

The Prescribed Learning Outcomes for Personal Planning K - 7 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)

Grade K - 1

- Identify foods and activities that contribute to good health.
- Demonstrate an awareness of the influence of family on their attitudes and values regarding healthy living.

Grade 2 - 3

- Describe activities that support their health.
- Explain why they need a variety of foods.
- Describe the influence of family and peers on their attitudes and values regarding healthy living.

Grade 4

- Identify factors that promote health.
- Classify foods into groups, including the food groups identified in *Canada's Food Guide to Healthy Eating, Revised*.
- Describe the influence of the media, and the community on their attitudes and values regarding healthy living.
- Identify health related services and resources that can contribute to healthy living.

Grade 5

- Give examples of how people can achieve balance in their lives.
- Identify factors that influence their attitudes and values regarding healthy living.
- Describe Canadian health issues.

Grade 6

- Explain the benefits of good nutrition and exercise as part of a balanced life.
- Demonstrate an awareness of cultural influences on attitudes toward healthy living.
- Analyse factors that affect global health issues.

Grade 7

- Evaluate personal attitudes that promote health.
- Give examples of how personal health relates to the environment, the economy, and society.

2. Personal Development (Mental Well-Being)

Grade K - 1

- Identify and describe a wide range of feelings.
- Identify components of a safe and healthy school.

- Identify characteristics of friendship.

Grade 2 - 3

- Use appropriate vocabulary to express feelings.
- Demonstrate behaviours that contribute to a safe and healthy school.
- Distinguish between positive and negative attributes of friendship.

Grade 4

- Explore appropriate strategies for sharing and expressing feelings.
- Relate components of a safe school to those of a safe community.
- Identify positive ways to initiate, maintain, and end friendships.
- Demonstrate an awareness of factors that influence self-esteem.
- Demonstrate responsibility for their choices.

Grade 5

- Use appropriate strategies to share and express feelings.
- Consistently demonstrate behaviours that contribute to a safe school and community.
- Describe the dynamics of individual and group friendships.
- Propose ways to be self-reliant.

Grade 6

- Refine their strategies for sharing and expressing their feelings.
- Encourage others to contribute to a safe school and community.
- Demonstrate the interpersonal skills for maintaining positive relationships.
- Describe their individuality within a social group.

Grade 7

- Propose and implement a plan to promote mental well-being in the school or community.
- Describe the responsibilities that accompany friendships and other relationships.
- Evaluate school and community resources that support mental well-being.

3. Personal Development (Family Life Education)

Grade K - 1

- Identify a variety of family groupings.
- Use appropriate vocabulary to identify the physical characteristics that distinguish males from females.
- Demonstrate an awareness of the ability of living things to reproduce.

Grade 2 - 3

- Describe various roles and responsibilities within families.
- Identify thoughtful, caring behaviours.
- Describe how living things reproduce.

Grade 4

- Identify how their own responsibilities in the family may change.
- Demonstrate thoughtful, caring behaviours to enhance personal relationships.
- Describe how the physical characteristics of males and females develop.

Grade 5

- Describe how families change.
- Identify the physical, emotional, and social changes associated with puberty.
- Describe the family's role in developing moral and behavioural standards.

Grade 6

- Describe the family groupings that exist in cultures around the world.
- Explain the concept of stereotyping.
- Relate changes at puberty to the human reproductive system.
- Describe the physical, emotional, and social changes associated with puberty.
- Access and evaluate sources of information related to their physical, emotional, and social development.

Grade 7

- Identify stereotypical views of gender roles in the family.
- Describe the factors that influence the development of healthy relationships.
- Explain how the human reproductive system works.
- Assess factors that influence their decision making regarding relationships.

4. Personal Development (Child Abuse Prevention)

Grade K - 1

- Demonstrate a willingness to communicate feelings.
- Distinguish between appropriate and inappropriate touching behaviours.
- Demonstrate an ability to access help when in abusive or potentially abusive situations.

Grade 2 - 3

- Describe responsible ways to act on various feelings.
- Use avoidance and assertiveness skills in abusive or potentially abusive situations.
- Demonstrate an awareness of the legal and societal support for abuse prevention.

Grade 4

- Apply safety guidelines to protect themselves and others from exploitation and abuse.
- Recognize various types of abuse, including physical, emotional, sexual, and neglect.

Grade 5

- Describe empathetic responses in a variety of situations.
- Describe possible consequences of various forms of exploitation and abuse.

Grade 6

- Explain the importance of empathy in supportive relationships.
- Distinguish between supportive and non-supportive relationships.

Grade 7

- Analyse the relationships between a variety of feelings and behaviours.
- Demonstrate an ability to manage their responses to their feelings.
- List indicators of both healthy and abusive relationships.
- Describe characteristic patterns in abusive relationships.

5. Personal Development (Substance Abuse Prevention)

Grade K - 1

- Identify safe and unsafe substances
- Demonstrate ways of refusing unknown substances.

Grade 2 - 3

- Describe the potential dangers associated with various unsafe substances.
- Demonstrate ways of refusing or avoiding harmful or unknown substances.

Grade 4

- Identify possible effects of inappropriate use of substances.
- Identify strategies for preventing or avoiding substance abuse.

Grade 5

- Describe the possible effects of substance abuse on individuals and families.
- Identify factors that contribute to use, misuse, and abuse of substances.
- Identify sources of support and information related to substance abuse prevention.

Grade 6

- Describe the various effects of substance abuse on society.
- Use problem-solving strategies and assertiveness skills to prevent substance abuse in various settings and relationships.

Grade 7

- Describe the possible consequences for themselves if they abuse substances.
- Explain constitutes misuse of medicinal substances.
- Demonstrate a commitment to avoiding substance abuse.

6. Personal Development (Safety and Injury Prevention)

Grade K - 1

- Identify the hazards and use safe behaviours in the home, school, and community.
- Demonstrate an ability to access emergency services.

Grade 2 - 3

- Describe appropriate solutions for hazardous situations in the home, school, and community.
- Describe the emergency response systems in the community.

Grade 4

- Explain reasons for school and community safety rules.
- Identify appropriate responses to emergency situations.
- Demonstrate safe behaviours in a variety of environments.

Grade 5

- Describe the potential for injury in a variety of environments and situations.
- Describe how to minimize hazards in a variety of situations.

Grade 6

- Describe social pressures that contribute to risk taking.
- Identify basic first-aid skills.
- Analyse emergency procedures in the home, school and community.

Grade 7

- Describe the immediate and long-term consequences of unsafe behaviours on self and others.
- Describe basic first aid practices in a variety of situations.
- Describe the factors that relate to injury prevention.