



# B.C. Performance Standards for Healthy Living



BRITISH  
COLUMBIA

Ministry of  
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# B.C. Performance Standards for Healthy Living

The B.C. Healthy Living Performance Standards have been developed as an assessment resource for voluntary use in B.C. schools. They are designed to support and align with several required areas of study within the B.C. provincial curriculum.

The B.C. Healthy Living Performance Standards describe the professional judgments of a number of B.C. educators about cross-curricular expectations for healthy living, and they provide a context within which teachers, students, and families can examine student learning in these areas.

The standards are intended to provide a resource those schools and families can use to focus and monitor their efforts to enhance health knowledge, skills, attitudes, and behaviours among students while providing a foundation for student achievement in general.

The development of the B.C. Healthy Living Performance Standards was informed, in part, by the Prescribed Learning Outcomes and Suggested Achievement Indicators contained within the provincial curricula of Health and Career Education K-9, Planning 10, Graduation Transitions, Physical Education K-12, Daily Physical Activity, and Home Economics 8-10: Food Studies and Family Studies.

The B.C. Healthy Living Performance Standards are not intended to replace existing curricula, nor do they represent all concepts addressed within such curricula. Rather, the B.C. Healthy Living Performance Standards support teachers in addressing some of the provincial curricula requirements as well as provide a framework for ongoing formative classroom assessment of healthy living concepts which exists as part of classroom programs and curricula.



# Background

## Rationale: B.C. Healthy Living Performance Standards

An extensive body of literature supports the common-sense idea that, when children are healthy they learn better, achieve more and have higher self-esteem. Families play a critical role in supporting children's health, as do others across our communities.

As the Provincial Health Officer noted in a special report on children's health: An Ounce of Prevention 2003:

"Of the four major systems of influence [affecting children] – family, friends or peers, school and community – the school is the only one that is an organized public institution amenable to being structured and mobilized to support societal goals."

With their primary focus on learning, the school years provide an opportunity for children to systematically explore ideas about healthy living while supported by professional educators. The school years also coincide with significant developmental phases when students are particularly vulnerable to health-compromising behaviours such as unhealthy eating, physical inactivity, risk taking, and alcohol and drug misuse.

Educators and policy makers have long been aware of these connections and much has been done across B.C to support students' health through the school setting. For example, many schools and boards of education have programs and policies addressing issues such as physical safety, nutrition, tobacco use, anti-bullying, empathy, diversity, and making healthy lifestyle choices.

With the development of the performance standards for healthy living, educators will have an assessment resource that will enable students to participate fully in their own learning in the areas of healthy living, to clearly communicate about student learning to parents, and to plan for students' learning needs in the classroom.

## Health Literacy

Literacy is more than the ability to read or write. To participate effectively in daily life, people require communication skills, the ability to critically analyze, make use of information and make sound decisions that exert greater control over life events and situations. These skills are needed at home, at school, in the community, at the workplace, in the market place and in the health care system.



Health literacy is the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across a lifetime.

To be health-literate means to have the capacity, opportunities and support needed to obtain and use health information effectively, to act as informed partners in the care of themselves, their families and communities, and to manage interactions in a variety of settings that affect health and well-being.

Self-evaluation is a key strategy in the development of health literacy. Whenever possible, students should be involved in monitoring and evaluating their own development of knowledge, attitudes, skills and behaviours in all four aspects of healthy living: healthy eating, active living, healthy relationships and healthy practices.

The BC Healthy Living Performance Standards allow students, teachers and parents to assess a student's progress towards accomplished learning by supporting a health literacy approach in a variety of curricular areas.

The health literacy framework for the healthy living performance standards resulted from more than a year of deliberation, consultation and collaboration with educators, researchers and practitioners from both the education and health sectors.

The creation of the framework included analysis of a variety of national and international documents on assessment and health literacy, examination of B.C. curriculum and policy documents, and was sustained by a committed partnership of the Ministry of Education and the Ministry of Healthy Living and Sport to support students' health through the school setting.

*The health literacy framework provides insight into the creation of the healthy living performance standards in the context of both a health literacy and comprehensive school health approach.*

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#### Health Literacy Framework

- Functional health literacy: basic communication of health information, involving accessing, understanding and evaluating information about health
- Interactive health literacy: development of personal skills regarding health issues, involving decision-making, goal-setting and practices to enhance health
- Critical health literacy: respecting different cultural, family and religious beliefs in respect to health, and advocating for personal, family and community change that enhances health





# Comprehensive School Health

The comprehensive school health approach to health promotion at school gives students numerous opportunities to observe and learn about positive, healthy behaviours and influence healthy decision-making.

Health-promoting actions have important educational benefits. The links between health and well-being of students and their capacity to benefit from educational opportunities and attain high standards of achievement are well-established.

Data associated with current school-aged population has raised increasing concern for increased physical inactivity, an increase in the percentage of overweight and obese youth, and decreased emotional wellness (increased depression and anxiety) among today's youth.

By undertaking a comprehensive school health approach, a school can positively influence levels of physical activity and healthy eating, promote healthy relationships and healthy practices, all of which can significantly reduce preventable illnesses, promote optimal health while contributing to responsible citizenship and caring communities.

*The extent to which a nation's schools become health-promoting will play a significant role in determining whether the next generation is educated and healthy.*

*- World Health Organization*

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Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. It is not just about what happens in the classroom. Rather, it encompasses the whole school environment with actions addressing four distinct but inter-related pillars that provide a strong foundation for comprehensive school health:

- teaching and learning;
- social and physical environment;
- healthy school policy; and
- partnerships and services



*When actions in all four pillars are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.*

*- [Joint Consortium for School Health \(JCSH\)](#)*

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## Attributes of a BC Graduate

The Attributes of a B.C. Graduate articulate the desired qualities that individual students will have attained upon graduation.

Some of these attributes link directly with the skills, knowledge, attitudes and behaviours addressed by provincial learning outcomes related to healthy living.

As students move from Kindergarten through to Graduation, these attributes are a navigational guide to healthy living learning destinations for BC students.

The Graduation Program is designed to support every graduate to acquire these attributes. The healthy living performance standards will assist teachers and students to reach these outcomes in a variety of curricular areas from Kindergarten to Grade 12.

*The framework for healthy living reflects broadly accepted practices. Appropriate ways of demonstrating these qualities may vary from one cultural context to another.*

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## Aspects of Healthy Living

The healthy living performance standards provide educators, students and families with a common set of expectations for student development in four categories or aspects. Each of these aspects has more than one component:

- Healthy Eating
- Active Living
- Healthy Relationships
- Healthy Practices

The four aspects capture the significant themes in the curriculum related to healthy living learning outcomes but do not represent all concepts addressed within these BC curricula. Each aspect has cross-curricular applications, as learning outcomes represent



the areas of Physical Education, Daily Physical Activity, Health and Career Education, Planning, Graduation Transitions, and Home Economics (Foods and Nutrition and Family Studies).

## Grade Groupings

The healthy living performance standards have been clustered for specific grade groupings. There are four clusters.

- Grades K to 3
- Grades 4 to 6
- Grades 7 to 9
- Grades 10 to 12

## Levels of Student Performance

The BC performance standards, in most cases, describe student achievement in relation to prescribed learning outcomes in March-April of the school year and illustrate the following four levels of student performance:

### **Emerging – not yet within expectations**

- the learning does not meet grade-level expectations
- there is little evidence of progress toward the relevant prescribed learning outcomes
- the situation needs intervention

### **Developing – meets expectations – minimal level**

- the learning may be inconsistent, but meets grade-level expectations at a minimal level
- there is evidence of progress toward relevant prescribed learning outcomes
- the student needs support in some areas

### **Acquired – fully meets expectations**

- the learning meets grade-level expectations
- there is evidence that relevant prescribed learning outcomes have been accomplished



### **Accomplished – exceeds expectations**

- the learning exceeds grade-level expectations in significant ways
- the student may benefit from extra challenges

## **School Connectedness**

School connectedness is recognized as students' active engagement in the academic and social opportunities at their school based on their understanding that teachers and other adults at school care for them as individuals, as well as for their learning. School connectedness contributes to students' inner strengths, life-long resilience and positive mental health.

School connectedness is not a learning outcome of curricula per se. Rather, it is a condition fostered in a positive school environment, where teachers and other adults create opportunities for students to feel valued, supported, appreciated, involved, and engaged in the school setting.

Our understanding of the importance of school connectedness is continuing to evolve. Powerful engagement of students at school develops as students take responsibility for their own learning. Facilitating student ownership of learning coupled with positive relationships within the school community seem to work together to increase engagement and connectedness.

Further, the advantages of a positive school environment coupled with ownership of learning include greater well-being and happiness, an improved sense of belonging and better quality of life for students, and:

Students feeling connected is, in part, related to their ability to build and maintain positive relationships. BC curricula, such as Health and Career Education, Planning and Graduation Transitions, supports the social and emotional development of students in understanding, attaining and maintaining positive relationships with friends, peers, and adults.

- can result in better levels of academic achievement;
- can alter some of the more negative aspects of school life by reducing bullying and harassment, injury, truancy, and absenteeism;
- has the potential to diminish stereotyping and prejudice, fear, anxiety, depression and loss of motivation;
- can enhance feelings of well-being during childhood and provide sound foundations for positive health in later adolescence and adulthood; and
- can encourage students to respect their surroundings.



*School connectedness draws on the concept of Social inclusion represents the degree to which individuals feel connected to their communities. More broadly, it is about the strength within*

*communities and organizations to sustain positive mental health. Connectedness within a community or organization can be measured by the extent to which*

*people feel valued, supported, appreciated, involved and engaged.*

*- Evidence Review: Mental Health Promotion,*

*BC Ministry of Health, May 2007*

## School Connectedness Table

School Connectedness value:	What it means:	What students do:	How students feel:	<u>What schools can do:</u>
<b>Significance</b>	A sense of belonging, being valued, and connected at school	Work cooperatively, join in discussions, participate in clubs, activities and special projects; engage in classroom activities, decisions about school life;	I feel worthwhile and valued by my friends, classmates, and teachers	Provide clear criteria for learning; acknowledge achievement; model inclusivity; make student learning meaningful and relevant to students' present and future lives



## School Connectedness Table

School Connectedness value:	What it means:	What students do:	How students feel:	<a href="#">What schools can do:</a>
		participate in leadership activities		
<b>Competence</b>	A sense of being able to meet the challenges of the school day and being recognized for one's talents	Time on task, sharing attention, persevering when tasks are difficult, volunteering ideas and solutions, caring for others, staying in school	I have strengths and gifts that are recognized by myself and others; I use my strengths to meet my goals; I feel a sense of accomplishment and worth; I am responsible for my own learning	Celebrate and build on students' strengths and help them compensate for any challenges or barriers to learning; incorporate assessment for learning strategies into classrooms; have optimism about each student's future
<b>Empowerment</b>	A sense of being responsible and able to make one's own decisions	Being aware of and empathetic to the needs of others; accepting loss or defeat, renewing efforts; dealing with	I can make responsible decisions based on my needs and the needs of others; I am responsible for making healthy	Involve students in planning, problem solving, identifying issues and assessing curriculum in the classroom, knowing that students are more likely to succeed if they take ownership of their own



## School Connectedness Table

School Connectedness value:	What it means:	What students do:	How students feel:	<a href="#">What schools can do:</a>
		bullying, intimidation and harassment	lifestyle choices; I advocate for healthy choices for myself and others	learning
<b>Relatedness</b>	A sense of feeling included, connected, close to family, peers, and other significant individuals	Talking with others, showing sensitivity to others, giving support and encouragement; volunteering	I belong; I'm part of one or more groups in my community: I feel included, encouraged and supported by others	Understand and teach that a positive relationship between student and teacher can foster school connectedness and why that is important; adults take responsibility for getting to know their students and developing positive and supportive relationships with students in a variety of school settings

## Considerations for Educators fostering School Connectedness with Students

1. Understand the learning needs of all students, including their individual intellectual, emotional, and social needs
2. Understand the developmental needs of students, including significance, competence, empowerment and relatedness (see [glossary](#))
3. Encourage active involvement of all students in learning activities



4. Encourage healthy, respectful communication between students, teachers and other adults in the school
5. Provide students consistent opportunities to engage in decision-making about a shared classroom learning environment
6. Provide consistent opportunities for student leadership both within classrooms, and in the broader school community
7. Model, encourage, and facilitate opportunities for students to show generosity, caring, and support for others in classroom
8. Provide opportunities to connect with students within the class and outside of classroom time (e.g. mentoring)
9. Address the benefits of school connectedness with students (what is it, how healthy relationships contribute to experiencing school connectedness, value of school connectedness to students)
10. Explicitly link school connectedness to positive outcomes in achievement, life-long learning, resilience, and healthy living practices





# Using the Standard

## Introduction

The B.C. performance standards have been developed for voluntary use in B.C. schools. They describe the professional judgments of a significant number of B.C. educators about standards and expectations for the following key areas of learning:

- reading
- writing
- numeracy
- social responsibility
- information and computer technology
- healthy living

The B.C. performance standards are intended as a resource to support ongoing instruction and assessment. The standards focus exclusively on performance assessment, where students are asked to apply the skills and strategies they have developed to complete complex, realistic tasks.

The performance standards do not address all aspects of learning or curriculum; they are focused only on performance in the key areas noted above. They emphasize criterion-referenced assessment in which students' performance is compared to explicit criteria.

The performance standards enable teachers, students, and parents to compare student performance to provincial standards.

The B.C. performance standards can be used for various assessment purposes:

- assessment **for** learning – formative assessment that supports and guides learning
- assessment **as** learning – formative assessment that involves students in guiding their own learning
- assessment **of** learning – summative assessment that documents student learning

The B.C. performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: “*How good is good enough? What does it look like when a student’s work has met the expectations at this grade level?*”



The B.C. performance standards, in most cases, describe student achievement in terms of prescribed learning outcomes in March-April the school year and illustrate the following four levels of student performance:

## Where Performance Standards Are Used

BC Performance Standards are used to support learning at all levels of the school system in the province.

### Provincial

- Provide basis for rating scales used in provincial assessments (e.g. Foundation Skills Assessment and English 10)
- Used as foundation for several sections and illustrations in the BC English Language Arts curriculum
- Used as a central resource for teacher inquiry in the Network of Performance Based Schools

### Districts and regions

- Used in district assessments
- Provide basis for reporting systems
- Facilitate communication with community
- Offer a framework for collecting evidence for district plans
- Used in program and resource evaluations
- Provide framework for developing instructional resources

### Schools

- Used in school-wide assessments
- Facilitate communication and articulation across grade levels
- Offer a framework for collecting evidence for school plans
- Used as part of reporting to parents
- Used to support and monitor school-wide initiatives

### Classrooms

- Provide descriptive feedback to students
- Offer a frame for developing criteria
- Support self-evaluation
- Consistent use of language: among teachers; with students; with parents
- Compare student performance to provincial standards



- Document evidence of student growth
- Help in report writing
- Provide exemplars teachers and students can refer to

## Support Services

- Facilitate communication between classroom teacher and support teachers
- Support development of Individual Education Plans.
- Help to identify students who may benefit from intervention or extra challenges
- Provide framework for planning intervention
- Document student growth
- Staff members have opportunities to collaborate, share experiences and results

## Factors for Success

Schools and teachers who have worked with the standards often emphasize the importance of the following factors:

- The first priority is to improve learning
- Teachers take the initiative to use the standards
- In schools, the staff collaboratively chooses a focus and process
- Teachers work with their students to develop shared understanding
- Staff members have opportunities to collaborate, share experiences and results

## Using the Standards

The BC performance standards are intended to support instructional decision-making. Teachers use a variety of methods to gather the information they need to assess, evaluate, and report on student learning. Possible methods include observations, student work portfolios, conferences, self- and peer assessment, classroom and standardized tests and performance tasks.

The BC performance standards give teachers one way to assess students' abilities to apply their learning in realistic performance tasks. Used with other methods, they can be an important part of a comprehensive assessment and evaluation system.



## Guidelines

### *The standards:*

- should be used as part of regular classroom learning activities, within the context of ongoing classroom instruction.
- provide resources for assessing and evaluating the quality of a specific piece or a collection of student work from various subject areas. They can help to develop a profile of student achievement, typically based on three to seven pieces of work.
- assume that in most cases teachers are observing students as they work. Often, some evidence needed to make decisions comes from observations and conversations with students.
- allow for teachers to intervene where students are unable to complete a task independently. The level of assistance required is often one of the criteria for determining whether or not a student's work falls within grade-level expectations.
- may be adapted as needed. For example, this might include creating class-developed rating scales in age-appropriate language, developing IEPs or other tailored evaluation, or adjusting expectations for different times of the year.

