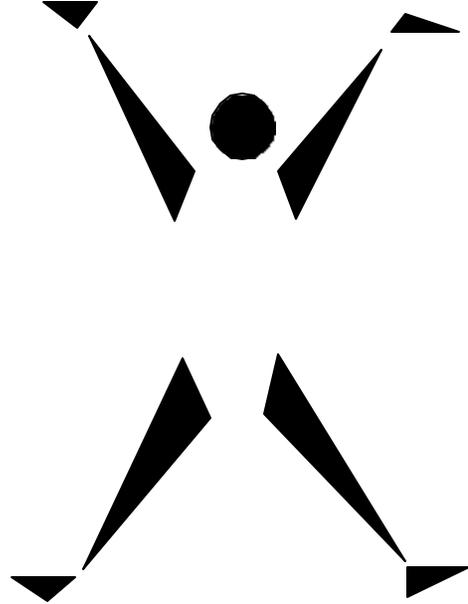


Healthy Lifestyle Practices



Healthy Lifestyle Practices

Explanation of the GLO

The general student learning outcome for *Healthy Lifestyle Practices* addresses the knowledge component related to today's major health issues as follows:

- C physical inactivity
- C unhealthy dietary behaviours
- C alcohol, tobacco, and other drug use
- C sexual behaviours that result in Human Immunodeficiency Virus (HIV) infection, other sexually transmitted diseases/infections, and unintended pregnancies
- C behaviours that may result in intentional and unintentional injuries

Most of the student learning outcomes related to these five health risks factors are found in *Healthy Lifestyle Practices*. Each strand deals with a health-risk factor with the exception of the last factor: behaviours that may result in intentional and unintentional injuries. This health-risk factor is addressed primarily in *GLO 3: Safety*.

The essence of this general student learning outcome is that *the student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality*.

Explanation of the SLOs

Students will show an understanding of the health risks relative to each strand area and apply the skills from *Personal and Social Management*, where applicable, for making health-enhancing decisions. With the integration of student learning outcomes in *Personal and Social Management* and *Healthy Lifestyle Practices*, students will be challenged to use the knowledge and management skills for the

prevention and management of health issues/problems. For example, students will identify the positive and/or negative effects of tobacco use in the *Substance Use and Abuse Prevention* strand, and use personal and social management skills, such as assertiveness skills, in case scenarios for resisting possible peer pressure to smoke.

In the strands related to *Personal Health Practices*, *Active Living*, and *Nutrition*, students will identify the daily habits and responsibilities for promoting physically active and healthy lifestyles, as well as for the prevention of illness and disease. The skill component focusses on the planning and managing of personal health practices (e.g., participation in physical activity, healthy eating) on a daily basis.

The *Substance Use and Abuse Prevention* strand helps students to recognize helpful and harmful substances, and the potential dangers associated with unsafe use of helpful (e.g., medicines, household products, solvents) and harmful substances (e.g., poisons, tobacco, alcohol). Successful programming for alcohol, tobacco, and drug education focusses on resistance training, as part of a broader curriculum stressing self-efficacy, interpersonal skills, and concrete knowledge of health effects (Gerstein et al., 1993). The skill component for this strand develops communication and interpersonal skills, including assertiveness and resistance training, that promote health-enhancing decision-making to avoid/refuse use of harmful products, including tobacco and alcohol.

The *Human Sexuality* strand includes student learning outcomes related to the following areas:

- C physical development (e.g., human reproduction, secondary characteristics associated with puberty, growth and development patterns, and pregnancy)
- C emotional development (e.g., puberty, hormones, and sexual attraction)
- C social development (e.g., family support, cultural/social values, sex roles, sexuality, and responsible sexual behaviour)
- C sexual health issues (e.g., Human Immunodeficiency Virus [Ⓢ]HIV[Ⓢ], Acquired Immune Deficiency Syndrome [Ⓢ]AIDS[Ⓢ], Sexually Transmitted Infections [Ⓢ]STIs[Ⓢ])

Students will gain an understanding of the physical and social-emotional changes that occur at different ages and stages of life, and of the need to make informed and healthy decisions regarding responsible sexual behaviour. The specific student learning outcomes build on an abstinence base. They also foster responsible sexual behaviour by providing information on pregnancy prevention. Schools are encouraged to help parents address many of the confusing messages about human sexuality that are communicated to children and youth by the media and other sources. Skills for making health-enhancing decisions are the primary focus, including responsible decision-making, problem-solving, and avoidance/refusal skills.

