

Senior 1 Cluster of Learning Outcomes*

Targeted Learning Outcomes	Related Learning Outcomes
<p>K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings. (Lesson 2)</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, use of condoms, foam, the pill, diaphragm, intrauterine device...). (Lesson 3)</p> <p>K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...). (Lesson 4)</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...). (Lesson 1)</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., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...). (Lesson 3)</p> <p>K.5.S1.E.3a Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...). (Lesson 5)</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. (Lesson 5)</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 sex-related health issues. (Lesson 5)</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...). (Lesson 6)</p> <p>K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...). (Lesson 6)</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...). (Lesson 1)</p>	<p>K.3.8.B.4 ➡ K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...). (Lesson 5; Lesson 6)</p> <p>K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations. (Lesson 1)</p> <p>K.4.S1.A.1 Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. (Lesson 4)</p> <p>K.4.S1.A.3 Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building. (Lesson 5)</p> <p>K.4.S1.B.1a Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...). (Lesson 1)</p> <p>K.4.S1.B.2b Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect...) for developing meaningful interpersonal relationships. (Lesson 5)</p> <p>K.4.S1.B.4 Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) and effective strategies for avoidance/refusal. (Lesson 6)</p> <p>S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...). (Lesson 3; Lesson 4)</p> <p>S.4.S1.A.3 Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...). (Lesson 1)</p>

* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training).

➡ Maintain learning outcome from a previous grade (e.g., K.3.8.B.4 ➡ K.3.S1.B.4).