### *Adaptations:*

The BC Performance Standards reflect the participation and collective judgments of thousands of educators and thousands of students. They serve as a 'base' resource that educators are able to adapt and use to meet their needs for particular purposes. This ensures that BC educators continue to focus on a common set of standards and expectations, while at the same time, addressing specific needs. For example:

- Teachers frequently work with their students to develop 'kid friendly' versions of the scales. This is most effective when students are involved in discussing the criteria and choosing the language.
- District assessments and other assessment tools often focus on selected criteria or aspects, and may involve re-wording or elaborating parts of a scale.
- Foundation Skills Assessment uses scoring guides based on the scales to suit the context of large-scale assessment.
- Districts and regions have created adaptations for summative end-of-grade assessments.
- Parts of the performance standard framework are often used in reporting.
- The criteria in various performance standards are used in commenting on student progress.
- Textbooks and accompanying teacher guides present adaptations focused on particular units of content or assignments.



- Educators have used the performance standards to create electronic templates that facilitate student self-assessment.

Teachers across BC are using the performance standards in reading, writing, numeracy, and social responsibility as they engage in inquiry about learning. For example:

- The Network of Performance Based Schools is a province-wide action research community designed to improve student learning and to strengthen public education ([www.npbs.ca](http://www.npbs.ca)).
- School-based learning teams often use BC performance standards as a focus for their inquiry.
- Districts sponsor action research groups where teachers from various schools focus on key aspects of learning.

## Key Components

These key components are included for each aspect of healthy living at each grade level.

**Rating Scale.** This is the full version of the performance standards, with the four performance levels described in detail.



Quick Scale Healthy Living: Grades 10 to 12

Quick Scales present summary statements for each of the aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scales, each of the four aspects is presented on a separate page.

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of nutrition using Canada's Food Guide</li> <li>plans simple nutritious meals using Canada's Food Guide</li> <li>has limited understanding of labelling practices and influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of nutrition using Canada's Food Guide</li> <li>is able to plan menus using Canada's Food Guide</li> <li>shows a developing sense of labelling practices and the relationship between daily food intake and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>creates, demonstrates, and evaluates a variety of nutritious menus using Canada's Food Guide</li> <li>analyses the relationship between daily food intake and physical activity</li> <li>analyses influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>finds ways to create a variety of nutritious meals using Canada's Food Guide</li> <li>takes initiative to balance daily food intake and physical activity</li> <li>advocates for personal, family, and community changes that enhance healthy eating</li> </ul>
<b>Active Living</b>	<p>With encouragement:</p> <ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li> </ul> <p>With assistance:</p> <ul style="list-style-type: none"> <li>communicates the benefits of physical activity to health</li> <li>monitors personal exertion levels</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li> <li>identifies and describes some effects of regular participation in physical activities in a variety of settings</li> <li>monitors personal exertion levels in a variety of settings</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities and consistently participates in a minimum of 150 minutes of physical activity weekly</li> <li>identifies, describes, and relates the benefits of regular participation in physical activities in a variety of settings</li> <li>evaluates and adjusts exertion levels</li> <li>plans, maintains, and evaluates personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>finds opportunities to consistently participate in at least 150 minutes of physical activity weekly</li> <li>advocates for opportunities for self and others within the school and community to participate regularly in physical activities in a variety of settings</li> <li>analyses, evaluates and adjusts exertion levels</li> <li>takes initiative to plan, maintain and evaluate fitness programs for self and others to maintain a healthy lifestyle</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies a variety of interpersonal relationships and the role communication plays on maintaining healthy relationships</li> <li>identifies relationships that contribute to feelings of positive engagement with school</li> <li>demonstrates skills required to work safely with others</li> <li>understands diversity and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of a variety of interpersonal relationships</li> <li>has some understanding of the role effective communication plays on maintaining healthy relationships</li> <li>identifies and engages in relationships that contribute to positive engagement with school</li> <li>demonstrates skills to work individually and collaboratively safely</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>demonstrates skills to work individually and collaboratively, safely and effectively</li> <li>engages in relationships that contribute to positive engagement with school and community (connectedness)</li> <li>respects diversity and the rights of others to hold different ideas and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>advocates for practices that promote safety for self and others</li> <li>contributes to and advocates for positive relationships that strengthen engagement and connectedness to school and community</li> <li>respects diversity and advocates for the rights of others to hold different ideas and beliefs</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies and practices some safe behaviours in a variety of settings, including road safety</li> <li>identifies possible stressful situations</li> <li>describes factors that influence healthy behaviour and healthy decision-making</li> <li>emerging understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>inconsistently identifies and practices safe behaviour in most settings, including road safety</li> <li>some understanding of monitoring and managing stressful situations</li> <li>some understanding of healthy behaviours and the factors that may influence healthy decision-making</li> <li>some understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>identifies and practices safe behaviours in all settings</li> <li>understands and practices stress management</li> <li>consistently makes positive health and safety decisions</li> <li>demonstrates the attitudes, knowledge, and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>practices and promotes safe behaviours in all settings and encourages others to do the same</li> <li>understands and practices effective stress management for self and advocates for support for others</li> <li>advocates for school and community safety programs that benefit self and others</li> <li>demonstrates the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for the physical and emotional well-being of self and others</li> </ul>

**Quick Scale.** *Quick Scales* are intended for daily use. Teachers may also want to share them with students and parents.



Quick Scale Healthy Living: Grades 10 to 12

Quick Scales present summary statements for each of the aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scales, each of the four aspects is presented on a separate page.

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of nutrition using Canada's Food Guide</li> <li>plans simple nutritious meals using Canada's Food Guide</li> <li>has limited understanding of labelling practices and influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of nutrition using Canada's Food Guide</li> <li>is able to plan menus using Canada's Food Guide</li> <li>shows a developing sense of labelling practices and the relationship between daily food intake and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>creates, demonstrates, and evaluates a variety of nutritious menus using Canada's Food Guide</li> <li>analyzes the relationship between daily food intake and physical activity</li> <li>analyzes influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>finds ways to create a variety of nutritious meals using Canada's Food Guide</li> <li>takes initiative to balance daily food intake and physical activity</li> <li>advocates for personal, family, and community changes that enhance healthy eating</li> </ul>
<b>Active Living</b>	<p>With encouragement:</p> <ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li> </ul> <p>With assistance:</p> <ul style="list-style-type: none"> <li>communicates the benefits of physical activity to health</li> <li>monitors personal exertion levels</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li> <li>identifies and describes some effects of regular participation in physical activities in a variety of settings</li> <li>monitors personal exertion levels in a variety of settings</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities and consistently participates in a maximum of 150 minutes of physical activity weekly</li> <li>identifies, describes, and relates the benefits of regular participation in physical activities in a variety of settings</li> <li>evaluates and adjusts exertion levels</li> <li>plans, maintains, and evaluates personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>finds opportunities to consistently participate in at least 150 minutes of physical activity weekly</li> <li>advocates for opportunities for self and others within the school and community to participate regularly in physical activities in a variety of settings</li> <li>analyzes, evaluates and adjusts exertion levels</li> <li>takes initiative to plan, maintain and evaluate fitness programs for self and others to maintain a healthy lifestyle</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies a variety of interpersonal relationships and the role communication plays on maintaining healthy relationships</li> <li>identifies relationships that contribute to feelings of positive engagement with school</li> <li>demonstrates skills required to work safely with others</li> <li>understands diversity and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of a variety of interpersonal relationships</li> <li>has some understanding of the role effective communication plays on maintaining healthy relationships</li> <li>identifies and engages in relationships that contribute to positive engagement with school</li> <li>demonstrates skills to work individually and collaboratively safely</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>demonstrates skills to work individually and collaboratively, safely and effectively</li> <li>engages in relationships that contribute to positive engagement with school and community (connectedness)</li> <li>respects diversity and the rights of others to hold different ideas and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>advocates for practices that promote safety for self and others</li> <li>contributes to and advocates for positive relationships that that strengthen engagement and connectedness to school and community</li> <li>respects diversity and advocates for the rights of others to hold different ideas and beliefs</li> </ul>

**Sample Task.** This is a task developed by practising teachers to provide opportunities to assess student work in the skill area. Each sample task includes examples of student work. Teachers may use the tasks as given or as models. Any tasks used should first be reviewed for issues sensitive to the class or community.

## Student Samples

For each task there is one example of student work at each of the four levels.

- 1. Level of Work.**
- 2. Teacher's Observations.** These are additional comments by the teacher and key relevant criteria from the Rating Scale.
- 3. Rating Scale Icon.** This is a generalized summary of the scale completed by the teacher. Here is how the actual scale looks for



this sample:

**Quick Scale Healthy Living: Grades 4 to 6**

Quick Scales present summary statements for each of the aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scales, each of the four aspects is presented on a separate page.

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>describes choices students can make for healthy eating</li> <li>understands the importance of food and water as fuel for physical activity</li> <li>demonstrates a limited awareness of influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes some choices students can make for healthy eating</li> <li>has a basic understanding of the importance of food and water as fuel for physical activity</li> <li>demonstrates an awareness of influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes choices students can make for healthy eating using Canada's Food Guide</li> <li>understands the importance of food and water as fuel for physical activity and overall health</li> <li>understands influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes and demonstrates choices students can make for healthy eating</li> <li>understands the importance of food and water as fuel for physical activity and overall health, accesses water and healthy snacks regularly</li> <li>analyzes influences on eating habits</li> </ul>
<b>Active Living</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and identifies some opportunities to be active in the school</li> <li>with frequent encouragement participates daily in physical activity for 30 minutes</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>relies on others to monitor exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes some health benefits of regular physical activity and identifies opportunities to be active in the school</li> <li>with occasional encouragement participates daily in physical activity for 30 minutes</li> <li>with some assistance, sets goals to improve fitness and/or develop a new physical activity skill</li> <li>requires some assistance to monitor exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and identifies opportunities to be active in the school and community</li> <li>consistently participates daily in physical activity for 30 minutes</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>monitors exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and accesses opportunities to be active in the school and community</li> <li>enthusiastically participates daily in physical activity for 30 minutes</li> <li>sets goals, develops a plan, and works towards improving fitness and/or developing a new physical activity skill</li> <li>monitors and adjusts exertion levels</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies forms of bullying but needs assistance to respond appropriately when in negative situations</li> <li>is learning to build and maintain positive relationships</li> <li>understands roles, rights, and responsibilities for all individuals</li> <li>understands that others have an influence on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes some forms of bullying and sometimes responds appropriately when in negative situations</li> <li>demonstrates limited skills for building and maintaining positive relationships</li> <li>sometimes respects roles, rights, and responsibilities for all individuals</li> <li>understands that others have an influence on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying and responds appropriately when in negative situations</li> <li>demonstrates skills for building and maintaining positive relationships</li> <li>respects roles, rights, and responsibilities for all individuals</li> <li>assesses the influence of others on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying, responds appropriately when in negative situations, and helps others</li> <li>demonstrates skills and advocates for building and maintaining positive relationships</li> <li>advocates for the roles, rights, and responsibilities of all individuals</li> <li>assesses the influence of others on individual attitudes and behaviours and makes positive choices</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies some road safety practices</li> <li>demonstrates awareness of safe behaviours in all settings</li> <li>participates in health habits that prevent the spread of</li> </ul>	<ul style="list-style-type: none"> <li>sometimes practices road safety</li> <li>inconsistently demonstrates awareness of and practices safe behaviours in all settings</li> <li>needs occasional reminders to participate in health</li> </ul>	<ul style="list-style-type: none"> <li>practices road safety</li> <li>demonstrates awareness of and practices safe behaviours in all settings</li> <li>participates in health habits that prevent the spread of diseases</li> <li>describes negative</li> </ul>	<ul style="list-style-type: none"> <li>practices and promotes road safety</li> <li>demonstrates awareness of and practices safe behaviours in all settings and encourages others</li> <li>participates in and advocates for health habits that prevent</li> </ul>

4. **Student Work.** This shows either a reproduction of the student's work or a portion of the student's original and a transcript of the entire piece. (Names of students and teachers have been changed where this information could be used to identify individuals.)





# Grades K to 3

## Quick Scale: Grades K to 3 Healthy Living

This Quick Scale presents summary statements from the four aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four aspects is presented on a separate page.

Complete Grades K to 3 Quick Scale ([PDF](#)) ([Word](#))

### Healthy Eating

Do you want to find out more about Healthy Eating? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>identifies healthy food choices</li><li>with support, understands the relationship between healthy eating and physical activity</li></ul>	<ul style="list-style-type: none"><li>identifies some healthy food choices</li><li>demonstrates a limited understanding of healthy eating as fuel for physical activity</li></ul>	<ul style="list-style-type: none"><li>identifies healthy food choices using <a href="#">Canada's Food Guide</a></li><li>understands the importance of healthy eating as fuel for physical activity and overall health</li></ul>	<ul style="list-style-type: none"><li>identifies healthy food choices and makes the healthy choice when given the opportunity</li><li>understands the importance of healthy eating as fuel for physical activity and overall health</li><li>accesses water regularly</li></ul>

### Active Living

Do you want to find out more about Active Living? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
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Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>understands the benefits of physical activity and can identify few opportunities to be active at school</li> <li>participates in physical activity for a minimum of 30 minutes daily (15 minutes for K) with encouragement</li> <li>sets a goal to improve fitness and/or develop a new physical activity skill</li> <li>identifies a few body changes while involved in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understands some of the benefits of physical activity and can identify some of the opportunities to be active at school</li> <li>with occasional encouragement participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>requires some assistance to set goals to improve fitness and/or develop a new physical activity skill</li> <li>identifies some body changes while involved in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understands the benefits of physical activity and identifies opportunities to be active at school</li> <li>consistently participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>recognizes different levels of exertion</li> </ul>	<ul style="list-style-type: none"> <li>understands the benefits of physical activity and accesses a variety of opportunities to be active at school</li> <li>enthusiastically participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>sets and works towards goals to improve fitness and/or develop a new physical activity skill</li> <li>recognizes and adjusts levels of exertion</li> </ul>

## Healthy Relationships

Do you want to find out more about Healthy Relationships? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p>	<ul style="list-style-type: none"> <li>identifies some forms of bullying</li> </ul>	<ul style="list-style-type: none"> <li>identifies many forms of bullying</li> </ul>	<ul style="list-style-type: none"> <li>identifies bullying behaviour</li> </ul>



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| <ul style="list-style-type: none"> <li>• identifies many forms of bullying behaviour</li> <li>• describes the effects of bullying for all involved</li> <li>• demonstrates skills for building and maintaining positive relationships</li> <li>• with support, uses strategies for dealing with conflicts</li> </ul> | <p>behaviour</p> <ul style="list-style-type: none"> <li>• describes some effects of bullying for all involved</li> <li>• inconsistently demonstrates skills for building and maintaining positive relationships</li> <li>• uses limited strategies for dealing with conflicts</li> </ul> | <p>behaviour</p> <ul style="list-style-type: none"> <li>• describes the effects of bullying for all involved</li> <li>• demonstrates skills for building and maintaining positive relationships</li> <li>• uses strategies for dealing with conflicts</li> </ul> | <p>and ways to avoid or solve bullying problems</p> <ul style="list-style-type: none"> <li>• describes short and long term effects of bullying for all involved</li> <li>• demonstrates skills and advocates for building and maintaining positive relationships</li> <li>• uses a variety of strategies for dealing with conflicts</li> </ul> |
|--|--|--|--|

## Healthy Practices

Do you want to find out more about Healthy Practices? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>• understands safety rules and expectations of classroom and school</li> <li>• demonstrates limited understanding</li> </ul>	<ul style="list-style-type: none"> <li>• understands safety rules and expectations of classroom and school</li> <li>• identifies some road safety practices</li> <li>• sometimes participates</li> </ul>	<ul style="list-style-type: none"> <li>• understands and follows safety rules and expectations of classroom and school</li> <li>• understands road safety practices</li> <li>• participates in health</li> </ul>	<ul style="list-style-type: none"> <li>• understands and promotes safety rules and expectations of classroom and school</li> <li>• practices road safety</li> <li>• participates in and</li> </ul>