Developing attitudes and behaviours that promote healthy lifestyle practices for lifelong fitness and social-emotional well-being is the aim of the Framework. The student's personal background, experience, desire, and motivation all contribute to making healthy lifestyle choices. Through supports and partnerships involving family, school, and community, students learn to appreciate and value the benefits of healthy lifestyle practices; the importance of making health-enhancing decisions that have an impact on themselves and others; and the responsibilities and commitments associated with developing healthy relationships. The attitude indicators for this general student learning outcome guide teaching, learning, assessment, and anecdotal reporting across the grades.

Other Considerations

Programming related to this general student learning outcome is most effective when it involves parents. Schools must seek parental input and approval prior to delivery of the student learning outcomes related to *Substance Use and Abuse Prevention* and *Human Sexuality*.

Human sexuality education increases young people's knowledge about human sexuality, but its effects on attitudes and behaviours depend on how, by whom, and for how long the student learning outcomes are taught. Essential elements for school-based programming should:

- C build on an abstinence base
- C include information on pregnancy prevention
- C build skills to say no to sexual activity or unprotected intercourse
- C help students understand why to say no
- C start at an early age
- C be included as part of a sequential framework
- C use peer educators
- C promote parents as sex educators
- C use well-trained educators in the classroom
- C provide linkage to health services

(John Schlitt, 1991)

Research suggests that curriculum must address the age of onset of at-risk health behaviours and initiate more intensive programming on that behaviour prior to that age. For example, tobacco education must begin before age 12 and continue through Senior Years (Taioli, et al., 1991). Throughout the Framework, content has been identified for specific grades based on research and age appropriateness.

Learning Continuum

Early Years: Introductory Stage

During the Early Years (Kindergarten to Grade 4), the knowledge component focusses on the introduction of concepts and information (i.e., best practices and potential dangers) for active, healthy living. Students will use process skills, such as decision-making/problem-solving and goal-setting/planning, in simple guided activities for personal planning related to the five strand areas.

Middle Years: General Acquisition/Application Stage

During the Middle Years (Grades 5 to 8), the knowledge and skill components focus on planning and managing strategies as part of developing healthy lifestyle practices in daily living. Students will understand the importance of making health-enhancing decisions and demonstrate functional use of the personal and social management skills related to the content in the five strands.

Senior Years: Specific Acquisition/Application Stage

At Senior Years (Senior 1 to 4), students have a general understanding of the personal and social management knowledge and skills, and are ready to investigate, assess, and analyze factors that may enhance or interfere with making health-enhancing decisions. The emphasis is on planning, managing, and analyzing related to the major health issues. Students will apply the decision-making/problem-solving process to relevant health issues. Students will participate in strategies and activities such as discussions, brainstorming, text reconstruction, debates, role-playing, and information searches to help them solve problems in different case scenarios.

Summary Chart

The *Summary Chart for Healthy Lifestyle Practices* (refer to page 154) outlines the strands, sub-strands, and attitude indicators for the GLO. It is an overview of what a student is expected to know and be able to do in this area.

Scope and Sequence Chart

The *Scope and Sequence Chart for Healthy Lifestyle Practices* (refer to page 155) shows grade placement of the specific student learning outcomes and the stages of learning as indicated by the icons. This chart helps guide teaching, learning, and assessing across the grades.



Summary Chart for *Healthy Lifestyle Practices*

The student will demonstrate the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

<i>Strand Letter</i>		<i>Strand</i>	<i>Sub-Strands</i>	<i>Attitude Indicators</i>
Knowledge	A	Personal Health Practices	1. Personal Health Practices 2. Illness/Disease Prevention 3. Dental Health	Students will: 5.1 Appreciate and value the benefits of healthy lifestyles practices for a healthy body 5.2 Appreciate the importance of making health-enhancing decisions in daily living 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships
	B	Active Living	1. Benefits of Physical Activity 2. Physical Activity Choices 3. Influence of Technology on Physical Activity	
	C	Nutrition	1. Healthy Eating 2. Food and Fluid for Active Bodies	
	D	Substance Use and Abuse Prevention	1. Helpful and Harmful Substances 2. Effects of Substance Use 3. Factors Affecting Substance Use	
	E	Human Sexuality	1. Biological Growth and Development 2. Psychological Factors 3. Sociological Factors 4. Health Issues	
Skills	A	Application of Decision-Making / Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices	1. Personal Health Practices 2. Active Living 3. Healthy Food Choices 4. Substance Use and Abuse 5. Human Sexuality	



