



*Interacting to foster the health,
well-being and educational
success of young people*

KNOWLEDGE TO BE ACQUIRED

INFORMATION SHEET – PRESCHOOL AND ELEMENTARY

Knowledge to be acquired to promote the development of personal and social skills in young people

Introduction

The ÉKIP reference framework defines knowledge as the content or learning to be acquired to promote the development of personal and social skills in young people. Each of the targeted competencies is divided into various items of knowledge, which are structured according to a learning progression, adapted to young people's different stages of development and based on health-related themes.

When planning a young person's entire educational path (from preschool to secondary school), it may be helpful to refer to the two tables of knowledge and competencies to be developed (preschool-elementary and secondary) alongside each other, so that actions can be thought through in a coherent and continuous manner.

Competencies to be developed in young people



Acquires self-knowledge



Manages emotions and stress



Asks for help



Makes informed lifestyle choices



Adopts prosocial behaviours



Manages social influences



Becomes socially engaged

Themes

Healthy eating

Alcohol, drugs, gambling

Infections

Sleep

Oral health

Environmental health

Mental health

Sexuality (including STBBIs)

Tobacco

Unintentional injuries

Violence (including violence in romantic relationships and sexual assault)

See also:



- Video: Using the Knowledge to be acquired information sheets in the ÉKIP reference framework
- ÉKIP reference framework

Preschool

Educational aims:

- Encourage the young person to affirm their personality
- Foster the young person's integration into the classroom by supporting them in learning to regulate their emotions
- Support the young person in applying safety rules and adopting lifestyle habits that promote their health, well-being and success

Competencies to be developed							Knowledge to be acquired							Ideal moments				Themes												
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged			~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)	Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep		
											Cycle One		Cycle Two		Cycle Three															
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6														
							0.1	Be familiar with their body: their unique characteristics, their abilities, the similarities and differences between boys’ bodies and girls’ bodies	✓	•	•	•	•	•	•	•	◇	★	◇	◇	★	◇	◇	◇	◇	◇			◇	
							0.2	Understand the phenomenon of gestation and birth as well as family diversity (e.g. only child, large number of siblings, parents from different backgrounds)	✓	•	•	•	•						◇	★										
							0.3	Recognize their emotions (joy, anger, fear, sadness); manage frustration properly and control motor impulses (e.g. use words to express anger, take deep breaths)	✓	•	•	•	•	•	•	•	◇	◇	★	★	◇	★	★			◇			◇	
							0.4	Recognize other people’s emotions based on verbal and non-verbal cues	✓	•	•	•	•	•	•	•		◇		◇	◇	◇								
							0.5	Be familiar with the different ways of showing respect when interacting with others and with their environment - Using respectful language (verbal and non-verbal) and “I” statements - Asking permission - Using appropriate means for gaining attention - Giving and receiving compliments and encouragement - Listening and respecting differences (e.g.: respect for food preferences, physical characteristics, abilities) - Respecting property and the environment - Sharing	✓	•	•	•	•	•	•	•	◇	◇	★	★	★	★	★						◇	
							0.6	Understand that their actions and words can affect others	✓	•	•	•	•	•	•	•	◇	◇	◇	★	◇	★	◇			◇				
							0.7	Apply various strategies to resolve conflicts (calmly voice their disagreement, listen to the other person’s version, make concessions or compromises)	✓	•	•	•	•	•	•	•		◇		★	◇	◇	◇							
							0.8	Acquire basic knowledge about healthy lifestyle habits - Highly nutritious foods and water - Oral hygiene - Safe practice of physical activity and active play	✓	•	•	•	•	•	•	•	★	◇	★	◇			◇	★	◇	◇	◇	◇	◇	◇

Preschool

Educational aims:

- Encourage the young person to affirm their personality
- Foster the young person's integration into the classroom by supporting them in learning to regulate their emotions
- Support the young person in applying safety rules and adopting lifestyle habits that promote their health, well-being and success

Competencies to be developed							Knowledge to be acquired							Ideal moments				Themes													
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ ✓ • • ★ ◇ Ideal moment for an initial discussion or reflection on the topic Ideal moment for a structured intervention Transfer of learning Existence of complementary knowledge planned at another time Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)	Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep				
										Cycle One		Cycle Two		Cycle Three																	
										Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6																
							0.9	Determine their personal preferences regarding highly nutritious meals and snacks, active play and physical activities	✓	•	•	•	•	•	•	★	★		◇					◇							
							0.10	Be familiar with routines and their importance for maintaining health and well-being (eating habits, sleep, hygiene, physical activity)	✓	•	•	•	•	•	•	★	★		★					★			★	★	★		
							0.11	Apply appropriate rules of conduct, hygiene and safety in the various spheres of life (e.g. school, home) - Respecting a code of conduct - Handwashing, sharing personal objects, coughing and sneezing into their elbow crease - Circulating in the corridor and outside - Using equipment safely - Moving and travelling cautiously - Adopting certain behaviours around strangers	✓	•	•	•	•	•	•	◇	◇	◇	◇	◇	◇	◇	◇	◇	★	★	◇				
							0.12	Know how to obtain help when needed - Recognizing when to ask for help: accident, injury, allergy, fear of a stranger - Identifying trusted adults they can ask for help - Persevering when asking for help	✓	•	•	•	•	•	•	◇	◇	◇	◇	◇	◇	◇		★	◇						