- |  |  |   |   |
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| <p>g of road safety practices</p> <ul style="list-style-type: none"> <li>• participates in health habits that prevent the spread of diseases</li> <li>• demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>• understands the benefits of positive health habits</li> </ul> | <p>in health habits that prevent the spread of diseases</p> <ul style="list-style-type: none"> <li>• inconsistently demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>• understands some of the benefits of positive health habits</li> </ul> | <p>habits that prevent the spread of diseases</p> <ul style="list-style-type: none"> <li>• demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>• understands many of the benefits of positive health habits</li> </ul> | <p>advocates for health habits that prevent the spread of diseases</p> <ul style="list-style-type: none"> <li>• demonstrates ways of refusing or avoiding harmful or unknown situations, and helps others to do the same</li> <li>• understands the benefits of positive health habits and helps others to do the same</li> </ul> |
|--|--|---|---|



## Elaborated Scales for Grades K to 3

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

### Healthy Eating

- [Complete Grades K to 3 Healthy Eating \(PDF\)](#)
- [Complete Grades K to 3 Healthy Eating \(DOC\)](#)

#### *Accomplished*

*The student is able to consistently make healthy food choices according to Canada's Food Guide. They understand the benefits of making healthy lifestyle choices and they are able to set achievable goals. There is observable effort to achieve set goals.*

The student will:

- consistently name and match most foods to appropriate food groups from *Canada's Food Guide*
- recognize serving size consistently
- choose foods from each food group to develop a balanced food plan for a day
- say why food, water and sleep are important and how they contribute to a healthy lifestyle
- describe the relationship between healthy food choices and how these positively affect personal well being including self image

#### *Acquired*

*The student is often able to recognize food groups and make healthy, balanced food choices. They can describe attributes of a healthy lifestyle and are able to set goals.*

The student will:

- name and match most foods to appropriate food groups from *Canada's Food Guide*
- recognize a serving size
- recognize a balanced diet for a day
- say why food, water, and sleep are important



- select healthy food choices that affect personal well being positively
- be able to set a reasonable healthy eating goal and create a plan to follow a balanced diet

## *Developing*

*The student can sometimes recognize appropriate food choices for a balance diet. They are beginning to understand what makes up a healthy lifestyle. The student sometimes needs support to recognize and achieve a reasonable goal..*

The student will:

- name and match some food to some food groups from *Canada's Food Guide*
- recognize a serving size inconsistently
- choose foods from each food group but not accurate quantities for a day
- say that food, water and sleep are important, and why
- select some healthy food choices that affect personal well being positively
- set a reasonable healthy eating goal with adult or peer support and work towards achieving it

## *Emerging*

*The student has a limited understanding of the food groups and healthy daily food choices. They need considerable support to describe what makes up a healthy lifestyle and to create a goal.*

The student will:

- identify the main food groups
- from *Canada's Food Guide*
- recognize a serving size
- recognize a balanced diet for a day
- say that food, water and sleep are important
- select healthy food choices that affect personal well being positively
- set a reasonable healthy eating goal and work towards achieving it

## Active Living

- [Complete Grades K to 3 Active Living \(PDF\)](#)



- [Complete Grades K to 3 Active Living \(DOC\)](#)

## *Accomplished*

*The student willingly and enthusiastically participates in physical activity; moderates level of physical activity through awareness of body changes; demonstrates healthy choices*

The student will:

- confidently describe many personal benefits of regular participation in physical activity and encourage others to be active
- willingly participate and show interest in regular physical activity
- be aware of many activities for physical activity at school and suggest ways to use them
- determine a reasonable fitness goal, make a plan and work towards the goal
- recognize body changes that occur during exercise (increased heart rate, increased breathing rate, feeling warm) and increase or decrease activity level accordingly

## *Acquired*

*The student actively participates in physical activity and is able to describe the benefits of an active lifestyle. They are aware of body changes during activity and the need to maintain physical fitness through personal goal setting.*

The student will:

- describe 4 to 5 personal benefits of regular participation in physical activity
- fully participate in physical activity
- be aware of many opportunities for physical activity at school
- determine a reasonable fitness goal and tell others about it
- recognize body changes that occur while exercising (increased heart rate, increased breathing rate, feeling warm)

## *Developing*

*The student is able to describe some benefits of physical activity but is sometimes reluctant to participate fully; may need prompting to set a reasonable goal and make a plan to achieve the goal.*

The student will:



- describe 2 to 3 personal benefits of regular participation in physical activity
- inconsistently participate in physical activity
- be aware of some opportunities for physical activity at school
- need teacher support to determine a reasonable fitness goal and tell others about it
- identify some body changes that occur while exercising

## *Emerging*

*The student is reluctant to participate without adult support. Understanding of the benefits of physical activity is developing. Considerable support is needed to understand why a goal is necessary and creating a plan to achieve set goal.*

The student will:

- describe a benefit of regular participation in physical activity
- participate reluctantly in physical activity or participate at a minimal level and likely need teacher support
- demonstrate little awareness of opportunities for physical activity at school
- determine a reasonable fitness goal and likely need teacher support to work towards it
- have limited understanding of body changes that occur while exercising

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## Healthy Relationships

- [Complete Grades K to 3 Healthy Relationships \(PDF\)](#)
- [Complete Grades K to 3 Healthy Relationships \(DOC\)](#)

## *Accomplished*

*The student willingly and enthusiastically participates in physical activity; moderates level of physical activity through awareness of body changes; demonstrates healthy choices*

The student will:

- confidently describe many personal benefits of regular participation in physical activity and encourage others to be active
- willingly participate and show interest in regular physical activity





- be aware of many activities for physical activity at school and suggest ways to use them
- determine a reasonable fitness goal, make a plan and work towards the goal
- recognize body changes that occur during exercise (increased heart rate, increased breathing rate, feeling warm) and increase or decrease activity level accordingly

## *Acquired*

*The student actively participates in physical activity and is able to describe the benefits of an active lifestyle. They are aware of body changes during activity and the need to maintain physical fitness through personal goal setting.*

The student will:

- describe 4 to 5 personal benefits of regular participation in physical activity
- fully participate in physical activity
- be aware of many opportunities for physical activity at school
- determine a reasonable fitness goal and tell others about it
- recognize body changes that occur while exercising (increased heart rate, increased breathing rate, feeling warm)

## *Developing*

*The student is able to describe some benefits of physical activity but is sometimes reluctant to participate fully; may need prompting to set a reasonable goal and make a plan to achieve the goal.*

The student will:

- describe 2 to 3 personal benefits of regular participation in physical activity
- inconsistently participate in physical activity
- be aware of some opportunities for physical activity at school
- need teacher support to determine a reasonable fitness goal and tell others about it
- identify some body changes that occur while exercising



## Emerging

*The student is reluctant to participate without adult support. Understanding of the benefits of physical activity is developing. Considerable support is needed to understand why a goal is necessary and creating a plan to achieve set goal.*

The student will:

- describe a benefit of regular participation in physical activity
  - participate reluctantly in physical activity or participate at a minimal level and likely need teacher support
  - demonstrate little awareness of opportunities for physical activity at school
  - determine a reasonable fitness goal and likely need teacher support to work towards it
  - have limited understanding of body changes that occur while exercising
- 

## Healthy Practices

### Snapshots

The student often needs support and redirection to follow the rules and safety expectations of the school and community. The student needs reminding to carry out practices that keep them safe and healthy

The rating scale may require adaptation when used for different purposes and tasks.

- [Complete Grades K to 3 Healthy Practices \(PDF\)](#)
- [Complete Grades K to 3 Healthy Practices \(DOC\)](#)

## Accomplished

### Snapshots

*Independently the student is able to follow the rules and safety expectations as well as show leadership. The student actively demonstrates participation in healthy practices and is able to justify why they are important.*

The student will:

- help others follow the rules and expectations of the classroom and school environment
- conduct self and encourage others to act in a safe manner



- participate in and contribute to classroom and group activities, often taking on extra responsibilities
- display an emerging sense of responsibility for others' well being and describe ways to improve the classroom environment
- identify road safety practices and understand the reasons for them
- participate in hand washing and personal hygiene practices
- encourage others to practice personal hygiene
- describe a variety of harmful situations and how they could occur e.g. who, what, where
- describe a variety of ways to avoid or refuse harmful situations
- describe aspects of healthy living in addition to activity, eating, sleeping and hygiene, e.g. family activities, and tell how these practices benefit self

### *Acquired*

*Independently the student is able to follow the rules and safety expectations of the school and community. The student is aware of healthy practices that will keep them safe and fit.*

The student will:

- follow the rules and expectations of classroom and school environments
- conduct self in a safe manner
- participate in and contribute to classroom and group activities regarding safety
- identify road safety practices and understand why the reasons for them
- use road safety habits consistently
- participate in hand washing and personal hygiene practises
- describe a variety of harmful situations
- describe some ways to avoid or refuse harmful situations
- describe aspects of a healthy lifestyle in addition to activity, eating, sleeping and hygiene, e.g. family activities

### *Developing*

*The student inconsistently follows the rules and safety expectations of the school and community. The student has some understanding of healthy practices but sometimes may need support to make the right choice.*

The student will:

- understand the rules and expectations of classroom and school environment



- usually be respectful of others and the classroom environment regarding safety
- sometimes participate in classroom and group activities
- identify some road safety practices, e.g. wearing a helmet, road crossing
- need some reminders to practise road safety habits
- need some reminders to wash hands
- use personal hygiene habits with occasional reminders
- identify some harmful situations
- need some assistance to describe ways to avoid or refuse harmful situations
- describe some aspects of a healthy lifestyle

## *Emerging*

*The student often needs support and redirection to follow the rules and safety expectations of the school and community. The student needs reminding to carry out practices that keep them safe and healthy.*

The student will:

- behave safely and respectfully towards others, with assistance
- with prompting, contribute to classroom and group discussions regarding safety
- with prompting, identify some road safety practices, e.g. wearing a helmet, road crossing
- need constant reminders to use road safety habits
- need assistance with hand washing
- need adult reminders to follow personal hygiene habits
- recognize harmful or unknown situations and associated risks, with support
- identify some healthy habits, with support



# Prescribed Learning Outcomes for Grades K to 3

## Healthy Eating

### *Prescribed Learning Outcomes in Health and Career Education (HACE)*

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Health and Career Education](#)

Printable Version of the [K to 3 Healthy Eating PLO \(PDF\)](#)

### Kindergarten

#### Goals and Decisions

- A1 identify opportunities to make choices Healthy Living
- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

### Grade One

#### Healthy Living

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices

### Grade Two

#### Goals and Decisions

- A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

#### Healthy Living

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)



- C2 identify healthy eating practices as described in Canada’s Food Guide to Healthy Eating

## Grade Three

### Healthy Living

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)
- C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)

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## Active Living

### *Prescribed Learning Outcomes in Physical Education (PE) and Daily Physical Activity (DPA)*

The Healthy Living Performance Standards represent selected PLO’s at these grade levels. A complete list of PLO’s can be found at [Physical Education](#) and [Daily Physical Activity](#)

- [Printable Version of the K to 3 Active Living PLO \(PDF\)](#)
- [Printable Version of the K to 3 Active Living PLO \(DOC\)](#)

## Kindergarten

### Active Living

#### Knowledge

- A1 identify benefits of regular participation in physical activity (e.g., it’s fun, it helps them grow strong, and it keeps the heart healthy)
- A2 identify physical activities they enjoy doing
- A3 identify the importance of food as fuel for physical activity

#### Participation

- A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities



## Grade One

### Active Living

#### Knowledge

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, and it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of choosing healthy food as fuel for physical activity
- A5 identify physical activities they feel they do well

#### Participation

- A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities

## Grade Two

### Active Living

#### Knowledge

- A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, and it's a way to make new friends)
- A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- A3 describe the importance of food, water, and sleep as fuel for physical activity
- A4 identify physical abilities they would like to develop

#### Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

## Grade Three

### Active Living

#### Knowledge



- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

### Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

### Prescribed Learning Outcomes in [Daily Physical Activity \(DPA\)](#)

- participate in physical activities for a minimum of 30 minutes during each school day
- participate in a range of endurance activities
- participate in a range of strength activities
- participate in a range of flexibility activities

## Healthy Relationships

### *Prescribed Learning Outcomes in Health and Career Education (HACE)*

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Health and Career Education](#)

- [Printable Version of the K to 3 Healthy Relationships PLO \(PDF\)](#)
- [Printable Version of the K to 3 Healthy Relationships PLO \(DOC\)](#)

### Kindergarten

#### Goals and Decisions

- A2 identify sources of support and assistance for children at school

#### Healthy Living





- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

### **Healthy Relationships**

- C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)
- C3 demonstrate an understanding of appropriate ways to express feelings
- C4 differentiate between positive and negative behaviours in relationships

## **Grade One**

### **Goals and Decisions**

- A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

### **Healthy Living**

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices

### **Healthy Relationships**

- C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
- C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
- C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

## **Grade Two**

### **Goals and Decisions**

- A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

### **Healthy Living**



- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)

### Healthy Relationships

- C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)
- C5 identify positive ways to initiate and maintain healthy friendships

## Grade Three

### Goals and Decisions

- A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)

### Healthy Living

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)

### Healthy Relationships

- C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
- C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully

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## Healthy Practices

### *Prescribed Learning Outcomes in Health and Career Education (HACE) and Physical Education (PE)*

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Health and Career Education](#) and [Physical Education](#)

- [Printable Version of the K to 3 Healthy Practices PLO \(PDF\)](#)
- [Printable Version of the K to 3 Healthy Practices PLO \(DOC\)](#)



## Health and Career Education

### Kindergarten

#### Goals and Decisions

- A1 identify opportunities to make choices
- A2 identify sources of support and assistance for children at school

#### Healthy Living

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

#### Safety and Injury Prevention

- C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community

#### Substance Misuse Prevention

- C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be harmful.)

### Grade One

#### Goals and Decisions

- C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)

#### Healthy Living

- C2 identify practices that help prevent the spread of communicable diseases and conditions

#### Safety and Injury Prevention

- C10 describe guidelines for safety in the home, at school, on the road, and in the community Substance Misuse Prevention



- C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

## Grade Two

### Goals and Decisions

- A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

### Healthy Living

- C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)

### Safety and Injury Prevention

- C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community

### Substance Misuse Prevention

- C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)
- C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren't sure of, tell a trusted adult if a confusing situation arises)

## Grade Three

### Healthy Living

- C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)
- C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)

### Safety and Injury Prevention



- C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community

### **Substance Misuse Prevention**

- C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long term health consequences)
- C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)

## Physical Education

### Kindergarten

#### **Safety, Fair Play, and Leadership**

- C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)

### Grade One

#### **Safety, Fair Play, and Leadership**

- C1 describe why safety guidelines for physical activity are important

### Grade Two

#### **Safety, Fair Play, and Leadership**

- C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warm-up activities, making sure the activity space is free of obstacles)

### Grade Three

#### **Safety, Fair Play, and Leadership**

- C1 demonstrate safe behaviours while participating in a variety of physical activities



# Healthy Eating and Physical Activity Learning Resource for Kindergarten to Grade 3

The Healthy Eating and Physical Activity Learning Resource is a Kindergarten to Grade 10 (grade-by-grade) set of healthy eating and physical activity classroom-based lesson plans for teachers to use. The resource includes lessons that help students develop knowledge and skills to plan age appropriate healthy eating and physical activity goals to live healthier lives.

Healthy Eating and Physical Activity Learning Resource

- [Kindergarten \(PDF, 1.45MB\)](#)
- [Grade 1 \(PDF\)](#)
- [Grade 2 \(PDF\)](#)
- [Grade 3 \(PDF\)](#)

## Teacher Developed Resources

- [K-3 Student Friendly Quick Scale – developed by South Rutland Elementary School \(PDF\)](#)

## Student Samples for Grades K-3

- [Grades K-3 Active Living \(PDF, 7.8MB\)](#)
- [Grades K-3 Healthy Eating \(PDF, 1.25MB\)](#)
- [Grades K-3 Healthy Practices \(PDF\)](#)



# Grades 4 to 6

## Quick Scale: Grades 4 to 6 Healthy Living

This Quick Scale presents summary statements from the four aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four aspects is presented on a separate page.