Scope and Sequence Chart for *Healthy Lifestyle Practices*

		Sub-strands	K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	Strand A	1. Personal Health Practices	"	#	"	#	"		"		"		
		2. Illness/Disease Prevention	<i>f</i>	<i>f</i>	"	#	"		"		"		"
		3. Dental Health	"	"	"	#	"	"					
	Strand B	1. Benefits of Physical Activity	<i>f</i>	#	"	#	"		"		"		"
		2. Physical Activity Choices	"	#	"	#	"		"		"		"
		3. Influence of Technology on Physical Activity	"	#	"	#	"		"		"		"
	Strand C	1. Healthy Eating	"	#	"	#	"		"		"		"
		2. Food and Fluid for Active Bodies	<i>f</i>	<i>f</i>	"	#	"		"		"		"
	Strand D	1. Helpful and Harmful Substances	"	"		"		"		"		"	"
		2. Effects of Substance Use	<i>f</i>	<i>f</i>	<i>f</i>	"		"		"		"	"
		3. Factors Affecting Substance Use				"		"		"		"	"
	Strand E	1. Biological Growth and Development	"		"			"		"		"	"
		2. Psychological Factors	<i>f</i>	<i>f</i>	"			"		"		"	"
		3. Sociological Factors	"		"			"		"		"	"
		4. Health Issues						"		"		"	"
		Sub-strands	K	1	2	3	4	5	6	7	8	S1	S2
Skills	Strand A	1. Personal Health Practices	"		"		"		"		"		
		2. Active Living	<i>f</i>	<i>f</i>	"		"		"		"		"
		3. Healthy Food Choices	"		"		"		"		"		"
		4. Substance Use and Abuse	"	"		"		"		"		"	"
		5. Human Sexuality			"			"		"		"	"

See page 18 for definitions related to *f* Introductory stage, ' Acquisition stage, # Maintenance stage



5 — Healthy Lifestyle Practices - Knowledge

Strand A: Personal Health Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Personal Health Practices</p> <p>(Science Connections)</p>	<p>' K.5.K.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices)</p>	<p>' K.5.1.A.1 #</p>	<p>' K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...)</p>	<p>' K.5.3.A.1 #</p>	<p>' K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity)</p>
<p>2. Illness/Disease Prevention</p> <p>(Science Connections)</p>	<p>' K.5.K.A.2 <i>f</i></p>	<p>' K.5.1.A.2 <i>f</i></p>	<p>' K.5.2.A.2 Identify common communicable diseases/illness/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of disease/illness/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...)</p>	<p>' K.5.3.A.2 #</p>	<p>' K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) to prevent reactions to various environmental conditions (e.g., noise, water, sun, air, plants...)</p>

5 — Healthy Lifestyle Practices - *Knowledge*

Strand A: Personal Health Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintenance, appearance and fresh breath)</p> <p>' K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...)</p>		<p>' K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...)</p> <p>' K.5.8.A.2 Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...)</p>		<p>' K.5.S2.A.2 Demonstrate a knowledge of healthy lifestyles practices that contribute to disease/illness prevention, including mental illness/ disorders</p>



5 — Healthy Lifestyle Practices - Knowledge
Strand A: Personal Health Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>3. Dental Health (Science Connections)</p>	<p>' K.5.K.A.3 Show an understanding of the changes (i.e., shedding of primary teeth, eruption of permanent teeth) related to growth and development of teeth, and proper dental care</p>	<p>' K.5.1.A.3 Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth</p>	<p>' K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others</p>	<p>' K.5.3.A.3 #</p>	<p>' K.5.4.A.3 Identify the function and structure (i.e., biting, chewing) (i.e., number, names, parts) of primary and permanent teeth</p>

5 — Healthy Lifestyle Practices - Knowledge
Strand A: Personal Health Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.A.3 Examine dental hygiene practices and dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) for the prevention of plaque build-up, bad breath, tooth decay and/or dental disease</p>					



5 — Healthy Lifestyle Practices - Knowledge

Strand B: Active Living

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Benefits of Physical Activity</p> <p>(Science Connections)</p>	<p>' K.5.K.B.1 <i>f</i></p>	<p>' K.5.1.B.1 #</p>	<p>' K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...)</p>	<p>' K.5.3.B.1 #</p>	<p>' K.5.4.B.1 Describe feelings (e.g., enjoyment, sense of exploration, self-satisfaction, self-confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being</p>
<p>2. Physical Activity Choices</p>	<p>' K.5.K.B.2 Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...)</p>	<p>' K.5.1.B.2 #</p>	<p>' K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others</p>	<p>' K.5.3.B.2 #</p>	<p>' K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis</p>

