



Government of Newfoundland and Labrador
Department of Education
Programs and Services Division

Call for Submissions

Date **July 11, 2023**

Reference Number **2023-5**

The Department of Education (Programs and Services) is conducting a call for submissions to identify learning resources that may be useful to support the following courses:

Courses: **Health 4, 5 and 6**

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the ***Resource Submission Procedures*** in order to be eligible for inclusion in the environmental scan.

All submissions must be received by:
4:00 PM (Newfoundland Time Zone) Wednesday, August 16th, 2023

Resource Submission Procedures

1. Review **Appendix 1** and **Appendix 2** of this document. Vendors will confirm that the resource submitted
 - a. aligns the intent of the course/program description provided, and
 - b. addresses a significant number of outcomes.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form** to:

To: toddwoodland@gov.nl.ca
Subject: Resource Submission - Reference Number 2023-5

4. Ship **eight physical copies** of each resource to:

**Learning Resources Distribution Centre
Building 909, Pleasantville
St. John's, NL
A1A 1R1**

- Clearly label the package(s)

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Digital submissions will be considered, however, if available, at least one physical copy should be shipped to the mailing address above by the submission deadline.

- Digital submissions should be e-mailed to toddwoodland@gov.nl.ca with the subject line:

Resource Submission - Reference Number 2023-5

5. If additional information is required, send an email request to:

Todd Woodland

**Manager
Division of Programs and Services
Department of Education
toddwoodland@gov.nl.ca**

Appendix 1: Resource Requirements

Requirements

- Evidence-based Health and/or Social and Emotional Learning teacher and student resources that align with the draft curriculum outcomes and are engaging, current, and age – and developmentally-appropriate for diverse learners.
- Comprehensive resources are preferred, which may include
 - teacher resources,
 - outcome-aligned lesson plans,
 - shared reading resources, and
 - assessment resource or suggestions.
- English and French language teacher and student resources (print or digital) are required.
- Resources available in both languages are preferred; however, English-only and French-only resources will be considered. Translated resources should be of high-quality translation.
- Resources should highlight a diversity of representations such as multicultural, indigenous, and gender.

NOTE: An accessible digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes.

Appendix 2: Health 4-6 Course Description and Outcomes

Introduction

This document presents draft outcomes for Health 4, 5, and 6 Curriculum Guides in a table format. Outcomes are listed under broader Target areas.

| Social Emotional Learning Target 1: Self-Concept | | |
|---|--|---|
| Grade 4 | Grade 5 | Grade 6 |
| Analyze the relationship between body image and mental health | Examine one's ability to foster a positive self-concept | |
| Social Emotional Learning Target 2: Emotions, Thoughts and Behaviours | | |
| Grade 4 | Grade 5 | Grade 6 |
| <p>Demonstrate how to effectively identify and communicate emotions</p> <p>Describe the relationship between one's mental health and mood, thinking and behaviour</p> | <p>Analyze how words and actions of others influence one's thoughts and feelings</p> <p>Discuss the impact of developing strategies to foster growth mindset on mental health</p> <p>Explore how one's values, likes, or dislikes affect choices</p> <p>Demonstrate how to effectively identify and communicate needs and emotions in healthy ways</p> | <p>Explain how personal attitudes and qualities influence health behaviours</p> <p>Distinguish between reactive and responsive behaviours in interactions.</p> <p>Recognize the physiological effects of stress.</p> <p>Reflect on the influence of feelings and emotions on mood, thinking, and behaviour.</p> <p>Analyze potential impacts of media messaging</p> |
| Social Emotional Learning Target 3: Personal and Learning Goals | | |
| Grade 4 | Grade 5 | Grade 6 |
| Create a goal setting process that reflects positive attitude and self-motivation | Use strategies to guide the process of working towards goals | Evaluate progress and effectiveness when achieving a personal health goal |
| Social Emotional Learning | | |