- [Complete Grades 4 to 6 Quick Scale \(PDF\)](#)
- [Complete Grades 4 to 6 Quick Scale \(Word\)](#)

### Healthy Eating

Do you want to find out more about Healthy Eating? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>• describes choices students can make for healthy eating</li><li>• understands the importance of food and water as fuel for physical activity</li><li>• demonstrates a limited awareness of influences on eating habits</li></ul>	<ul style="list-style-type: none"><li>• describes some choices students can make for healthy eating</li><li>• has a basic understanding of the importance of food and water as fuel for physical activity</li><li>• demonstrates an awareness of influences on eating habits</li></ul>	<ul style="list-style-type: none"><li>• describes choices students can make for healthy eating using <a href="#">Canada's Food Guide</a></li><li>• understands the importance of food and water as fuel for physical activity and overall health</li><li>• understands influences on eating</li></ul>	<ul style="list-style-type: none"><li>• describes and demonstrates choices students can make for healthy eating</li><li>• understands the importance of food and water as fuel for physical activity and overall health; accesses water and healthy snacks</li></ul>



habits

regularly

- analyzes influences on eating habits

## Active Living

Do you want to find out more about Active Living? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>• describes health benefits of regular physical activity and identifies some opportunities to be active in the school</li> <li>• with frequent encouragement participates daily in physical activity for 30 minutes</li> <li>• sets goals to improve fitness and/or develop a new</li> </ul>	<ul style="list-style-type: none"> <li>• describes some health benefits of regular physical activity and identifies opportunities to be active in the school</li> <li>• with occasional encouragement participates daily in physical activity for 30 minutes</li> <li>• with some assistance, sets goals to improve fitness and/or develop a new physical</li> </ul>	<ul style="list-style-type: none"> <li>• describes health benefits of regular physical activity and identifies opportunities to be active in the school and community</li> <li>• consistently participates daily in physical activity for 30 minutes</li> <li>• sets goals to improve fitness and/or develop a new physical activity skill</li> <li>• monitors exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>• describes health benefits of regular physical activity and accesses opportunities to be active in the school and community</li> <li>• enthusiastically participates daily in physical activity for 30 minutes</li> <li>• sets goals, develops a plan, and works towards improving fitness and/or developing a new physical activity skill</li> <li>• monitors and adjusts exertion levels</li> </ul>





- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>physical activity skill</li> <li>relies on others to monitor exertion levels</li> </ul> | <ul style="list-style-type: none"> <li>activity skill</li> <li>requires some assistance to monitor exertion levels</li> </ul> |
|--|---|

## Healthy Relationships

Do you want to find out more about Healthy Relationships? then please read our [Elaborated Scale](#).

<b>Emerging</b>	<b>Developing</b>	<b>Acquired</b>	<b>Accomplished</b>
<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies forms of bullying but needs assistance to respond appropriately when in negative situations</li> <li>is learning to build and maintain positive relationships</li> <li>understands roles, rights, and responsibilities for all individuals</li> <li>understands that others have an influence on</li> </ul>	<ul style="list-style-type: none"> <li>describes some forms of bullying and sometimes responds appropriately when in negative situations</li> <li>demonstrates limited skills for building and maintaining positive relationships</li> <li>sometimes respects roles, rights, and responsibilities for all individuals</li> <li>understands that others have an</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying and responds appropriately when in negative situations</li> <li>demonstrates skills for building and maintaining positive relationships</li> <li>respects roles, rights, and responsibilities for all individuals</li> <li>assesses the influence of others on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying, responds appropriately when in negative situations, and helps others</li> <li>demonstrates skills and advocates for building and maintaining positive relationships</li> <li>advocates for the roles, rights, and responsibilities of all individuals</li> <li>assesses the influence of others on individual</li> </ul>



individual attitudes and behaviours

influence on individual attitudes and behaviours

attitudes and behaviours and makes positive choices

## Healthy Practises

Do you want to find out more about Healthy Practices? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>identifies some road safety practices</li><li>demonstrates awareness of safe behaviours in all settings</li><li>participates in health habits that prevent the spread of diseases</li><li>describes negative consequences of substance abuse</li><li>sets goals for attaining and maintaining a healthy balanced lifestyle</li></ul>	<ul style="list-style-type: none"><li>sometimes practices road safety</li><li>inconsistently demonstrates awareness of and practices safe behaviours in all settings</li><li>needs occasional reminders to participate in health habits that prevent the spread of diseases</li><li>demonstrates a limited understanding of the negative consequences of substance abuse</li><li>sets goals for attaining and</li></ul>	<ul style="list-style-type: none"><li>practices road safety</li><li>demonstrates awareness of and practices safe behaviours in all settings</li><li>participates in health habits that prevent the spread of diseases</li><li>describes negative consequences of substance abuse</li><li>sets achievable goals for attaining and maintaining a healthy balanced lifestyle</li></ul>	<ul style="list-style-type: none"><li>practices and promotes road safety</li><li>demonstrates awareness of and practices safe behaviours in all settings and encourages others</li><li>participates in and advocates for health habits that prevent the spread of diseases</li><li>describes negative consequences of substance abuse and practices behaviours that reduce risks</li></ul>



maintaining a  
healthy  
balanced  
lifestyle (may  
be  
unrealistic)

- sets  
achievable  
goals and  
develops a  
plan for  
attaining and  
maintaining a  
healthy  
balanced  
lifestyle



# Elaborated Scales Healthy Living Scales for Grades 4 to 6

## Healthy Eating

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 4 to 6 Healthy Eating \(PDF\)](#)
- [Complete Grades 4 to 6 Healthy Eating \(DOC\)](#)

### *Accomplished*

The student can access, understand, evaluate and advocate for a balanced, healthy diet according to Canada's Food Guide, with an awareness of various influences on eating habits; clearly understand the link between nutrition and physical activity.

The student will:

- confidently access, evaluate and communicate information in Canada's Food Guide about food groups and total servings that enhance health for their age group
- evaluate, plan and fulfil their dietary goals based on information in the Guide and be able to give reasons for their choices
- advocate for personal, family and community change that enhances daily healthy eating
- actively make healthy eating a personal choice
- advocate for healthy eating choices with respect to different cultural, racial, religious beliefs
- recognize and evaluate the influences of family, peers, media and marketing practices on their eating habits and make appropriate healthy choices
- understand, communicate and promote to others the relationship and benefits of healthy eating and physical activity to overall healthy living
- actively demonstrate daily healthy eating and physical activity

### *Acquire*

The student is often able to recognize food groups and make healthy, balanced food choices. They can describe attributes of a healthy lifestyle and are able to set goals.



The student will:

- name and match most foods to appropriate food groups from Canada's Food Guide
- recognize a serving size
- recognize a balanced diet for a day
- say why food, water, and sleep are important
- select healthy food choices that affect personal well being positively
- be able to set a reasonable healthy eating goal and create a plan to follow a balanced diet

### *Developing*

The student can sometimes recognize appropriate food choices for a balance diet. They are beginning to understand what makes up a healthy lifestyle. The student sometimes needs support to recognize and achieve a reasonable goal..

The student will:

- name and match some food to some food groups from Canada's Food Guide
- recognize a serving size inconsistently
- choose foods from each food group but not accurate quantities for a day
- say that food, water and sleep are important, and why
- select some healthy food choices that affect personal well being positively
- set a reasonable healthy eating goal with adult or peer support and work towards achieving it

### *Emerging*

The student has a limited understanding of the food groups and healthy daily food choices. They need considerable support to describe what makes up a healthy lifestyle and to create a goal.

The student will:

- identify the main food groups
- from Canada's Food Guide
- recognize a serving size
- recognize a balanced diet for a day
- say that food, water and sleep are important
- select healthy food choices that affect personal well being positively



- set a reasonable healthy eating goal and work towards achieving it
- 

## Active Living

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 4 to 6 Active Living \(PDF\)](#)
- [Complete Grades 4 to 6 Active Living \(DOC\)](#)

## *Accomplished*

The student demonstrates a clear understanding of the health benefits of physical activity; advocates for regular and varied physical activities; encourages others to be active; can self-monitor and adjust exertion levels.

The student will:

- confidently communicate health benefits (social, emotional and physical) of regular physical activity using scientific facts
- understand the relationship between daily activity levels and overall well being; adjust personal habits accordingly
- fully participate in physical activities and observe personal health benefits; encourage others to do the same
- access many opportunities and settings for physical activity in the school and community
- apply health knowledge to develop short and long term personal goals for fitness; develop and implement a personal plan; monitor progress and adapt plan as needed
- accurately take heart rate at rest, after activity and recovery and help others to do the same
- understand the Perceived Rate of Exertion (PRE) scale to monitor and adjust exertion levels
- advocate for regular physical activity to improve fitness and overall wellbeing



## *Acquired*

The student demonstrates an understanding of the health benefits of physical activity; fully participates in various physical activities; can self-monitor exertion levels.

The student will:

- readily identify health benefits (social, emotional, physical) of regular physical activity
- understand the relationship between daily activity levels and overall well being
- fully participate in physical activities and observe personal health benefits
- be aware of a variety of opportunities for physical activity in the school and community
- apply health knowledge to develop short and long term personal goals for fitness; develop and implement a personal plan for fitness
- accurately take heart rate at rest, after activity and recovery
- understand the Perceived Rate of Exertion (PRE) scale to monitor and adjust exertion levels

## *Developing*

The student has some understanding of the health benefits of physical activity, demonstrates limited participation in various physical activities; may need assistance to monitor exertion levels.

The student will:

- identify some of the health benefits of regular physical activity
- recognize different activity levels and the feeling of well being
- inconsistently participate in physical activities with some observation of personal health benefits
- be aware of some opportunities for physical activity in the school and community
- inconsistently apply knowledge of health benefits when deciding on physical activity
- inconsistently take heart rate at rest, after activity and recovery
- understand the need to monitor exertion levels but be unable to do so independently



## *Emerging*

The student requires assistance to understand the health benefits of physical activity; needs support to participate in a variety of physical activities and to monitor exertion levels.

The student will:

- identify some of the health benefits of regular physical activity
  - begin to recognize different activity levels and the feeling of well being
  - need encouragement to participate fully in physical activities and to observe health benefits
  - be aware of few opportunities for physical activity in the school and community
  - use some knowledge of health to plan personal physical activity
  - take heart rate and begin to monitor exertion levels at rest, after activity and recovery
  - be unaware of the Perceived Rate of Exertion (PRE) scale to monitor and adjust exertion levels
- 

## Healthy Relationships

### *Accomplished*

The student is able to interact with others in positive ways and shows willingness to help others do the same. The student is able to identify conflict, bullying, discrimination and stereotyping and is able to solve related problems with empathy.

The student will:

- advocate for self and others to be respectful individuals in the school community
- assess and communicate the importance of healthy relationships for self and others
- advocate for self and others to build and maintain healthy relationships
- analyze and communicate the effects of bullying behaviour
- advocate for self and others to respond appropriately to bullying behaviours, discrimination, and stereotyping
- advocate for safety of self and others to protect themselves from potential abusive or exploitation
- communicate how seek help when self or someone else is abused or exploited





- analyse peer influence on attitudes and behaviour for self and others to make positive choices
- advocate for effective strategies to promote a positive school environment with respect for diversity

## *Acquired*

The student is able to interact with others in positive ways and identify positive aspects of relationships. The student recognizes bullying, discrimination, stereotyping and behaviours of concern and can begin to form solutions to conflicts.

The student will:

- tell why it's important to respect the roles, rights and responsibilities of all individuals in the school community
- practice and apply respectful behaviours to all individuals at school
- communicate the importance of interpersonal skills to build and maintain positive relationships
- apply interpersonal skills to build and maintain positive relationships
- describe and apply strategies for responding to bullying behaviour, discrimination and stereotyping
- describe and apply strategies for responding to negative group dynamics (e.g. speak on behalf of another, report to a trusted adult)
- demonstrate an understanding of the effects of bullying on others
- recognize common lures (e.g. tricks, lies or threats)
- describe and demonstrate safe behaviours and practices that protect self from abuse and exploitation
- identify and describe behaviours that contribute to building a positive school environment
- assess and communicate peer influence on attitudes and behaviour, and make positive choices accordingly
- acknowledge the importance of diversity in the school and community

## *Developing*

The student sometimes is able to interact with others in positive ways, and may need support to solve problems or conflicts. The student has difficulty seeing problems from another point of view and needs guidance to create and maintain healthy relationships. The student is beginning to recognize bullying, discrimination and stereotyping

The student will:



- demonstrate understanding and respect for the roles, rights and responsibilities of all individuals in the school community
- show some interpersonal skills to build positive relationships (e.g. empathy, honesty, compassion)
- describe and begin to apply strategies for responding to negative group dynamics (e.g. speak on behalf of another, report to a trusted adult)
- identify some common lures (e.g. tricks, lies or threats) and describe examples of abusive or exploitive situations and some ways to avoid these situations
- describe some influences that peers have on individual's attitudes and behaviours
- describe appropriate choices for own behaviour
- recognize diversity with the school and community

### *Emerging*

The student needs considerable support to interact with others appropriately, including creating and maintaining relationships. The student requires assistance identifying negative behaviour and managing conflicts, as well as identifying bullying, discrimination and stereotyping

The student will:

- demonstrate understanding and respect for the roles, rights and responsibilities of all individuals in the school community
- show some interpersonal skills to build positive relationships (e.g. empathy, honesty, compassion)
- demonstrate strategies for responding to bullying behaviour, discrimination and stereotyping
- identify some common lures (e.g. tricks, lies or threats) and describe examples of abusive or exploitive situations and some ways to avoid these situations
- recognize that peers can influence an individual's attitudes and behaviour, and make a positive choice in own behaviour
- develop some knowledge of diversity

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## Healthy Practices

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not



always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 4 to 6 Healthy Practices \(PDF\)](#)
- [Complete Grades 4 to 6 Healthy Practices \(DOC\)](#)

### *Accomplished*

The student is a leader in advocating for self and others to practice habits that lead to a safe and healthy balanced lifestyle.

The student will:

- advocate for self and others to practice behaviours that reduce road related risks and contribute to injury prevention
- understand and communicate to others the importance of managing personal responses to feelings and evaluate related consequences
- advocate for self and others to manage responses to personal feelings and communicate possible strategies to accomplish this goal
- use strategies for avoiding substance abuse and help others to do the same
- inform others of the long and short term consequences of substance abuse
- evaluate and adjust personal goals to attain and maintain a safe and healthy balanced lifestyle
- set realistic personal goals for achieving proper sleep, nutrition, physical activity and stress and time management

### *Acquired*

The student communicates, demonstrates knowledge, and practices skills associated with living a safe and healthy balanced lifestyle.

The student will:

- understand and communicate the links between individual societal practices associated with road risk reduction and injury prevention, including consequences of choices
- demonstrate and use decision making skills to manage responses to their feelings
- tell why managing personal feelings is important
- develop strategies for avoiding substance abuse
- evaluate and communicate the long and short term consequences of substance abuse



- set realistic personal goals to attain and maintain a safe and healthy balanced lifestyle
- understand and communicate that a healthy balanced lifestyle requires proper sleep, nutrition, physical activity and stress and time management

### *Developing*

The student has some understanding of practices associated with living a safe and healthy balanced lifestyle.

The student will:

- demonstrate some understanding of the links between individual and societal practices associated with road-related risk reduction and injury prevention
- manage responses to their feelings in most situations
- willingly develop a goal for avoiding substance abuse
- tell about long and short term consequences of substance abuse
- set basic personal goals for attaining and maintaining a safe and healthy balanced lifestyle

### *Emerging*

The student can demonstrate some understanding of practices associated with living a safe and healthy balanced lifestyle, with assistance.

The student will:

- communicate the links between individual and societal practices associated with road-related risk reduction and injury prevention
- manage responses to their feelings at times
- willingly develop a goal for avoiding substance abuse
- tell about long and short term consequences of substance abuse
- set a goal for attaining and maintaining a safe and balanced healthy lifestyle



# Healthy Living Prescribed Learning Outcomes for Grade 4 to 6

## Healthy Eating

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](#).

- [Printable Version of the 4 to 6 Healthy Eating PLO \(PDF\)](#)
- [Printable Version of the 4 to 6 Healthy Eating PLO \(DOC\)](#)

### *Grade Four*

#### **Healthy Living**

- C2 describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating

### *Grade Five*

#### **Healthy Living**

- C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating

### *Grade Six*

#### **Healthy Living**

C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active, healthy eating practice, an emotionally healthy lifestyle

#### **Healthy Relationships**

C5 assess the influence that peers have on individuals' attitudes and behaviour



## Prescribed Learning Outcomes in Physical Education (PE)

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of [Physical Education PLOs](#).