5 — Healthy Lifestyle Practices - *Knowledge*

Strand B: Active Living



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' K.5.6.B.1 Recognize the physical benefits (e.g., reduces risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities</p> <p>' K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity</p>		<p>' K.5.8.B.1 Identify and categorize physical activities of different intensities (i.e., vigorous, moderate, light) and their potential benefits (i.e., health, fitness, recreational, sport performance)</p> <p>' K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development (e.g., using stairs, cycling/ walking to school to help the environment and to contribute to the health of</p>		<p>' K.5.S2.B.1 Determine different ways to promote active living (e.g., display "Canada's Physical Activity Guide to Healthy Active Living" poster...) for different age groups (i.e., infants, children, youth, adults, seniors)</p> <p>' K.5.S2.B.2 Explain the concept of active living, and the factors (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, safety issues; personal circumstances) that may affect making personal choices</p>



5 — Healthy Lifestyle Practices - *Knowledge*

Strand B: Active Living

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>3. Influence of Technology on Physical Activity</p> <p>(Mathematics Connection)</p>	<p>' K.5.K.B.3 Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...)</p>	<p>' K.5.1.B.3 #</p>	<p>' K.5.2.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity</p>	<p>' K.5.3.B.3 #</p>	<p>' K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...)</p>

5 — Healthy Lifestyle Practices - Knowledge
Strand B: Active Living



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fund- raising walkathons/ runs...)</p>		<p>' K.5.8.B.3 Determine the degree to which technology has had an impact on personal health (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...)</p>		<p>' K.5.S2.B.3 Examine ways (e.g., fitness aids, improved equipment and facilities for training...) technology may enhance and support a physically active lifestyle</p>

5 — Healthy Lifestyle Practices - Knowledge
Strand C: Nutrition



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development)</p> <p>' K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence)</p>		<p>' K.5.8.C.1a Evaluate information related to healthy body weight and body image</p> <p>' K.5.8.C.1b Explain influences (i.e., healthy eating, regular activity, media, healthy body image) on growth and development during adolescence</p>		<p>' K.5.S2.C.1a Determine the nutritional value of a variety of foods (e.g., fast food, fad diets, snack foods...) using Canada's Food Guide to Healthy Eating (CFGHE) and other resources</p> <p>' K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages (e.g., foetal development, childhood, adolescence, senior years...) and for the prevention of chronic disease (e.g., heart disease, cancer, diabetes type II, osteoporosis...)</p>



5 — Healthy Lifestyle Practices - Knowledge
Strand C: Nutrition

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>2. Food and Fluid for Active Bodies</p> <p>(Mathematics and Science Connections)</p>	<p>' K.5.K.C.2 <i>f</i></p>	<p>' K.5.1.C.2 <i>f</i></p>	<p>' K.5.2.C.2 Identify the need for daily food and fluid to support physical activity</p>	<p>' K.5.3.C.2 <i>#</i></p>	<p>' K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...)</p>

5 — Healthy Lifestyle Practices - Knowledge
Strand C: Nutrition



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities</p>		<p>' K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities</p>		<p>' K.5.S2.C.2 Analyze factors (e.g., food and fluid intake, rest, supplements, ergogenic aids...) affecting optimal performance</p>



5 — Healthy Lifestyle Practices - *Knowledge*

Strand D: Substance Use and Abuse Prevention

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Helpful and Harmful Substances</p>	<p>' K.5.K.D.1 Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products)</p>	<p>' K.5.1.D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol)</p>		<p>' K.5.3.D.1 Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community</p>	

5 — Healthy Lifestyle Practices - *Knowledge*

Strand D: Substance Use and Abuse Prevention



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/ puffers for asthma, epi-pens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement ...)</p>		<p>' K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medicine/someone else's medication, correct/ incorrect dosage, addiction...) of medicinal and non-medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...)</p>		<p>' K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine street drugs...), and the possible effects on self and/or others</p>	<p>' K.5.S2.D.1 Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics.,effects on families/friends, ..) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/ performance enhancing substances, street drugs...)</p>



