

The Prescribed Learning Outcomes for Career and Personal Planning 8 - 12 are listed by grade under each of the following headings:

- Personal Development (Healthy Living)
- Personal Development (Mental Well-Being)
- Personal Development (Family Life Education)
- Personal Development (Child Abuse Prevention)
- Personal Development (Substance Abuse Prevention)
- Personal Development (Safety and Injury Prevention)

1. Personal Development (Healthy Living) - To encourage students to value and adopt balanced, healthy lifestyles.

It is expected that students will:

Grade 8

- Identify the characteristics of healthy lifestyles.
- Set personal goals for a healthy lifestyle.
- Demonstrate knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.
- Identify healthy resources and services in the community.

Grade 9

- Analyse lifestyle factors that affect health.
- Relate eating and activity patterns to health.
- Demonstrate an awareness of eating disorders.
- Demonstrate ability to access health-related resources.
- Demonstrate knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.

Grade 10

- Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential.
- Evaluate mass media messages related to personal practices and consumer decisions.
- Evaluate and modify personal goals for a healthy lifestyle.
- Demonstrate knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.

Grade 11 and 12

- Demonstrate ability to make informed choices regarding health issues, products, and services.
- Evaluate the effect of lifestyle choices on society and the workplace.
- Demonstrate knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.

2. Personal Development (Mental Well-Being) - To develop in students an appropriate sense of personal worth, potential, and autonomy as well as a sense of their relationships with others.

It is expected that students will:

Grade 8

- Identify factors that contribute to emotional health and well-being.
- Describe the characteristics of personal autonomy.
- Examine the influence that friends have on individuals' attitudes and behaviour.

Grade 9

- Show respect for others.
- Relate their accomplishments to their sense of personal worth, potential, and autonomy.
- Design and implement a plan to promote personal, school, and community well-being.

Grade 10

- Propose strategies for enhancing and maintaining emotional health and well-being.
- Encourage respect for others.

Grade 11 and 12

- Relate emotional health and well-being to personal productivity and to the workplace.
- Design, implement, assess, and evaluate a plan to promote personal, school, and community well-being.

3. Personal Development (Family Life Education) - To develop students' understanding of the role of the family and capacity for responsible decision making in their personal relationships.

It is expected that students will:

Grade 8

- Describe the evolving nature of roles and responsibilities within families
- Identify a variety of factors that influence family relationships.
- Identify and demonstrate skills to enhance communication with family members.
- Evaluate the impact of peer, mass media, and social influences on decision making in their personal relationships.
- Outline the physical, social, and emotional changes associated with puberty.

Grade 9

- Evaluate the impact on themselves and others of the physical, social and emotional changes associated with puberty.
- Identify the components needed to build and maintain healthy relationships.
- Relate family values and traditions to beliefs and behaviour standards.
- Identify and evaluate factors that influence responsible sexual decision making.

Grade 10

- Identify and evaluate factors that influence the family's role in developing moral and behavioural standards.
- Analyse components needed to build and maintain healthy relationships.
- Evaluate possible effects of an individual's sexual decisions on self, community, and society.

Grade 11 and 12

- Analyse the evolving nature of roles and responsibilities in family, community, and workplace relationships.
- Evaluate components needed to build and maintain healthy relationships in their adult lives.

4. Personal Development (Child Abuse Prevention) - To develop in students the capacity to assess, prevent and resolve abusive situations.

It is expected that students will:

Grade 8

- Define several types of abuse, including sexual, physical, and emotional abuse or neglect.
- Recognize signs of abusive situations.
- Describe the potential consequences of abuse.

Grade 9

- Explain the relationship between emotions and abusive behaviour.
- Describe the dynamics of relationships as they apply to abusive situations.
- Demonstrate problem-solving and assertiveness skills as they apply to relationships.
- Identify appropriate services, support, or intervention for people in abusive situations.

Grade 10

- Propose strategies for dealing with emotions to avoid abusive behaviour.
- Explain the legal issues related to abuse.
- Demonstrate problem-solving and assertiveness skills as they apply to abusive and exploitative relationships.
- Describe the process of obtaining appropriate services, support, or intervention for abusive situations.

Grade 11 and 12

- Demonstrate an understanding of the many manifestations of abuse in society.
- Evaluate the impact of abuse in society and the workplace.
- Describe steps that society has taken or can take to reduce or eliminate abuse.

5. Personal Development (Substance Abuse Prevention) - To develop in students the ability to make responsible decisions regarding substance use as they develop a healthy lifestyle.

It is expected that students will:

Grade 8

- Demonstrate an understanding of the effects and consequences of substance use and abuse for themselves and others.
- Describe peer, mass media, and social influences related to substance use and abuse.
- Demonstrate an ability to make decisions and use refusal and assertiveness skills to prevent substance use and abuse.

Grade 9

- Evaluate peer, cultural, mass media, and social influences related to substance use and abuse.
- Demonstrate an ability to make decisions and use refusal and assertiveness skills to prevent substance use and abuse.
- Describe the support available in the home, school, and community to deal with substance abuse problems.

Grade 10

- Demonstrate an ability to access support in the home, school, and community to deal with substance abuse problems.
- Evaluate response to pressure regarding substance use and abuse.

Grade 11 and 12

- Evaluate the impact of substance use and abuse in society and the workplace.
- Identify support services in the workplace to deal with substance abuse.

6. Personal Development (Safety and Injury Prevention) - To develop in students the ability to apply principles of safety to all aspects of their lives.

It is expected that students will:

Grade 8

- Assess the risks associated with various unsafe situations.
- Propose strategies to avoid unsafe situations.

Grade 9

- Explain appropriate procedures for responding to personal, school, and community emergencies.
- Demonstrate basic first aid skills.

Grade 10

- Assess the dangers associated with high-risk activities.
- Demonstrate knowledge of basic workplace safety regulations.

Grade 11 and 12

- Demonstrate an ability to make informed choices about the prevention of injury to themselves and others.
- Follow basic workplace safety regulations.