### *Grade Four*

#### **Active Living**

- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)

### *Grade Five*

#### **Active Living**

- A3 analyse the relationship between nutrition and physical activity
- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

### *Grade Six*

#### **Active Living**

- A3 analyse nutritional considerations for physical activity

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## Active Living

### *Prescribed Learning Outcomes in Physical Education (PE) and Daily Physical Activity (DPA)*

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Physical Education](#) and [Daily Physical Activity](#)



- [Printable Version of the 4 to 6 Active Living PLO \(PDF\)](#)
- [Printable Version of the 4 to 6 Active Living PLO \(DOC\)](#)

## Grade Four

### Active Living Knowledge

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A5 identify opportunities for physical activity in a variety of settings Participation  
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

## Grade Five

### Active Living

#### Knowledge

- A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- A4 set a personal goal for physical activity Participation
- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

## Grade Six

### Active Living

#### Knowledge



- A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
- A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
- A5 set personal goals for attaining and maintaining a physically active lifestyle
- Participation A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility
- participate in physical activities for a minimum of 30 minutes during each school day
- participate in a range of endurance activities
- participate in a range of strength activities
- participate in a range of flexibility activities

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## Healthy Relationships

### *Prescribed Learning Outcomes in Health and Career Education (HACE)*

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Health and Career Education](#)

- [Printable Version of the 4 to 6 Healthy Relationships PLO \(PDF\)](#)
- [Printable Version of the 4 to 6 Healthy Relationships PLO \(DOC\)](#)

#### Grade Four

##### **Healthy Relationships**

- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
- C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)





## Grade Five

### Healthy Relationships

- C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends
- C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)

## Grade Six

### Healthy Relationships

- C5 assess the influence that peers have on individuals' attitudes and behaviour
- C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination
- C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying

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## Healthy Practices

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

- [Printable Version of the 4 to 6 Healthy Practices PLO \(PDF\)](#)
- [Printable Version of the 4 to 6 Healthy Practices PLO \(DOC\)](#)

## Grade Four

### Goals and Decisions

- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

### Healthy Living



- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)

### **Safety and Injury Prevention**

- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
- C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- C9 describe the potential risks for injury in a variety of settings, including on the road

### **Substance Misuse Prevention**

- C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
- C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

## **Grade Five**

### **Goals and Decisions**

- A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making
- A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)

### **Healthy Living**

- C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)
- C3 describe the physical, emotional, and social changes associated with puberty
- C4 describe practices that help to prevent communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition) non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)



## Healthy Relationships

- C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)

## Safety and Injury Prevention

- C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)
- C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road
- C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

## Substance Misuse Prevention

- C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

# Grade Six

## Goals and Decisions

- A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
- A2 identify influences on goal setting and decision making, including family, peer, and media influences

## Healthy Living

- C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active, healthy eating practice, an emotionally healthy lifestyle
- C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

## Healthy Relationships

- C5 assess the influence that peers have on individuals' attitudes and behaviour



- C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination
- C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying

### **Safety and Injury Prevention**

- C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
- C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet
- C11 describe responsible safety behaviours on the road and in the community

### **Substance Misuse Prevention**

- C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs
- (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
- C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)



# Healthy Eating and Physical Activity Learning Resource for Grades 4 to 6

The Healthy Eating and Physical Activity Learning Resource is a Kindergarten to Grade 10 (grade-by-grade) set of healthy eating and physical activity classroom-based lesson plans for teachers to use. The resource includes lessons that help students develop knowledge and skills to plan age appropriate healthy eating and physical activity goals to live healthier lives.

Healthy Eating and Physical Activity Learning Resource

- [Grade 4 \(PDF\)](#)
- [Grade 5 \(PDF\)](#)
- [Grade 6 \(PDF\)](#)

## Teacher Developed Resources

- [4-6 Student Friendly Quick Scale – developed by South Rutland Elementary School \(PDF\)](#)

## Student Samples for Grades 4 to 6

- [Grades 4-5 Active Living \(PDF\)](#)
- [Grades 5-6 Active Living \(Physical Activity\) \(PDF\)](#)
- [Grade 6 Active Living \(PDF\)](#)
- [Grades 4-6 Healthy Practices \(PDF\)](#)



# Grades 7 to 9

## Quick Scale: Grades 7 to 9 Healthy Living

This Quick Scale presents summary statements from the four aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four aspects is presented on a separate page.

- [Complete Grades 7 to 9 Quick Scale \(PDF\)](#)
- [Complete Grades 7 to 9 Quick Scale \(Word\)](#)

### Healthy Eating

Do you want to find out more about Healthy Eating? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>• demonstrates some understanding of nutrition</li><li>• plans simple nutritious meals using the <a href="#">Canada's Food Guide</a></li><li>• has limited understanding of influences on eating habits and the relationship between eating and</li></ul>	<ul style="list-style-type: none"><li>• some understanding of nutrition</li><li>• plans nutritious meals using the <a href="#">Canada's Food Guide</a></li><li>• shows an emerging sense of influences on eating habits with support</li><li>• demonstrates a basic understanding of the relationship between</li></ul>	<ul style="list-style-type: none"><li>• plans nutritious meals using the <a href="#">Canada's Food Guide</a></li><li>• understands influences on eating habits</li><li>• understands the relationship between eating and physical activity</li></ul>	<ul style="list-style-type: none"><li>• plans and evaluates nutritious meals using the <a href="#">Canada's Food Guide</a></li><li>• analyzes influences on eating habits</li><li>• understands the relationship between eating and physical activity</li><li>• advocates for changes that</li></ul>



- physical activity
- communicates the effects of regular participation of physical activity on health

eating and physical activity.

enhance healthy eating

## Active Living

Do you want to find out more about Active Living? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>communicates the effects of regular participation of physical activity on health</li> <li>monitors personal effort</li> <li>identifies and participates in physical activity opportunities</li> </ul>	<ul style="list-style-type: none"> <li>identifies some effects of regular participation in physical activity</li> <li>monitors personal effort</li> <li>may need prompting to participate in moderate to physical activity</li> </ul>	<ul style="list-style-type: none"> <li>consistently participates in 30 minutes of physical activity daily, to develop endurance, strength and flexibility</li> <li>monitors exertion levels</li> <li>identifies and participates in regular physical activities in a variety of settings</li> <li>sets goals for activity</li> <li>understands the importance of activity for</li> </ul>	<ul style="list-style-type: none"> <li>consistently participates in 30 minutes of physical activity daily to develop endurance, strength and flexibility for self, encourages other to do the same</li> <li>actively seeks opportunities to participate in regular physical activity in a variety of settings</li> <li>takes initiative to create physical</li> </ul>



quality of life.

- activity opportunities for self and others
- analyzes, evaluates and adjusts exertion levels

## Healthy Relationships

Do you want to find out more about Healthy Relationships? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of healthy and unhealthy relationships</li> <li>demonstrates a beginning level of respect for others in the community</li> <li>identifies bullying and discrimination</li> <li>identifies and describes relationships that contribute to positive</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding of healthy and unhealthy relationships</li> <li>shows respect for others in the community</li> <li>shows an emerging understanding of bullying and discrimination</li> <li>is developing understanding of how to assess, build and maintain healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms and effects of bullying and discrimination and responds appropriately</li> <li>clearly understands all aspects of healthy and unhealthy relationships</li> <li>can demonstrate respect for others in the community</li> <li>understands how to assess, build</li> </ul>	<ul style="list-style-type: none"> <li>advocates for healthy relationships and respect for others in the community</li> <li>understands and communicates the effects of bullying and discrimination, responds appropriately, and encourages others to do the same</li> <li>accesses school and community resources that</li> </ul>





engagement with school

and identify school and community resources

- identifies relationships that contribute to positive engagement with school

and maintain healthy relationships

- evaluates school and community resources that contribute to healthy relationships
- identifies and demonstrates relationships that contribute to feelings of engagement at school

contribute to healthy relationships

- demonstrates and actively seeks relationships that contribute to feelings of positive engagement with school for self and others

## Healthy Practises

Do you want to find out more about Healthy Practices? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>• demonstrates an understanding of healthy practices including management of feelings, setting goals</li></ul>	<ul style="list-style-type: none"><li>• demonstrates some understanding of healthy practices including management of feelings, setting goals for a healthy lifestyle, and</li></ul>	<ul style="list-style-type: none"><li>• demonstrates and communicates understanding of healthy practices including management of feelings, setting goals for a healthy lifestyle, and</li></ul>	<ul style="list-style-type: none"><li>• makes decisions and advocates for self and others regarding healthy practices</li></ul>



for a healthy  
lifestyle, and  
personal safety

personal safety

personal safety

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# Elaborated Scales Healthy Living Scales for Grades 7 to 9

## Healthy Eating

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 7 to 9 Healthy Eating \(PDF\)](#)
- [Complete Grades 7 to 9 Healthy Eating \(DOC\)](#)

### *Accomplished*

The student demonstrates leadership in advocating for self and others to practice planning and eating a healthy diet, including the link between nutrition and physical activity.

The student will:

- access and evaluate information about food groups and serving sizes from Eating Well with Canada's Food Guide to plan their daily personal dietary needs including meals and snacks
- tell others what a healthy balanced daily food plan for a student should look like, and why
- practise healthy food choices daily following the Canada's Food Guide principles and influence others to do the same
- advocate for better nutritional knowledge for themselves, family, and community
- understand the relationship between food intake and physical activity and recommend individual changes when necessary
- practice a balanced diet in conjunction with physical activity and help others to do the same
- identify and analyze the influence of family, peers, media and marketing on eating habits
- advocate for recognizing differences in healthy eating choices with respect to different cultural, racial and religious beliefs



## *Acquired*

The student communicates, demonstrates and practices skills for planning and eating a healthy diet, and understands the link between nutrition and physical activity.

The student will:

- access and evaluate information about food groups and serving sizes from Eating Well with Canada's Food Guide to plan their daily personal dietary needs including meals and snacks
- tell others what a healthy balanced daily food plan for a student should look like and why
- practise healthy food choices daily following the Canada's Food Guide principles
- access and understand information about food intake and its relationship to physical activity, and provide examples
- identify and examine the influences on eating habits, such as family, media, peers and marketing of products
- describe which influences affect their personal eating habits
- understand that culture, race and religion may influence the foods people choose and provide examples

## *Developing*

The student has some understanding of planning and eating a healthy diet and the link between nutrition and physical activity; may need support.

The student will:

- access and understand information about food groups and serving sizes from Eating Well with Canada's Food Guide to plan their daily personal dietary needs including meals and snacks
- tell others about what a healthy balanced daily food plan for a student should look like
- practise healthy food choices daily the Canada's Food Guide principles
- understand the need for food to fuel the body for physical activity
- evaluate information about food intake and its relationship to physical activity
- identify and analyze some influences on eating habits, such as family, media, peers and marketing of products
- understand that culture, race and religion may influence the foods people choose



## *Emerging*

With assistance, the student demonstrates some understanding of planning a healthy diet and the link between nutrition and physical activity.

With assistance, the student will:

- access information about food groups and serving sizes from Eating Well with Canada's Food Guide
  - use the Guide to plan their daily personal dietary needs including meals and snacks
  - tell others about what a healthy balanced daily food plan for a student should look like
  - tell others about the importance of nutrition
  - explain the need for food to fuel the body for physical activities
  - analyze appropriate healthy food options required for specific activities
  - identify a variety of influences on eating habits
  - understand that culture, race and religion may influence the foods people choose
- 

## **Active Living**

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 7 to 9 Active Living \(PDF\)](#)
- [Complete Grades 7 to 9 Active Living \(DOC\)](#)

## *Accomplished*

The student demonstrates leadership in advocating for self and others to practice habits that lead to living an active lifestyle including daily physical activity.

The student will:

- advocate for regular physical activity as a way to improve health



- evaluate personal activity levels with overall well-being and adjust levels as needed
- fully participate in daily physical activity with equal emphasis on endurance, strength and flexibility
- actively make choices to access for self and others a variety of settings for physical activity in the school and community
- access information about health to set, implement and evaluate personal goals to improve fitness and activity levels
- identify, communicate and demonstrate activities that elevate heart rate from moderate to vigorous using PRE (Perceived Rate of Exertion)
- encourage others to monitor and adjust exertion levels, as indicated by PRE
- take a leadership role in helping others reach their fitness goals

### *Acquired*

The student communicates and demonstrates skills and habits associated with living an active lifestyle including daily physical activity.

The student will:

- communicate the health benefits of regular physical activity
- demonstrate an understanding of the relationship between daily activity levels and overall well being
- fully participate in daily physical activity with equal emphasis on endurance, strength and flexibility
- identify a variety of settings and opportunities for physical activity in the school and community and tell how to use them
- access information about health to plan, implement and evaluate personal goals to improve fitness and physical activity levels, and make changes when needed
- identify and communicate physical activity that elevates heart rate
- rank physical activity intensity levels from moderate to vigorous using PRE (Perceived Rate of Exertion)
- access own heart rate and practice elevating heart rate by physical activity of various intensity levels

### *Developing*

The student has some understanding of skills and habits associated with living an active lifestyle including daily physical activity; may need support.

The student will:



- demonstrate some understanding of the health benefits of regular physical activity
- willingly participate in daily physical activity; may require prompting to develop either endurance, strength or flexibility
- identify some settings and opportunities for physical activity in the school and community and tell how to use them
- access information about health to set basic goals to improve fitness and physical activity levels, and make changes as needed
- describe activities that elevate heart rate and, with support, monitor their exertion levels using PRE (Perceived Rate of Exertion)

## *Emerging*

With assistance, the student demonstrates some understanding of skills and habits associated with being physically active.

The student will:

- identify a health benefit of regular participation in physical activity
- identify a physical activity that contributes to quality of life
- participate in daily physical activity but may need guidance and frequent rest periods
- identify some settings and opportunities for physical activity in the school and community and tell how to use them
- set a personal goal for improving their fitness and physical activity levels
- explain the relationship between heart rate and exercise intensity
- access own heart rate and practice elevating heart rate by physical activity of different intensity levels

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## Healthy Relationships

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 7 to 9 Healthy Relationships \(PDF\)](#)
- [Complete Grades 7 to 9 Healthy Relationships \(DOC\)](#)



## *Accomplished*

The student is a leader in advocating for self and others to practise habits that lead to healthy, positive relationships

The student will:

- advocate for strategies that build and maintain healthy interpersonal relationships for self and others
- assess and advocate for the importance of developing healthy relationships for self and others
- evaluate and promote access to school and community resources that support healthy relationships
- identify, understand and communicate the effects of bullying behaviour
- practise and promote appropriate responses to verbal, physical and emotional bullying behaviours
- practise and advocate for positive behaviours that contribute to a safe and caring social environment
- practise and promote respect for individual differences in cultural background and interests
- understand the rules, laws, restrictions and implications of using communication technologies
- demonstrate and promote the safe and respectful use of communication technologies

## *Acquired*

The student communicates, demonstrates knowledge, and practises skills associated with developing healthy, positive relationships.

The student will:

- demonstrate an understanding of how to assess, build and maintain healthy relationships
- use strategies for building and maintaining interpersonal relationships
- assess and communicate the importance of healthy relationships
- identify and evaluate school and community resources that contribute to healthy relationships
- identify and understand the affects of bullying behaviour





- know and use appropriate, effective responses to verbal, physical, and emotional bullying behaviours
- identify and demonstrate positive behaviours that contribute to a safe and caring social environment
- recognize and demonstrate respect for individuals' interests and cultural background
- understand the responsibilities and implications of using communication technologies
- demonstrate safe and respectful strategies for using communication technologies

### *Developing*

The student has some understanding of skills associated with developing healthy, positive relationships; may require support

The student will:

- demonstrate some understanding of how to assess, build and maintain healthy relationships
- identify school and community resources that contribute to healthy relationships
- demonstrate some ability to respond appropriately to verbal, physical and emotional bullying behaviour
- identify positive behaviours that contribute to a safe and caring social environment
- recognize that individuals have differences in interests and cultural backgrounds
- identify strategies for the safe and respectful use of communication technologies

### *Emerging*

With assistance, the student can demonstrate some understanding of skills associated with developing healthy, positive relationships

With assistance, the student will:

- communicate strategies of building and maintaining interpersonal relationship
- identify school and community resources that contribute to healthy relationships
- develop appropriate responses to verbal, physical and emotional bullying behaviours



- identify positive behaviours that contribute to a safe and caring social environment
  - recognize that individuals have differences in interests and cultural backgrounds
  - identify strategies for the safe and respectful use of communication technologies
- 

## Healthy Practices

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 7 to 9 Healthy Practices Scale \(PDF\)](#)

### *Accomplished*

The student is a leader in advocating for self and others to practice habits that lead to a safe and healthy balanced lifestyle.

