

STRAND: Growth Development and Body Awareness

Sub strand: Healthy Body Awareness

Grade 4

Students will demonstrate an understanding of the developmental milestones; positive and negative self-image; healthful choice regarding digestive system and recognize the multiple dimensions of health.

Healthy body awareness

Identify bodily changes that occur at the onset of puberty (gender-specific body changes)

Identify the factors that influence body shape and size (diet, exercise, hereditary)

Responsibility

Identifies changes in roles and responsibilities marked by developmental transitions.

**Dimensions of health
Health**

Recognize the multiple dimensions of health (physical, mental, emotional, environmental social and spiritual health)

Explain that sensory nerve carries messages from sense organ to the brain, and that motor nerve carry messages from the brain to the body
For e.g., eyes see a strange – tell muscles to run

SUBSTRAND: Nutrition

Grade 4

Students will demonstrate an understanding of key nutrition concept including nutrient identification, daily calorie needs, hydration for physical activity, safe food handling and goal setting for healthy eating.

List six nutrients

Identify at least one key nutrient provided by recommended food groups for
Grains: B Vitamins and fiber
Fruits: vitamin C, potassium
Vegetables: Vitamin A, Vitamin C
Dairy: Calcium, Vitamin D
Protein: Iron, zinc

Describe how each nutrient contributes to a healthy body.

Discuss the importance of hydration for physical activity.

**Hygiene and food preservation
Calories**

Describe safe food handling and preparation practices.

Use a nutrition label to identify the ingredients in foods

Define a Calorie and describe how it is used by the body

Identify how many calories they need in a day

Goal setting Develops a healthy eating goal

SUBSTRAND: *Common disease and disease prevention*

Students will understand the components related to disease *prevention* and exhibit behaviors to promote *health*

Communicable disease / Prevention List ways to prevent life-threatening diseases.

Medicine Identify prescription and over-the-counter medicine

Discuss safe procedures for using *prescription* and over-the-counter medicine

Decision Making Discuss about the long-term effects of a health-related choices

Drugs *Note: The following indicators should be imparted through a life skill program with the assistance of life skill specialist.*

Identify illegal drugs (e.g., marijuana methamphetamine, inhalants, prescription drugs, vapes)

Explain how to stay away from alcohol, illegal drugs, and tobacco (e.g., say NO ignore, walk away)

STRAND: Personality and Social Development

Sub strand: Self concept

Grade 4

Students will demonstrate a deeper understanding of self- concept, individual characteristics, values, interests and self-expression, recognizing their significance in personal growth and identity development.

Self-concept

Define self-concept and its importance in personal growth and development.

Engage in a group discussion on individual characteristics, values, and interest.

Explore the concept of self-expression and its role in shaping identity.

Sub strand: Interpersonal skill

Grade 4

Demonstrate effective communication skills, including clear expression and active listening

Interpersonal skill

Define interpersonal skills and their importance in building positive relationship.

Discuss the qualities of effective communication and active listening.

Engage in interactive activities to practice communication skill.

Discuss the role of respectful communication in fostering a positive classroom environment

Sub strand: Resilience

Grade 4

Understand the concept of resilience and its importance in personal development.

Resilience

Define resilience and its importance in everyday life

Identify and discuss real-life examples of resilient individuals from history, literature, or contemporary figures.

Talk about the concept of growth mindset and its connection to resilience.

Strand: Health of individual and community

Sub strand: Injury prevention

Grade 4

Student will understand and learn specific behaviors that promote injury prevention and personal safety

Identify safety rules and procedures to avoid injury (e.g., swimming, driving, falls, burns)

Discuss ways to be a safe pedestrian.

Talk about consequences of risky behaviors

Identify personal information and the importance of keeping it private.

Explain responsible uses of technology and digital information and describe potential consequences of inappropriate use.

Sub strand: Personal body safety skills

Grade 4

Students will recognize and practice *health-enhancing* behaviors to reduce *health risks*

Violence and bullying

Talk about different strategies to avoid or reduce harmful situations

Identify sources to report abuse, *bullying*, violence, and injury (e.g., teachers, counselor, parent, leading teacher)

STRAND: HEALTHY PHYSICAL ACTIVITIES

SUB STRAND: Locomotor and Manipulative skills

Grade 4

Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people

Performs locomotor movement skills with agility and strength

Use overarm in game situation (e.g. cricket)

Catches using one hand, preferred and non-preferred.

Kicks with either foot to a target.

Hits backhand

Exhibit complex skipping routines (e.g., shifting from forward to backward and crossing arms) using a short rope.

Passes to a moving target from a stationary position (e.g., passes with hand, foot or equipment).

Dribbles with preferred hand and foot whilst changing directions (e.g., basketball, football).

Sub strand: Swimming

Grade 4

Perform basic swimming strokes, underwater skill and survival techniques

Entry into water Perform a fall in entry.

Sculling and body orientation Demonstrate sculling feet first on the back

Demonstrate rotation of the body while keeping the face above the water

Movement and swimming strokes Swim continuously 50 meters with above water arm recovery

Swim continuously 25 meters with underwater arm recovery

Butterfly

Perform butterfly arm action for a distance of 5 meters

Survival skills Perform sculling, floating or treading water for 2 minutes

Swim slowly for 3 minutes using the actions which resemble three recognized survival strokes, changing after each minute to another stroke

Throw a rescue floatation to a partner at a distance of 5 meters

Underwater skills Perform a surface dive, swim underwater search for and recover an object from water of depth equivalent of the child's height

Sub strand: Health and Skill Related Fitness Activities

Grade 4

Participates in physical activities that enhance fitness and fitness knowledge

Cardiovascular endurance

Skill

Identify and participate in age-appropriate activities that develops cardiovascular endurance.

Knowledge

Identify the location of the heart.

Describes that nutritious food provide energy for physical activity.

Muscular Endurance /Muscular Strength

Skill

Hang on monkey bars for a short period of time.

Climb ladders, jungle gym.

Knowledge

Describe that strong muscle help to climb and hang.

Flexibility

Skill

Do simple stretching such as posing as different alphabets

Knowledge

Name the body parts involved in stretching

Body composition

Skill

Engage in uninterrupted movement activities (games such as tag or follow the leader

Knowledge

Explain that the body is composed of muscles, bones, fats and different organs

Fitness outcomes

Participate in recognize health fitness assessment which cardiovascular endurance, muscular strength and endurance, flexibility and body composition