

## Grade 7 to 9 PLO's Healthy Practices

### Prescribed Learning Outcomes in Health and Career Education (HACE), Physical Education (PE) and Home Economics (HE)

*The Healthy Living Performance Standards represent selected PLO's at these grade levels. For a complete list of PLO's go to [Health and Career Education](#), [Physical Education](#) and [Home Economics](#).*

#### Grade Seven

##### ***Goals and Decisions***

A1 design a plan to achieve a specific goal

##### ***Healthy Living***

C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence

C3 demonstrate the ability to access community information and support services for a variety of health issues

C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages

##### ***Safety and Injury Prevention***

C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations

(e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)

C9 propose strategies to avoid potentially unsafe situations on the road and in the community

(e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

##### ***Substance Misuse Prevention***

C10 analyse media and social influences related to substance misuse

C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

#### Grade 8

##### ***Healthy Living***

- set personal goals for attaining and maintaining a healthy lifestyle

- analyse influences on eating habits, including family, peers, and media
- identify factors that influence healthy sexual decision making
- demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues)

### ***Healthy Relationships***

- assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)
- identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g., school counsellor, help line)
- describe ways in which they can contribute to a safe and caring school environment

### ***Safety and Injury Prevention***

- assess the potential risks associated with a variety of road-related situations
- describe appropriate procedures for responding to emergencies (e.g., be prepared, ensure there is no further danger to self or others, know how to access help)
- assess the potential hazards associated with various jobs (e.g., garden work, babysitting, newspaper delivery, snow shovelling)
- propose strategies for the safe use of wireless and online communications (e.g., cell phones, Internet, PDAs)

### ***Substance Misuse Prevention***

- analyse influences related to substance misuse (e.g., friends, family, media)
- propose strategies that can assist youth in making healthy choices related to substance use (e.g., assertive communication, refusal/delay/negotiation skills, avoidance of risk situations, participating in alternative activities)

## **Grade Nine**

### ***Healthy Living***

- relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
- describe practices that promote healthy sexual decision making
- assess the short-term and long-term consequences of unsafe sexual behaviour (e.g., unplanned pregnancy, sexually transmitted infections including HIV/AIDS, negative impact on future goals)

### ***Safety and Injury Prevention***

- propose strategies to avoid unnecessary risks in a variety of situations on the road and in the community
- describe strategies to avoid unnecessary risks on the job

### ***Substance Misuse Prevention***

- assess the potential physical, emotional, and social consequences for themselves and others if they misuse substances