The student will:

- advocate for self and others to practice behaviours that reduce road related risks and contribute to injury prevention
- understand and communicate to others the importance of managing personal responses to feelings and evaluate related consequences
- advocate for self and others to manage responses to personal feelings and communicate possible strategies to accomplish this goal
- use strategies for avoiding substance abuse and help others to do the same
- inform others of the long and short term consequences of substance abuse
- evaluate and adjust personal goals to attain and maintain a safe and healthy balanced lifestyle
- set realistic personal goals for achieving proper sleep, nutrition, physical activity and stress and time management

### *Acquired*

The student communicates, demonstrates knowledge, and practices skills associated with living a safe and healthy balanced lifestyle.



The student will:

- understand and communicate the links between individual societal practices associated with road risk reduction and injury prevention, including consequences of choices
- demonstrate and use decision making skills to manage responses to their feelings
- tell why managing personal feelings is important
- develop strategies for avoiding substance abuse
- evaluate and communicate the long and short term consequences of substance abuse
- set realistic personal goals to attain and maintain a safe and healthy balanced lifestyle
- understand and communicate that a healthy balanced lifestyle requires proper sleep, nutrition, physical activity and stress and time management

### *Developing*

The student has some understanding of practices associated with living a safe and healthy balanced lifestyle.

The student will:

- demonstrate some understanding of the links between individual and societal practices associated with road-related risk reduction and injury prevention
- manage responses to their feelings in most situations
- willingly develop a goal for avoiding substance abuse
- tell about long and short term consequences of substance abuse
- set basic personal goals for attaining and maintaining a safe and healthy balanced lifestyle

### *Emerging*

The student can demonstrate some understanding of practices associated with living a safe and healthy balanced lifestyle, with assistance.

The student will:

- communicate the links between individual and societal practices associated with road-related risk reduction and injury prevention
- manage responses to their feelings at times
- willingly develop a goal for avoiding substance abuse



- tell about long and short term consequences of substance abuse
- set a goal for attaining and maintaining a safe and balanced healthy lifestyle



# Healthy Living Prescribed Learning Outcomes for Grade 7 to 9

## Healthy Eating

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](#).

- [Printable Version of the 7 to 9 Healthy Eating PLO \(PDF\)](#)
- [Printable Version of the 7 to 9 Healthy Eating PLO \(DOC\)](#)

## *Health and Career Education*

### Grade Seven

#### **Goals and Decisions**

- A1 design a plan to achieve a specific goal
- A2 demonstrate an ability to apply a decision-making model to a specific situation

#### **Healthy Living**

- C1 analyse factors (including media and peer) that influence personal health decisions
- C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence

### Grade Eight

#### Healthy Living

set personal goals for attaining and maintaining a healthy lifestyle  
analyse influences on eating habits, including family, peers, and media

## *Home Economics: Foods and Nutrition*



## Grade Eight

### **Nutrition and Healthy Eating**

- C1 describe the importance of nutrition and other factors that contribute to health
- C2 use Eating Well with Canada’s Food Guide to plan simple, nutritious dishes and snacks
- C3 use product labels to identify and compare the nutritional value of a variety of food products

### **Social, Economic, and Cultural Influences**

- D1 describe factors that influence personal food choices

## Grade Nine

### **Nutrition and Healthy Eating**

- C2 use Eating Well with Canada’s Food Guide to plan meals and snacks for a nutritionally balanced diet
- C3 examine the relationship between individual eating practices and physical activity
- C4 identify and compare the ingredients and nutritional value of various commercial food products

### **Social, Economic, and Cultural Influences**

- D1 describe factors that influence food choices

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## *Active Living*

### **Prescribed Learning Outcomes in Physical Education (PE) and Daily Physical Activity (DPA)**

The Healthy Living Performance Standards represent selected PLO’s at these grade levels. For a complete list of PLO's can be found at [Physical Education](#).

- [Printable Version of the 7 to 9 Active Living PLO \(PDF\)](#)
- [Printable Version of the 7 to 9 Active Living PLO \(DOC\)](#)



## Grade Seven

### Active Living Knowledge

- A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- A3 assess their heart rate during physical activity in relation to target heart rate zones
- A4 design a plan for achieving physical activity goals

### Participation

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

## Grade Eight

### Active Living Knowledge

- A1 assess the positive implications of active living
- A2 describe health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
- A4 describe the importance of assessing their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)

### Participation

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- participate in physical activities for a minimum of 30 minutes during each school day
- participate in a range of endurance activities
- participate in a range of strength activities
- participate in a range of flexibility activities



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## Healthy Relationships

### Prescribed Learning Outcomes in Health and Career Education (HACE)

The Healthy Living Performance Standards represent selected PLO's at these grade levels. A complete list of PLO's can be found at [Health and Career Education](#)

- [Printable Version of the 7 to 9 Healthy Relationships PLO \(PDF\)](#)
- [Printable Version of the 7 to 9 Healthy Relationships PLO \(DOC\)](#)

## Grade Seven

### Goals and Decisions

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

### Healthy Relationships

- C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
- C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
- C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination and bullying

### 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)

## Grade Eight

### 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

## Grade Nine

### Healthy Relationships

- propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries)
- describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support)
- describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)

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## *Healthy Practices*

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](#) and [Physical Education](#).

- [Printable Version of the 7 to 9 Healthy Practices PLO \(PDF\)](#)
- [Printable Version of the 7 to 9 Healthy Practices PLO \(DOC\)](#)

## 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

### **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 Eight**

### **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



# Healthy Eating and Physical Activity Learning Resource for Grades 7 to 9

The Healthy Eating and Physical Activity Learning Resource is a Kindergarten to Grade 10 (grade-by-grade) set of healthy eating and physical activity classroom-based lesson plans for teachers to use. The resource includes lessons that help students develop knowledge and skills to plan age appropriate healthy eating and physical activity goals to live healthier lives.

Healthy Eating and Physical Activity Learning Resource

- [Grade 7 \(PDF\)](#)
- [Grade 8 \(PDF - 1.45MB\)](#)
- [Grade 9 \(PDF - 1.84MB\)](#)

## Student Samples for Grades 7 to 9

- [Healthy Practices \(PDF\)](#)
- [Healthy Practices \(Word 2.0 MB\)](#)



# Grades 10 to 12

## Quick Scale: Grades 10 to 12 Healthy Living

This Quick Scale presents summary statements from the four aspects in a one-page format for ease of use. In most cases, these scales can be used to evaluate student development anytime during the year. In the Elaborated Scale, each of the four aspects is presented on a separate page.

- [Complete Grades 10 to 12 Quick Scale \(PDF\)](#)
- [Complete Grades 10 to 12 Quick Scale \(Word\)](#)

### Healthy Eating

Do you want to find out more about Healthy Eating? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With assistance: <ul style="list-style-type: none"><li>• demonstrates some understanding of nutrition using <i>Canada's Food Guide</i></li><li>• plans simple nutritious meals using <i>Canada's Food Guide</i></li><li>• has limited understanding of labelling practices and influences on eating habits</li></ul>	<ul style="list-style-type: none"><li>• some understanding of nutrition using <i>Canada's Food Guide</i></li><li>• is able to plan menus using <i>Canada's Food Guide</i></li><li>• shows a developing sense of labelling practices and the relationship between</li></ul>	<ul style="list-style-type: none"><li>• creates, demonstrates, and evaluates a variety of nutritious menus using <i>Canada's Food Guide</i></li><li>• analyzes the relationship between daily food intake and physical activity</li><li>• analyzes influences on eating</li></ul>	<ul style="list-style-type: none"><li>• finds ways to create a variety of nutritious meals using <i>Canada's Food Guide</i></li><li>• takes initiative to balance daily food intake and physical activity</li><li>• advocates for personal, family, and community changes that enhance healthy eating</li></ul>



daily food intake and physical activity

habits

## Active Living

Do you want to find out more about Active Living? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
With encouragement: <ul style="list-style-type: none"><li>identifies opportunities for and participates in at least of 150 minutes of physical activity weekly</li></ul>	<ul style="list-style-type: none"><li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li></ul>	<ul style="list-style-type: none"><li>identifies opportunities and consistently participates in a minimum of 150 minutes of physical activity weekly</li></ul>	<ul style="list-style-type: none"><li>finds opportunities to consistently participate in at least 150 minutes of physical activity weekly</li></ul>
With assistance: <ul style="list-style-type: none"><li>communicates the benefits of physical activity to health</li><li>monitors personal exertion levels</li><li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li></ul>	<ul style="list-style-type: none"><li>identifies and describes some effects of regular participation in physical activities in a variety of settings</li><li>monitors personal exertion levels in a variety of settings</li><li>plans and maintains</li></ul>	<ul style="list-style-type: none"><li>identifies, describes, and relates the benefits of regular participation in physical activities in a variety of settings</li><li>evaluates and adjusts exertion levels</li><li>plans, maintains, and evaluates personal</li></ul>	<ul style="list-style-type: none"><li>advocates for opportunities for self and others within the school and community to participate regularly in physical activities in a variety of settings</li><li>analyzes, evaluates and adjusts exertion levels</li></ul>



personal fitness and activity programs to maintain a healthy lifestyle

fitness and activity programs to maintain a healthy lifestyle

- takes initiative to plan, maintain and evaluate fitness programs for self and others to
- maintain a healthy lifestyle

## Healthy Relationships

Do you want to find out more about Healthy Relationships? then please read our [Elaborated Scale](#).

Emerging	Developing	Acquired	Accomplished
<p>With assistance:</p> <ul style="list-style-type: none"> <li>• identifies a variety of interpersonal relationships and the role communication plays on maintaining healthy relationships</li> <li>• identifies relationships that contribute to feelings of positive engagement with school</li> <li>• demonstrates skills required</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an understanding of a variety of interpersonal relationships</li> <li>• has some understanding of the role effective communication plays on maintaining healthy relationships</li> <li>• identifies and engages in relationships that contribute to positive</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>• demonstrates skills to work individually and collaboratively, safely and effectively</li> <li>• engages in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>• advocates for practices that promote safety for self and</li> </ul>



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| <p>to work safely with others</p> <ul style="list-style-type: none"> <li>• understands diversity and rights of others</li> </ul> | <p>engagement with school</p> <ul style="list-style-type: none"> <li>• demonstrates skills to work individually and collaboratively safely</li> </ul> | <p>that contribute to positive engagement with school and community (connectedness)</p> <ul style="list-style-type: none"> <li>• respects diversity and the rights of others to hold different ideas and beliefs</li> </ul> | <p>others</p> <ul style="list-style-type: none"> <li>• contributes to and advocates for positive relationships that that strengthen engagement and connectedness to school and community</li> <li>• respects diversity and advocates for the rights of others to hold different ideas and beliefs</li> </ul> |
|--|---|---|--|

## Healthy Practises

Do you want to find out more about Healthy Practices? then please read our [Elaborated Scale](#).

<b>Emerging</b>	<b>Developing</b>	<b>Acquired</b>	<b>Accomplished</b>
<p>With assistance:</p> <ul style="list-style-type: none"> <li>• identifies and practices some safe behaviours in a variety of settings,</li> </ul>	<ul style="list-style-type: none"> <li>• inconsistently identifies and practices safe behaviour in most settings, including road safety</li> <li>• some understanding of monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and practices safe behaviours in all settings</li> <li>• understands and practices stress management</li> <li>• consistently makes positive</li> </ul>	<ul style="list-style-type: none"> <li>• practices and promotes safe behaviours in all settings and encourages others to do the same</li> <li>• understands and practices</li> </ul>





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| <p>including road safety</p> <ul style="list-style-type: none"> <li>• identifies possible stressful situations</li> <li>• describes factors that influence healthy behaviours and healthy decision-making</li> <li>• emerging understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul> | <p>and managing stressful situations</p> <ul style="list-style-type: none"> <li>• some understanding of healthy behaviours and the factors that may influence healthy decision-making</li> <li>• some understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul> | <p>health and safety decisions</p> <ul style="list-style-type: none"> <li>• demonstrates the attitudes, knowledge, and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul> | <p>effective stress management for self and advocates for support for others</p> <ul style="list-style-type: none"> <li>• advocates for school and community safety programs that benefit self and others</li> <li>• demonstrates the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for</li> <li>• the physical and emotional well-being of self and others</li> </ul> |
|--|--|---|---|



# Elaborated Scales Healthy Living Scales for Grades 10 to 12

## Healthy Eating

This Elaborated Scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. In the Quick Scale, the aspects are presented in a one-page summary format for ease of use.

The rating scale may require adaptation when used for different purposes and tasks.

- [Complete Grades 10 to 12 Healthy Eating \(PDF\)](#)
- [Complete Grades 10 to 12 Healthy Eating \(DOC\)](#)

### *Accomplished*

The student demonstrates leadership in advocating for self and others in making appropriate nutritional choices based on a variety of factors.

The student will:

- access information about appropriate categories (food groups) and total servings of food that enhance health at their particular age group
- evaluate information from Eating Well with Canada's Food Guide to meet their personal dietary needs for an entire day, including meals and snacks
- communicate to others what a healthy balanced food plan for a day for a student should look like
- articulate the reasons for their choices, and show an analysis that backs up the choices made
- demonstrate the willingness to advocate for dietary change for themselves and others, family, and community
- practice healthy food choices on a daily basis and follow the Canada's Food Guide principles
- justify the reasoning behind food choices
- demonstrate an understanding of the relationship between food intake and physical activity and can recommend individual changes when necessary
- practice a balanced diet in conjunction with physical activity and advocate for change that enhances health in the community
- be able to evaluate commercial food products, including interpreting information on food labels



- analyze food labels for nutritional values
- develop and use criteria to compare similar food products to improve individual or group nutrition programs

### *Acquired*

The student communicates and demonstrates an understanding of making appropriate nutritional choices based on a variety of factors.

The student will:

- accesses information about appropriate categories (food groups) and total servings of food that enhance health at their particular age group
- evaluate information from Eating Well with Canada's Food Guide to meet their personal dietary needs for an entire day, including meals and snacks
- communicate to others what a healthy balanced food plan for a day for a student should look like
- understand/demonstrate the importance of healthy food choices and explain the principles involved with eating well using Canada's Food Guide
- communicate their understanding of basic nutritional needs
- access or research further information about food intake and its relationship to physical activity
- demonstrate an understanding of the relationship between food intake and physical activity and provide examples
- compare similar food products with regard to nutritional values
- communicate to others an understanding of food labelling and have it relate to healthy food choices
- demonstrate basic knowledge of health check symbols on food packaging

### *Developing*

The student has some understanding of making appropriate nutritional choices based on a variety of factors.

The student will:

- access some information about the food groups and total servings of food that enhance health at their particular age group
- evaluate information from Eating Well with Canada's Food Guide to meet their personal dietary needs for an entire day, including meals and snacks



- communicate minimal information to others about what a healthy balanced food plan for a day for a student should look like
- be able to recognize the range of servings required daily using Canada’s Food Guide
- understand the concept of “You are what you eat” and demonstrate better food choices
- access information related to energy and nutritional (food) balance
- evaluate information about food intake and its relationship to physical activity
- evaluate some information contained in commercial product labelling
- communicate an understanding of nutritional content within commercial food products
- understand the basic health check symbols on food packaging

### *Emerging*

With assistance the student can demonstrate some understanding of making appropriate nutritional choices based on a variety of factors.

With assistance, the student will:

- with assistance, access information about food groups and total servings Eating Well with Canada’s Food Guide
- with assistance, evaluate some information from the Guide to meet their personal dietary needs for an entire day, including meals and snacks
- with assistance, communicate minimal information to others about what a healthy balanced food plan for a day for a student should look like
- with assistance, categorize foods in each of the Canada Food Guide groups
- with assistance, identify those foods which are healthy options versus those that are less healthy, or ‘junk food’
- with assistance, communicate the need for food to fuel the body for participation in physical activities
- with assistance, analyze the appropriate healthy food options required for specific activities
- with assistance be able to read food labels to identify and compare products for a healthier option or choice
- be minimally aware of the basic health check symbols on food packaging



## Active Living

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 10 to 12 Active Living \(PDF\)](#)
- [Complete Grades 10 to 12 Active Living \(DOC\)](#)

### *Accomplished*

The student demonstrates leadership in advocating for self and others to practice a lifelong active lifestyle.