5 — Healthy Lifestyle Practices - *Knowledge*

Strand D: Substance Use and Abuse Prevention

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>2. Effects of Substance Use</p> <p>(Science Connections)</p>	<p>' K.5.K.D.2</p> <p><i>f</i></p>	<p>' K.5.1.D.2</p> <p><i>f</i></p>	<p>' K.5.2.D.2</p> <p><i>f</i></p>	<p>' K.5.3.D.2</p> <p>Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first-and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...)</p>	

5 — Healthy Lifestyle Practices - *Knowledge*

Strand D: Substance Use and Abuse Prevention



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.D.2 Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) on body systems (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects foetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person's behaviour and cause harmful physical effects and may cause death...)</p>		<p>' K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbals...)</p>		<p>' K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause Foetal Alcohol Syndrome and/or Foetal Alcohol Effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief to patient...)</p>	<p>' K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use abuse, and addiction, (e.g., drinking and driving, street drugs, inhalants...)</p>



5 — Healthy Lifestyle Practices - Knowledge
Strand D: Substance Use and Abuse Prevention

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>3. Factors Affecting Substance Use</p>				<p>' K.5.3.D.3 Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking)</p>	

5 — Healthy Lifestyle Practices - *Knowledge*

Strand D: Substance Use and Abuse Prevention



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends, pressure to belong to a group, attractive advertisement/ television/ videos, family/cultural/ religious values, peer pressure from groups and gangs, alcoholics or smokers in the family...)</p>		<p>' K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...)</p>		<p>' K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse</p>	<p>' K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally</p>

5 — Healthy Lifestyle Practices - Knowledge

*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.1a Describe structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...)</p> <p>' K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...)</p>		<p>' K.5.7.E.1a Describe the human reproduction systems as they relate to fertilization and foetal development (e.g., names of the genitals, union of sperm and egg, stages of foetal development at each trimester, sexual intercourse...)</p> <p>' K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterwards, and in certain body positions...)</p>		<p>' K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings</p> <p>' K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) and different types of contraceptive methods (e.g., abstinence, condom use, foams, the pill, diaphragm, intra-uterine device...)</p>	<p>' K.5.S2.E.1a #</p> <p>' K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods (e.g., abstinence, condom use, foams, the pill, diaphragm, intra-uterine device...)</p>



**5 — Healthy Lifestyle Practices -
Knowledge**
*Strand E: Human Sexuality
It is expected that the student will:*

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
c) growth and development (Science Connections)			' K.5.2.E.1c Determine the differences and similarities between self and others (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...)		

**5 — Healthy Lifestyle Practices -
Knowledge**
*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...)</p>		<p>' K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...)</p>		<p>' K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy (e.g., prenatal care, avoid alcohol, tobacco, and other harmful drugs; eat nutritious foods and fluids; have regular medical check-ups; avoid sexual intercourse with infected partners...)</p>	<p>' K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy (e.g., avoid alcohol, tobacco, poor nutrition...)</p>

5 — Healthy Lifestyle Practices - Knowledge

*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.2 Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...)</p>		<p>' K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) and their effect on personal well-being (e.g., fatigue, shyness, lowers or raises self-confidence...)</p> <p>' K.5.7.E.2b Identify positive ways for coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, school/community activities, reading books...)</p>		<p>' K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...)</p> <p>' K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation...), and responsibilities regarding prevention (e.g., discussing decision with parents/religious leaders/doctor, abstaining, communicating with partner, obtaining</p>	<p>' K.5.S2.E.2 Analyze the components (e.g., communication, decision-making, sharing, managing sexual feelings and desires...) in different case scenarios for building and maintaining healthy relationships (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...)</p>

5 — Healthy Lifestyle Practices - Knowledge

*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.3a Identify influences (e.g., families, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles</p> <p>' K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions)</p>		<p>' K.5.7.E.3a Recognize the importance of abstinence as a responsible decision for the adolescent male and female (e.g., prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...)</p> <p>' K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewelry; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles</p>		<p>' K.5.S1.E.3a Describe social factors affecting human sexuality (e.g., cultural, religious values, stereotyping, role models, media influence, body image, sexual orientation...)</p> <p>' K.5.S1.E.3b Examine the influences (e.g., family values; culture and religion; peer pressure; media images and advertising; substance use...) on making decisions for responsible sexual behaviour</p>	<p>' K.5.S2.E.3a Examine sexuality as it is portrayed in media (e.g., fashion magazines, music videos, advertisements, movies, songs...)</p> <p>' K.5.S2.E.3b #</p>



