demonstrate the ability to support and respect a range of differences.  
▪ Understand the SAS Core Values and apply appropriately in various situations. |

## STRAND: MENTAL HEALTH

| Positive Self-Image                   | Integrated into counselor Character Education program with ongoing support and reinforcement from counselors, classroom teachers, specials teachers, principals and other relevant members of school community. | ▪ Develop further understanding of self-advocacy and the power of positive self-image.  
▪ Develop further understanding that individual behavior always affects others and our community.  
▪ Recognize further causes and signs of anxiety.  
▪ Develop further understanding of consequences of anxiety, including how anxiety might affect physical and social health.  
▪ Develop further strategies for reducing anxiety.  
▪ Know how to communicate feelings of anxiety and who to see for help |

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² This topic is “grayed-out” as it is offered as an option for families feeling the need to address this topic in Grade 4.

³ Social Health, especially as it relates to responsible and respectful personal and social behavior and interaction, is also specifically addressed in Standards 5 and 6 of the SAS Physical Education curriculum.

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


Adopted by the Board on May 19, 2009

April 27, 2009