The student will:

- use their knowledge of health and skill components of fitness to plan, achieve and maintain personal fitness goals
- understand the role of core strength in the health and skill components of fitness
- reflect on effectiveness of personal fitness goals and use SMART goal setting to adjust goals as needed
- understand how body composition ( % body fat, muscle mass, body weight) relates to the body mass index (BMI) and health risk factors
- participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness, and evaluate their effectiveness
- plan, maintain and evaluate activity programs for self and others to maintain a healthy lifestyle
- understand how skill and fitness levels affect activity choices over the course of their life
- advocate and promote an active living environment for self and others within the school and community
- advocate for lifelong active living for self and others through leadership and mentoring activities

### *Acquired*

The student creates and demonstrates a plan to maintain a lifelong active lifestyle.

The student will:



- demonstrate their understanding of five health components of fitness (cardiovascular, muscular strength, muscular endurance, flexibility, body composition)
- identify and give examples of four skill components of fitness (speed, agility, power, balance)
- understand the relationship of the health and skill components of fitness, and identify activities that support their development
- understand the relationship between muscle mass and body weight, and the relationship between body fat and health risk factors
- participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness, and evaluate their effectiveness
- set achievable personal goals to maintain or improve fitness levels
- monitor exertion levels through accessing heart rate and/or applying the perceived rate of exertion (PRE) scale to achieve a training effect
- understand the connection between frequency, intensity, time and type (FITT) of activities to maintain fitness levels
- understand the benefits of regular physical activity
- access opportunities for physical activity within the community to support personal fitness goals

## *Developing*

The student has some understanding of creating and demonstrating a plan to maintain a lifelong active lifestyle.

The student will:

- identify five health components of fitness (cardiovascular, muscular strength, muscular endurance, flexibility, body composition)
- identify four skill components of fitness (speed, agility, power, balance)
- identify activities that support each of the five health components of fitness
- identify activities that support each of the four skill components of fitness
- participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness
- evaluate personal fitness and activity programs to maintain a lifelong active lifestyle
- monitor exertion levels by taking heart rate accurately while exercising at various levels of intensity, at rest and recovery
- understand the connection between frequency, intensity, time and type (FITT) of activities to maintain fitness levels
- communicate the benefits of regular physical activity



- identify opportunities for physical activity within the community and initiate access to support personal fitness goals

## *Emerging*

With assistance, the student can demonstrate some understanding of creating a plan to maintain a lifelong active lifestyle.

The student will:

- recognize the difference between a health component and skill component of fitness
- communicate the benefits of regular participation in physical activity
- monitor exertion levels by taking heart rate accurately while exercising at various levels of intensity , at rest and recovery
- participate safely in a variety of moderate to vigorous activities prescribed by a teacher for 150 minutes weekly
- set goals to maintain or improve personal fitness levels
- make a plan to achieve fitness goals
- access own heart rate and practice elevating heart rate through activities of various levels of intensity
- monitor exertion levels to adjust fitness goals
- evaluate personal fitness and activity programs to maintain a lifelong active lifestyle
- communicate the benefits of regular physical activity
- identify opportunities for physical activity within the community to support personal fitness goals

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## Healthy Relationships

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 10 to 12 Healthy Relationships \(PDF\)](#)
- [Complete Grades 10 to 12 Healthy Relationships \(DOC\)](#)



## *Accomplished*

The student demonstrates leadership in advocating for self and others to use positive communication skills to maintain healthy relationships.

The student will:

- identify interpersonal relationships and explain their connections
- analyze the health of interpersonal relationships and propose alternate modes of communication if required
- justify alternative types of interpersonal communication as needed, and predict their results
- evaluate the effectiveness of various types of communication and advocate for positive communication to maintain and improve the health of relationships
- demonstrate and advocate for self and others for safe and respectful use of communication technologies

## *Acquired*

The student demonstrates positive communication skills to maintain healthy relationships.

The student will:

- identify a range of interpersonal relationships
- evaluate the health of interpersonal relationships and propose an alternate course of action if required
- identify and propose alternate modes of communication as needed
- evaluate the effectiveness of various types of communication in maintaining healthy relationships
- demonstrate strategies for the safe and respectful use of communication technologies
- understand the rules, laws, regulations and implications of using communication technologies

## *Developing*

The student has some understanding of using positive communication skills to maintain healthy relationships.

The student will:





- identify some interpersonal relationships
- understand and assess the health of interpersonal relationships
- identify when communication is effective and ineffective in a relationship
- demonstrate the effect of positive communication on maintaining healthy relationships
- identify uses of communication technologies
- identify strategies for safe and respectful use of communication technologies

### *Emerging*

With assistance, the student can demonstrate some understanding of using positive communication skills to maintain healthy relationships.

The student will:

- identify some interpersonal relationships
- understand and assess the health of interpersonal relationships
- identify a variety of communication skills
- demonstrate the effect of positive communication on maintaining healthy relationships
- identify uses of communication technologies
- identify strategies for safe and respectful use of communication technologies

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## Healthy Practices

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

- [Complete Grades 10 to 12 Healthy Practices Scale \(PDF\)](#)
- [Complete Grades 10 to 12 Healthy Practices Scale \(DOC\)](#)

### *Accomplished*

The student demonstrates leadership in advocating for self and others to make healthy decisions.



The student will:

- evaluate the interrelationships of internal and external factors that influence health
- advocate for self and others to make personal decisions that enhance health
- evaluate and communicate about work place practices associate with work-related risk reduction and injury prevention e.g. safety training, hazard recognition, risk management
- advocate for improvement in work place practices and demonstrate how these changes may affect workers' health
- understand and practice effective stress management for self and advocate for support for others

### *Acquired*

The student communicates and demonstrates an understanding of the factors and influences that help make healthy decisions.

The student will:

- evaluate the interrelationship of internal and external factors that influence health
- evaluate the internal and external factors that may support or oppose the decision-making process
- demonstrate connections between independent and collaborative work skills to develop positive results
- evaluate work place practices that may result in injury and offer alternative courses of action
- predict and evaluate stressful situations
- describe personal and appropriate stress management systems

### *Developing*

The student has some understanding of the factors and influences that help make healthy decisions.

The student will:

- understand the interrelationship of internal and external factors that influence health
- demonstrate how internal and external factors support or oppose each other in a decision-making process



- identify the work place practices needed to work effectively, safely and collaboratively with others
- understand how work place practices may influence independent and collaborative workers
- identify stressful situations and how they affect personal health
- describe and select an appropriate personal stress management system

## *Emerging*

The student can demonstrate some understanding of the factors and influences that help make healthy decisions, with assistance.

The student will:

- understand the interrelationship of internal and external factors that influence health
- demonstrate how internal and external factors support or oppose each other in a decision-making process
- identify the work place practices needed to work effectively, safely and collaboratively with others
- identify possible stressful situations that may affect personal health
- describe and select a stress management strategy



# Healthy Living Prescribed Learning Outcomes for Grade 10 to 12

## Healthy Eating

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](#).

- [Printable Version of the 10 to 12 Healthy Eating PLO \(PDF\)](#)
- [Printable Version of the 10 to 12 Healthy Eating PLO \(DOC\)](#)

## *Home Economics: Foods and Nutrition 10-12*

### Planning 10

#### Healthy Living

- C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)

#### Health Information

- C2 analyse health information for validity and personal relevance

### Graduation Transition

#### Grades Ten through Twelve

#### Personal Health

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by:
- developing a long-term personal healthy living plan appropriate to their lifestyle that describes
- sound nutritional habits
- positive health choices

## *Home Economics: Foods and Nutrition 10-12*



## Grade Ten

### Nutrition and Healthy Eating

- C2 create nutritious menus for a variety of dietary and budget considerations using Eating Well with Canada's Food Guide
- C3 analyse the relationship between daily food intake and physical activity
- C4 compare recipes to identify the healthier choice
- C5 evaluate commercial food products, including interpreting information on food labels, analysing food labels for nutritional value, developing and using criteria to compare similar food products

## Grade Eleven

### Nutrition and Healthy Eating

- C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from Eating Well with Canada's Food Guide
- C3 analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)
- C4 identify ways to improve the nutritional value of recipes

## Grade Twelve

### Nutrition and Healthy Eating

- C1 apply principles from Eating Well with Canada's Food Guide and other reliable sources to analyse menus and make recommendations for particular dietary needs
- C2 demonstrate an understanding of the importance of energy balances

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## Active Living

### Prescribed Learning Outcomes in Physical Education (PE) and Daily Physical Activity (DPA)

The Healthy Living Performance Standards represent selected PLO's at these grade levels. For a complete list of PLO's can be found at [Physical Education](#).



- [Printable Version of the 10 to 12 Active Living PLO \(PDF\)](#)
- [Printable Version of the 10 to 12 Active Living PLO \(DOC\)](#)

## *Grade Ten*

### **Active Living**

- A1 describe a variety of ways to be active throughout one's life
- A2 demonstrate understanding of health-related components of fitness, skill-related components, fitness and movement concepts
- A3 implement a comprehensive physical activity plan incorporating goal setting processes, components of fitness, considerations of personal abilities and interests, nutritional considerations, principles of training

### **Participation**

- A4 participate daily in moderate to vigorous physical activity to enhance fitness

## *Grade Eleven*

### **Active Living**

- design and implement plans for balanced, healthy living, including nutrition, exercise, rest and work
- demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including age, gender, time, culture and environment
- describe strategies for stress management and relaxation
- demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance

## *Grade Twelve*

### **Active Living**

- design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including age, gender, culture, environment and body image perceptions
- analyse and design plans for stress management and relaxation
- develop a plan to maximize personal motor performance for themselves and others

### **Daily Physical Activity**



- participate in moderate to vigorous physical activity for a minimum of 150 minutes per week at each grade from 10 to 12
  - demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being
- 

## Healthy Relationships

### **Prescribed Learning Outcomes in Planning 10 (PL), Graduation Transitions (GT), and Family Studies (FS)**

The Healthy Living Performance Standards represent selected PLO's at these grade levels. For a complete list of PLO's go to Planning 10, Graduation Transitions, and Family Studies.

- [Printable Version of the 10 to 12 Healthy Relationships PLO \(PDF\)](#)
- [Printable Version of the 10 to 12 Healthy Relationships PLO \(DOC\)](#)

### *Planning Ten*

#### **Healthy Relationships**

- C3 demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)
- C4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)

### *Graduation Transitions*

- developing a long-term personal healthy living plan appropriate to their lifestyle that describes
- emotional health management (e.g., ways to manage stress)
- positive health choices

### *Family Studies 10 through 1*

#### **Issues and Challenges of Adolescence**

- B20 describe changing relationships in adolescence

#### **Lifestyle and Life Changes**



- C9 analyse the components of a healthy lifestyle for adults

## **Wellness and Safety in Interpersonal Relationships**

### **Wellness**

- E17 describe components of a healthy relationship
- E18 describe components of an unhealthy relationship

### **Safety**

- E19 demonstrate an understanding of how to stay safe in a variety of interpersonal relationships
  - E20 propose and evaluate actions that could be taken when relationships become unsafe
- 

## **Healthy Practices**

### **Prescribed Learning Outcomes in Planning 10 (PL), Graduation Transitions (GT), Family Studies (FS) and Physical Education (PE)**

The Healthy Living Performance Standards represent selected PLO's at these grade levels. For a complete list of PLO's go to Planning 10, Graduation Transitions, Physical Education, and Family Studies.

- [Printable Version of the 10 to 12 Healthy Practices PLO \(PDF\)](#)
- [Printable Version of the 10 to 12 Healthy Practices PLO \(DOC\)](#)

## **Health and Career Education**

### *Planning 10*

#### **Healthy Living**

- C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)

#### **Health Information**

- C2 analyse health information for validity and personal relevance





## Health Decisions

- C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community
- C6 analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
- C7 analyse practices associated with the prevention of HIV/AIDS
- C8 analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
- C9 analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)

## *Graduation Transitions 10 - 12*

### Personal Health

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by:
- engaging, from Grade 10 to Grade 12, in at least 150 minutes per week of moderate to vigorous

### Physical activity

- developing a long-term personal healthy living plan appropriate to their lifestyle that describes
- sound nutritional habits
- regular exercise routines
- emotional health management (e.g., ways to manage stress)
- positive health choice

### Community Connections

- demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers

## *Family Studies 10 - 12*

### Issues and Challenges of Adolescence



- B23 demonstrate an understanding of how to stay safe in a variety of situations

### **Lifestyle and Life Changes**

- C9 analyse the components of a healthy lifestyle for adults

### **Wellness and Safety in Interpersonal Relationships**

#### **Safety**

- E19 demonstrate an understanding of how to stay safe in a variety of interpersonal relationship
- E20 propose and evaluate actions that could be taken when relationships become unsafe

## *Daily Physical Activity K - 12*

### **Grade 10 - 12**

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being

## **Physical Education**

### *Grade Ten*

#### **Active Living**

##### **Knowledge**

- A3 implement a comprehensive physical activity plan incorporating goal setting processes, components of fitness, considerations of personal abilities and interests, nutritional considerations, principles of training

##### **Participation**

- A4 participate daily in moderate to vigorous physical activity to enhance fitness

##### **Safety, Fair Play, and Leadership**

- C1 apply safety procedures in all physical activities across the activity categories



## *Grade Eleven*

### **Active Living**

- design and implement plans for balanced, healthy living, including nutrition, exercise, rest and work
- demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including age, gender, time, culture and environment
- describe strategies for stress management and relaxation
- select appropriate community-based recreational and alternative environment opportunities to develop a personal functional level of physical fitness

### **Personal and Social Responsibility (Personal Behaviours and Safety Practices)**

- apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds

### **Personal and Social Responsibility (Leadership and Community Involvement)**

- demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community

## *Grade Twelve*

### **Active Living**

- design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including age, gender, culture, environment and body image perceptions
- analyse and design plans for stress management and relaxation
- demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness

### **Personal and Social Responsibility (Personal Behaviours and Safety Practices)**

- consistently demonstrate safety practices in a variety of activities and environments

### **Personal and Social Responsibility (Leadership and Community Involvement)**



- perform service and volunteer work in the school and community

## Healthy Eating and Physical Activity Learning Resource for Grades 10 to 12

The Healthy Eating and Physical Activity Learning Resource is a Kindergarten to Grade 10 (grade-by-grade) set of healthy eating and physical activity classroom-based lesson plans for teachers to use. The resource includes lessons that help students develop knowledge and skills to plan age appropriate healthy eating and physical activity goals to live healthier lives.

Healthy Eating and Physical Activity Learning Resource

- [Grade 11 - 12 \(PDF\)](#)

## Student Samples for Grades 10 to 12

- [Grades 10-12 Healthy Practices \(PDF\)](#)



# Healthy Living Glossary

This glossary defines selected terms as they pertain to the healthy living prescribed learning outcomes from the curricular areas of Health and Career Education K-9, Planning 10, Graduation Transitions 11- 12, Home Economics 8-12, Physical Education K-12 , and Daily Physical Activity. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in these curricular areas.