**5 — Healthy Lifestyle Practices -
Knowledge**
*Strand E: Human Sexuality
It is expected that the student will:*

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
c) responsibilities			' K.5.1.E.3c Discuss the responsibilities (e.g., respect private spaces and private parts...) associated with gender differences		

**5 — Healthy Lifestyle Practices -
Knowledge**

*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.3c Identify the responsibilities (e.g., change for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...)</p>		<p>' K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sexual-related health issues</p>		<p>' K.5.S1.E.3c Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sexual-related health issues</p>	<p>' K.5.S2.E.3c #</p>



**5 — Healthy Lifestyle Practices -
Knowledge**
*Strand E: Human Sexuality
It is expected that the student will:*

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>4. Health Issues</p> <p>a) Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)</p> <p>b) sexually transmitted diseases/infections (STIs)</p>					

5 — Healthy Lifestyle Practices - Knowledge

*Strand E: Human Sexuality
It is expected that the student will:*



Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells)</p>		<p>' K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)</p> <p>' K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), symptoms, and prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)</p>		<p>' K.5.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...)</p> <p>' K.5.S1.E.4b Describe the symptoms, effects, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...)</p>	<p>' K.5.S2.E.4a Explain health issues related to AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of contaminated body fluids...)</p> <p>' K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...)</p>



5 — Healthy Lifestyle Practices - *Skills*

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Personal Health Practices</p> <p>(Mathematics, Science Language Arts Connections)</p>	<p>' S.5.K.A.1 Record, with assistance, daily practices for personal health (i.e., dental and hygiene practices)</p>		<p>' S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits</p>		<p>' S.5.4.A.1 Develop a personal action plan for daily personal health practices</p>
<p>2. Active Living</p> <p>(Mathematics, Science, Language Arts Connections)</p>	<p>' S.5.K.A.2 <i>f</i></p>	<p>' S.5.K.A.2 <i>f</i></p>	<p>' S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do</p>		<p>' S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities</p>

5 — Healthy Lifestyle Practices - Skills

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' S.5.6.A.1 Develop a personal action plan for daily personal health practices during adolescent years</p> <p>' S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan</p>		<p>' S.5.8.A.1 Apply personal and social management skills (e.g., goal-setting, decision-making/ problem-solving...) in case scenarios related to personal health practices (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...)</p> <p>' S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily</p>		<p>' S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others (e.g., friend, sibling, senior citizen...)</p>

5 — Healthy Lifestyle Practices - *Skills*

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	<p>' S.5.6.A.3a Assess personal food intake and activity for a period of 1 to 3 days, based on daily recommended requirements</p> <p>' S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development)</p>		<p>' S.5.8.A.3a Develop a personal plan that includes daily healthy practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body</p> <p>' S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity</p>		<p>' S.5.S2.A.3a Design a 2-day menu that includes factors (e.g., daily requirement, food likes/dislikes, personal schedule, cost...) for healthy eating</p> <p>' S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices</p>



5 — Healthy Lifestyle Practices - *Skills*

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>4. Substance Use and Abuse</p>	<p>' S.5.K.A.4 Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not touch unknown substances, do not eat or drink anything without permission)</p>	<p>' S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe'en candy; taking proper dosage of prescribed medication)</p>		<p>' S.5.3.A.4 Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents, say no to use of harmful substances...) in scenarios related to potentially dangerous situations</p>	

5 — Healthy Lifestyle Practices - Skills

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' S.5.5.A.4 Apply strategies (i.e., using the decision-making model, practising saying no, walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing....) in different case scenarios</p>		<p>' S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs....)</p>		<p>' S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...)</p>	<p>' S.5.S2.A.4 Analyze effective responses (e.g., refusal statements, avoidance statements...) to problems regarding substance use and abuse (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs and inhalants...) by self or others</p>



5 — Healthy Lifestyle Practices - Skills

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
5. Human Sexuality			' S.5.2.A.5 Use appropriate language regarding private and sensitive issues (e.g., no foul language, hurtful teasing, name calling, or offensive gestures or signs...)		

5 — Healthy Lifestyle Practices - Skills

Strand A: Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>' S.5.5.A.5 Apply decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...)</p>		<p>' S.5.7.A.5 Apply decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...)</p>		<p>' S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence; no exploitation of others; safer sex to prevent pregnancy and STIs...)</p>	<p>' S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours</p>