| Target 4: Perspective Taking | | |
|---|--|--|
| Grade 4 | Grade 5 | Grade 6 |
| | Investigate the presence of ethical norms in school and community | Explore the positive impact of diversity of individuals and cultures on building our communities Use and monitor self-regulation strategies in response to situations |
| Social Emotional Learning Target 5: Belonging and Worth | | |
| Grade 4 | Grade 5 | Grade 6 |
| | Connect culture to identity and social inclusion Analyze the benefits and challenges of one's engagement in social networks | Communicate qualities that contribute to being a positive role model |
| Social Emotional Learning Target 6: Building, Maintaining, and Restoring Relationships | | |
| Grade 4 | Grade 5 | Grade 6 |
| Recognize that there is a diversity of family structures that change over time Develop the ability to build healthy and supportive relationships Evaluate the impact on mental health of current strategies used to communicate emotions and propose new strategies to meet mental health goals | Develop the ability to maintain healthy and supportive relationships Develop strategies to advocate for needs and interest of self and others Respect boundaries by giving and obtaining consent in interactions | Develop the ability to restore healthy and supportive relationships Describe the components of friendship Demonstrate effective communication skills |
| Social Emotional Learning Target 7 : Responsible Decision-Making | | |
| Grade 4 | Grade 5 | Grade 6 |
| Analyze the short and long term effects of decisions on wellness | Make decisions for one's personal wellness that consider the connection | Consider personal responsibility and the influence of peers, |

| | | |
|--|--|--|
| Analyze strategies used in media to influences children's thoughts and choices Practice responsible digital citizenship | between belonging and inherent worth Reflect on the consequences of a health decision on self and others Practice responsible digital citizenship | media, and culture in decision making Practice responsible digital citizenship |
| Physical and Mental Health Target 8: Nurturing Growth and Development | | |
| Grade 4 | Grade 5 | Grade 6 |
| Describe the physical and psychological changes of puberty Recognize the role of breastfeeding in the nutrition of infants and young children from birth to age 2+ Explore the origins of food in the local food environment Investigate the health impact of nicotine and develop strategies to live nicotine free | Connect the physical, emotional, and social changes that occur during puberty to well being Develop strategies to care for body systems Evaluate how prevention and promotion practices contribute to brain health | Examine the ongoing changes that occur during puberty as associated with relationships |
| Physical and Mental Health Target 9: Managing My Health | | |
| Grade 4 | Grade 5 | Grade 6 |
| Understand that physical health is a critical component of wellness and strategies are necessary to support physical health Use Canada's Food Guide to create a balanced approach to healthy eating Understand the relationship between nutrition and oral health Develop strategies to monitor caffeine intake and minimize physiological impacts Differentiate between communicable and non- | Explore the influence of peers on informed food and beverage choices Assess how substance use laws promote public health Assess the level of risk in making decisions on substance use Examine sleep habits and patterns and their effects on physical and mental health Assess and monitor one's commitment to lifelong active living | Explore strategies to sustain and nourish mental well-being Explore factors that affect food choices Explore how the messages in Canada's Food Guide support health and well-being through nutrition Investigate the rationale for smoke free environments Assess the level of risk on growth and development from substance use |

| | | |
|---|--|--|
| communicable disease and devise strategies for the prevention and or management of both | Identify how to access services to support mental health and well-being | <p>Evaluate how prevention and early intervention practices contribute to wellness</p> <p>Recognize when interventive care is required for brain health</p> |
| <p>Environmental Health</p> <p>Target 10: Being Safe in All Environments</p> | | |
| Grade 4 | Grade 5 | Grade 6 |
| <p>Identify types of abuse and effective responsive strategies for physical abuse</p> <p>Identify how to access sources of help and support against abuse and violence</p> <p>Assess safety practices particular to one's choice of leisure time activities</p> <p>Identify appropriate courses of action to take in an emergency situation</p> | <p>Make a plan to access sources of help and support against abuse and violence</p> <p>Identify situations involving physical, emotional, and sexual abuse</p> <p>Recognize the role weather plays in safety</p> | <p>Advocate for self and others against abuse and violence</p> <p>Identify situations involving physical, emotional, and sexual abuse</p> <p>Evaluate the impact on self and others of personal safety practices during physical and leisure activities</p> <p>Discuss procedures involved in providing help in life-saving situations</p> |
| <p>Environmental Health</p> <p>Target 11: My Health in My Environment</p> | | |
| Grade 4 | Grade 5 | Grade 6 |
| | <p>Describe the connection between waste management and positive health outcomes</p> <p>Examine processes and practices in your home, school, and community to deal with waste and recycling material</p> | <p>Describe how environmental factors may influence health</p> <p>Investigate how communities/regions support wellness</p> <p>Assess the role community agencies play in maintaining healthy and safe environments</p> <p>Understand one's role in fostering the health of the broader community</p> |