- **active transportation**  
Includes cycling, skating (skateboards, inline skates, scooters), and walking. Regular use of active transportation is one strategy for maintaining an active, healthy lifestyle.
- **Active Living**  
An aspect of the healthy living performance standards that assesses student learning that contributes to increased physical activity, now and in the future.
- **advocate**  
An individual who supports or speaks in favour of a cause, a policy, or another individual, and whose goal in advocating is to support or promote positive change.
- **aerobic activity**  
Any physical activity sufficient in intensity that requires the heart and lungs to increase their work for sustained periods of time. Aerobic activity develops cardiovascular endurance. Examples of aerobic activity include running and jogging, cycling, lap swimming, speed skating, cross-country skiing, stair-stepping, jazzercise, hip-hop, rope jumping, rowing, hockey, basketball, etc.
- **anaerobic activity**  
Anaerobic activity is generally performed at a medium to high intensity for less than two minutes, where energy is derived without oxygen. Anaerobic activity develops muscular strength and endurance. Examples of anaerobic activities include weight lifting, jumping rope, interval and isometrics.
- **assessment – formative**  
Assessment of learning that provides students with clear criteria and feedback for self-evaluation during the learning sequence as part of a comprehensive assessment and evaluation system. Formative assessment may involve:
  - student learning intentions of the learning task;
  - clear criteria for the learning task;
  - regular, thoughtful feedback to the student;
  - effective teacher questions to lead discussions;
  - opportunities for students to work as learning/teaching resources for others; and
  - building student capacity to take responsibility for their own learning



- **assessment – summative**  
Assessment of learning that provides students with evaluation of their learning at the conclusion of a learning sequence, and documents student progress
- **Assessment for Learning, as Learning, of Learning**
  - Assessment for learning – formative assessment that supports and guides learning;
  - Assessment as learning – formative assessment that involves students in guiding their own learning;
  - Assessment of learning – summative assessment that documents student learning.
- **balanced lifestyle**  
Refers to a way of living that achieves an integrated approach to personal health by recognizing the interconnected dimensions of physical, intellectual, emotional, social, and spiritual well-being.
- **bullying**  
A pattern of repeated aggressive behaviour with negative intent, directed from one person to another where there is a power imbalance. Bullying may be physical, (e.g., hitting, punching, shoving), verbal (e.g., name-calling, teasing, coercion, threats), or social (e.g., alienation, gossiping, inciting hatred). Bullying is distinct from occasional interpersonal conflict in that bullying is generally repeated over time, is intended to hurt, and usually involves a perceived power imbalance. See also internet bullying or cyber-bullying.
- **cardiovascular endurance**  
Refers to the ability of the heart and lungs to sustain moderate to intense activity for extended periods without undue stress to the body. Cardiovascular endurance is a component of fitness.
- **competence**  
In terms of school connectedness, a student’s sense of knowledge and confidence in their own strengths, abilities, and gifts, and the ability to use them to meet goals and challenges faced in the school setting.
- **components of fitness**  
The inter-related characteristics that determine a person’s physical conditioning. There are two categories of components of fitness: health-related components of fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility; skill-related components of fitness: agility, speed, reaction time, co-ordination, balance. Both types of fitness affect an individual’s ability to perform movement skills.
- **Comprehensive School Health**  
Comprehensive School Health (CSH) is an internationally recognized framework that supports improvements in student learning while addressing health issues in a planned, integrated and holistic way. CSH recognizes that all aspects of the life of the school community are potentially important when promoting health. CSH



does not happen just in the classroom, but encompasses integrating actions in the social and physical environment, partnerships and services and teaching and learning including informal curriculum and associated activities. Research has shown effective CSH actions make a major contribution to schools achieving their education and social goals.

- **cyber-bullying**  
Also known as "Internet bullying" or "digital bullying", refers to harassment that takes place using an electronic medium. Cyber-bullying can occur through e-mail, instant messaging, text messaging, chat rooms, online voting booths, or other electronic means.
- **Daily Physical Activity**  
Daily Physical Activity is defined as endurance, strength and/or flexibility activities done on a daily basis. See Daily Physical Activity (DPA)
- **diversity**  
Refers to the ways in which we differ from each other. Some of these differences may be visible (e.g., race, ethnicity, gender, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background).
- **discrimination**  
When a person – on the basis of his or her age, gender, sexual orientation, race, religion, or physical or mental ability – suffers disadvantages or is denied opportunities available to other members of society.
- **empowerment**  
In terms of school connectedness, a student’s sense of being responsible and able to make decisions based on knowledge of their needs and the needs of others in the school setting.
- **energy balance**  
Energy balance is the equation of the amount of energy put into the body (food calories) versus the amount of energy expended (activity). Energy balance can be neutral (calories taken in equal calories expended), positive (calories taken in are greater than calories expended) and negative (calories taken in are less than calories expended).
- **fair play**  
Formerly known as "good sportsmanship", includes skills and behaviours such as abiding by the rules, encouragement, co-operation, respect for diverse skill and ability levels, displaying emotions and reactions appropriately, etc.
- **flexibility**  
The range and ease of movement at a joint or series of joints. Flexibility is a component of fitness.
- **food guide**  
Any categorization of food groups designed to aid in the planning of healthy eating. Canada’s Food Guide to Healthy Eating is the most common tool, but



other tools can be used to guide nutritional choices (e.g., native food guides, vegan food guide).

- **formative assessment**  
Assessment for learning –assessment of student performance, ongoing in the classroom, by students, teachers and parents, which supports and guides learning.
- **harassment**  
Continual or repeated bullying behaviour of one individual by another, with the intent of the harasser to trouble or annoy the victim. Harassment may be physical, (e.g., hitting, punching, shoving), verbal (e.g., name-calling, teasing, coercion, threats), or social (e.g., alienation, gossiping, inciting hatred). See bullying.
- **health**  
Refers to physical, social and emotional (mental) well-being. Optimum health is a state of complete well-being in each dimension, and is not merely the absence of disease or infirmity
- **healthy eating**  
Eating according to the recommendations from Canada’s Food Guide to Healthy Eating; Concepts of healthy eating include:
  - eating the recommended number of servings from each of the four food groups (recommended by age, gender, and activity level)
  - choosing a variety of healthy options with in each food group (e.g., whole grains, a range of colours of vegetables and fruit, low-fat milk products, lean meat and alternatives)
  - awareness of appropriate serving size
  - eating according to hunger and fullness cues
- **Healthy Eating**  
An aspect of the healthy living performance standards which assesses student learning that contributes to making healthy food choices, now and in the future.
- **healthy habits**  
Consistent behaviours that contribute to a healthy lifestyle.
- **healthy lifestyle**  
Refers to making healthy choices which enhance physical, emotional and social well-being over the course of one’s lifetime.
- **health literacy**  
Health literacy entails the ability to make sound health decisions in the context of everyday life – at home, in the community, at school, at the workplace, in the health care system, in the market place and in the political arena. It is a critical empowerment strategy to increase people’s control over their health, their ability to seek out information and to take responsibility.
- **Health Literacy Framework**  
Refers to an organizational approach, for the purposes of this document, which





frames healthy living curricular outcomes in terms of functional, interactive and critical health literacy.

Functional health literacy: basic communication of health information, involving accessing, understanding and evaluating information about health

Interactive health literacy: development of personal skills regarding health issues, involving decision-making, goal-setting and practices to enhance health

Critical health literacy: respecting different cultural, family and religious beliefs in respect to health, and advocating for personal, family and community change that enhances health

- **Healthy Practices**

An aspect of the healthy living performance standards which assesses student learning that contributes to making positive health and safety choices, now and in the future.

- **Healthy Relationships**

An aspect of the healthy living performance standards which assesses student learning that contributes to forming and maintaining positive relationships, now and in the future.

- **healthy snacks (healthy meals)**

A healthy snack and a healthy meal count toward the recommended number of Food Guide Servings. The best choices are foods from the four food groups in Canada's Food Guide. Canada Food Guide food group servings are based on age, gender and level of physical activity.

- **heart rate**

Refers to the pulse, calculated by counting the number of beats of the heart per unit of time.

- **heart-smart**

Refers to food, meals, snacks, etc., that are low in fat and high in fibre, thus helping to prevent heart disease.

- **Internet bullying**

Refers to harassment that takes place using an electronic medium. Also known as cyber-bullying or digital bullying, internet bullying can occur through e-mails, instant messaging, text messaging, chat rooms, online voting booths, or other electronic means.

- **Internet safety**

Considerations for physical and emotional safety and privacy issues in relation to a variety of online activities, including chat rooms, blogs, instant messaging, cyber-stalking, cyber-harassment, etc.

- **learning intention**

Refers to a statement which describes, in student language, what a student expects to know or be able to do to fully meet learning expectations for a prescribed learning outcome. This means that students should be able to tell someone else in their own words what the learning intentions are and how they connect to life beyond school.



- **learning outcomes**  
The prescribed learning outcomes set the learning standards for the provincial K-12 education system and form the prescribed curriculum for British Columbia. They are statements of what students are expected to know and do at the end of an indicated grade or course.
- **muscular strength and endurance**  
Refers to the amount of force that a muscle or group of muscles can exert, and the ability of the muscle to continue to exert force over a period of time. Muscular strength and endurance is a component of fitness.
- **nutrients**  
The components of food needed by the body for health and development. Nutrients include macronutrients (carbohydrates, fats, proteins and fibre) and micronutrients (vitamins, minerals, phytochemicals or antioxidants).
- **peer pressure**  
Verbal or non-verbal active or passive social influences (e.g., words, behaviours) that are intended to affect a person's attitudes or actions. Although peer pressure is traditionally thought to be a negative influence, it can also have positive effects (e.g., encouragement to quit smoking or to avoid harmful gossip).
- **perceived rate of exertion**  
A qualitative approach to determining an individual's exertion level, based on self-monitoring and reference to a rate of perceived exertion scale. (A quantitative approach would be taking pulse or using a heart rate monitor which would then be compared to a target heart rate chart.)
- **performance standards**  
An assessment resource that gives teachers a way to assess students' abilities to apply their learning in realistic performance tasks. Used with other methods, they can be an important part of a comprehensive assessment and evaluation system. Performance standards articulate four levels of student performance for a variety of curricular areas and prescribed learning outcomes. The student performance information is presented in a rating scale format.
- **principles of training**  
Refers to the manner in which a person selects and participates in particular exercises designed to maintain or improve fitness. There are many different models and components of training principles; the ones used in the physical education curriculum are:
  - duration (how long)
  - repetition (how many times)
  - intensity (how vigorous)
  - frequency (how often)
  - type of activity



- **relatedness**  
In terms of school connectedness, a student’s sense of feeling included, connected, close to peers and teachers, and other significant adults, within the school setting, resulting in feeling included, encouraged and supported, and able to support others in return.
- **resilience**  
Resilience is the capacity of individuals to draw on their own resourcefulness to deal effectively with the demands of life, to return to full functioning after setbacks, and to learn from such experiences to function better in the future. Resilience is broadly understood to include both the individuals’ role in creating health when faced with multiple risks, and the family, community and cultural factors that must be present to help create that health.
- **rating scale**  
This is the full version of the performance standards, with four student performance levels described in detail. The student performance levels are: not yet meeting expectations (emerging), minimally meeting expectations (developing), fully meeting expectations (acquired), and exceeding expectations (accomplished).
- **safe and caring school**  
A safe and caring school is one that creates a respectful environment, free of bullying and discrimination, where all feel welcome and accepted, and where all feel free to learn and to speak openly. The term "safe and caring school" does not refer to the structural safety of the school building and grounds.
- **sample task**  
This is a task developed by practising teachers to provide opportunities to assess student work in a skill area. Each sample task includes examples of student work. Teachers may use the tasks as given or as models. Any tasks used should first be reviewed for issues sensitive to the class or community.
- **school connectedness**  
A student’s active engagement in the academic and social opportunities at the school based on the student’s understanding that peers, teachers and other adults at the school care for them as individuals, as well as for their learning. School connectedness contributes to the achievement, life-long resilience and positive mental health of students. School connectedness is fostered when teachers and other adults create opportunities for students to experience significance, competence, empowerment and relatedness at school.
- **significance**  
In terms of school connectedness, a student’s sense of feeling valued, worthwhile and capable of accomplishment, with acknowledgment by peers, teachers and other significant adults in the school setting.
- **social inclusion**  
Represents the degree to which individuals feel connected to their communities. More broadly, it is about the strength within communities and organizations to



sustain positive mental health. Connectedness within a community or organization can be measured by the extent to which people feel valued, supported, appreciated, involved and engaged.

- Evidence Review: Mental Health Promotion, BC Ministry of Health, May 2007

- **substance misuse**

Also known as "substance abuse", or "problematic substance use", refers to the use of any substance (e.g., tobacco, alcohol, prescription drugs, illegal drugs, inebriants such as solvents) in a way that is harmful to a person's well-being-physically, socially, mentally or financially.

- **Summative assessment**

Assessment of learning – an evaluation that concludes the learning process with a judgment regarding the level, worth or merit of student performance, with feedback usually given in the form of a mark, pass/fail, achieved/not achieved, measuring the results of learning (BCLEC, 2009).



# Healthy Living Resources

Action Schools!BC - [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

## BC Ministry of Education

- BC IRP's: Health and Career Education; Planning 10; Graduation Transitions; Home Economics – Foods and Nutrition, Family Studies; Physical Education; Daily Physical Activity
- [Daily Physical Activity](#)
- [Call it Safe](#) - A parent guide for dealing with bullying in elementary schools (PDF, 207KB) [Translations](#)
- [Call it Safe](#) - A parent guide for dealing with harassment and intimidation in secondary schools (PDF, 165KB) [Translations](#)

## BC Ministry of Agriculture

- School Fruit and Veggie Snack Program - [www.aitc.ca/bc/snacks/](http://www.aitc.ca/bc/snacks/)

## BC Ministry of Health Services

- ActNow BC - [www.actnowbc.ca/](http://www.actnowbc.ca/)
- FoodSafe - [www.foodsafe.ca/](http://www.foodsafe.ca/)
- Health Link BC - [HealthLinkBC](http://HealthLinkBC)
- Leap BC (Literacy, Education, Activity & Play) – 2010 LegaciesNow - [http://www.liftpartners.ca/en/2010legaciesnow/leap\\_bc/](http://www.liftpartners.ca/en/2010legaciesnow/leap_bc/)

## BC Ministry of Child and Family Development

- [Friends for Life](#)

## Provincial Health Authorities

- School Health – IHA - <https://www.interiorhealth.ca/Pages/default.aspx>

## Health and Community Partners

- Bake Better Bites - [www.dialadietitian.org/nutrition/b.pdf](http://www.dialadietitian.org/nutrition/b.pdf)
- BC Dairy Foundation - <https://bcdairy.ca/>
- BC Healthy Living Alliance - [www.bchealthyliving.ca/](http://www.bchealthyliving.ca/)
- BCMA: Eat Well, Play Well, Stay Well - [www.bcma.org/special-projects](http://www.bcma.org/special-projects)
- Brand Name Food List - [www.brandnamefoodlist.ca/](http://www.brandnamefoodlist.ca/)
- British Columbia Recreation and Parks Association - <https://bcrpa.bc.ca/>



- DASH BC Resources - [www.dashbc.org/](http://www.dashbc.org/)
- Eat well Live Well Play well - [www.dietitians.ca/child/](http://www.dietitians.ca/child/)
- EATracker - [www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/eatracker/](http://www.dietitians.ca/public/content/eat_well_live_well/english/eatracker/)
- Healthy Eating at School - <http://healthyeatingatschool.ca/>
- HeartSmart Kids – [www.heartandstroke.bc.ca/site/c.kpIPKXOyFmG/b.3757691/k.B96F/HeartSmart\\_Kids8482.htm](http://www.heartandstroke.bc.ca/site/c.kpIPKXOyFmG/b.3757691/k.B96F/HeartSmart_Kids8482.htm)
- Hoops for Heart – [hoopsforheart.ca](http://hoopsforheart.ca)
- Jump Rope for Heart - [www.jumpropeforheart.ca/](http://www.jumpropeforheart.ca/)
- Mission Nutrition - <http://www.missionnutrition.ca/>
- Pink Shirt Day - [www.pinkshirtday.ca](http://www.pinkshirtday.ca)
- Roots of Empathy - [www.rootsofempathy.org](http://www.rootsofempathy.org)

## Canada

- 2010 Olympics – Vancouver – [www.vancouver2010.com](http://www.vancouver2010.com)
- Active & Safe Routes to School - [www.saferoutestoschool.ca/](http://www.saferoutestoschool.ca/)
- Active 2010 – [www.active2010.ca](http://www.active2010.ca)
- Breakfast for Learning - [www.breakfastforlearning.ca/](http://www.breakfastforlearning.ca/)
- PHE Canada – Quality Daily Physical Activity - [www.cahperd.ca/eng/physicaleducation/about\\_qdpe.cfm](http://www.cahperd.ca/eng/physicaleducation/about_qdpe.cfm)
- Canada’s Physical Activity Guides - [www.phac-aspc.gc.ca/pau-uap/paguide/](http://www.phac-aspc.gc.ca/pau-uap/paguide/)
- Canadian Paediatric Society, Caring for Kids – [www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)
- Canadian Society for Exercise Physiology – [www.csep.ca/english/view.asp?x=1](http://www.csep.ca/english/view.asp?x=1)
- Eating Well with Canada’s Food Guide – First Nation, Inuit and Metis - [www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php)
- Eating Well with Canada’s Food Guide - [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)
- Esteem Team - [www.esteemteam.com](http://www.esteemteam.com)
- Heart and Stroke Foundation of Canada – <http://www.heartandstroke.ca/>
- Joint Consortium for School Health - [www.icsh-cces.ca/](http://www.icsh-cces.ca/)
- On the Move - [www.caaws.ca/onthemove/](http://www.caaws.ca/onthemove/)
- Public Health Agency of Canada - [www.phac-aspc.gc.ca/](http://www.phac-aspc.gc.ca/)



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