Elem. 1

Educational aims:

- Help the young person to recognize their strengths and limitations
- Help the young person to deal with academic requirements
- Help the young person to gain confidence in a group setting

Competencies to be developed							Knowledge to be acquired							Ideal moments						Themes											
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep			
											Cycle One		Cycle Two		Cycle Three																
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6															
							1.1	Be familiar with their qualities, strengths and talents	~	✓	•	•	•	•	•	•	◇	★	★	★	◇	◇	★	◇							
							1.2	Understand how difficulties and mistakes allow them to learn and improve	~	✓	•	•	•	•	•	•	◇	◇	◇	◇	◇	◇	◇								
							1.3	Recognize the different signs of emotions and stress (e.g. excitement, worry, sleep problems, clammy hands, sweat, stomach aches, increase or decrease in appetite) and explore various ways of handling them (e.g. relaxation exercises, enjoyable activities such as reading, talking with someone)	~	✓	•	•	•	•	•	•	◇	★	★	★	◇	★	★					★			
							1.4	Recognize potential dangers to themselves and to others, and know how to avoid them, protect themselves or ask for help - Safe travel: obeying crossing guards, obeying traffic signals when crossing the street, practising caution around cars and school buses, following traffic regulations, wearing a bicycle helmet - Violence: reporting situations and asking a trusted adult for help - Sexual assault: right to respect for their body, strategies of perpetrators, ability to break the silence and ask a trusted adult for help	●	✓	•	•	●	•	•			◇		★	★	★	◇	◇	★	◇	★	◇	★		
							1.5	Recognize the importance of friends (e.g. sharing, pleasure, comfort, support)	~	✓	•	•	•	•	•			◇	◇	★	◇	◇	◇								
							1.6	Identify factors that contribute to a respectful climate within a group - Appropriate way of expressing their ideas and points of view: offering constructive messages, listening, discussing and concluding the conversation calmly and respectfully - Appropriate way of expressing their emotions: using the proper words, a calm voice, “I” statements, mastering their verbal and motor impulses	~	✓	•	•	•	•	•			◇	◇	◇	◇	◇	◇					◇			
							1.7	Be familiar with ways to increase self-confidence within a group (e.g. friends, class, sports team) - Respectfully affirming their ideas, opinions and preferences - Recognizing their contribution and that of others (e.g. personal qualities appreciated by others, contribution to shared tasks)	~	✓	•	•	•	•	•		★	◇	★	★	◇	◇	★								
							1.8	Understand the importance of applying rules in their living environments (e.g. code of conduct, highway safety code) and the consequences for themselves and others if these rules are not followed (e.g. strained relationships, climate uncondusive to learning, risk of injury)	~	✓	•	•	•	•	•		◇	★	◇	◇	◇	★	★	◇	★	★	★	◇			

Elem. 2

Educational aims:

- Help the young person to recognize difficult situations and how to deal with them
- Help the young person to reflect on respect for diversity and on each person's contribution to a positive climate
- Help the young person to reflect on connections between their lifestyle habits, health, well-being and success

Competencies to be developed							Knowledge to be acquired											Ideal moments				Themes											
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning • Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep					
											Cycle One		Cycle Two		Cycle Three																		
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6																	
							2.1	Identify pleasant (e.g. a success, birthday) or difficult (e.g. loss, mourning, separation, change of residence, change of school, new member of the family) situations that a person can experience	~	~	✓	•	•	•	•	◇	◇	◇	★	◇	◇						◇						
							2.2	Understand the importance of equipping themselves with ways to handle difficult situations - Importance of expressing their emotions: sharing what they feel, expressing what they are experiencing - Search for information to better understand and respond to these situations; seeking comfort from friends and loved ones - Use of other means that are appropriate to their situation and do not negatively impact others	~	~	✓	•	•	•	•	◇	◇	★	★	★	★	★						◇					
							2.3	Understand the importance of certain lifestyle habits for their health, well-being and learning needs (e.g. energy, growth, concentration, memory, physical fitness) - Groups in Canada’s Food Guide and the importance of healthy, varied eating habits and water consumption - Characteristics of restorative sleep (duration and quality), its benefits and the factors that influence it - Benefits of being physically active (relaxation, connecting with friends) and the factors that influence physical fitness (aerobic capacity, strength, flexibility, coordination, balance, agility, etc.) - Benefits of limited (less than two hours per day) screen time (television, computer, tablet, video games) - Causes of cavities and benefits of proper oral hygiene	~	~	✓	•	•	•	•	★	★	★	◇	◇		◇	★			★	★	★					
							2.4	Find simple ways to maintain or improve their lifestyle habits - Eating habits: not skipping breakfast and eating balanced meals, paying attention to hunger and satiety signals, drinking water to stay hydrated - Physically active lifestyle: regularly engaging in fun physical activities - Sleep: adopting a pleasant bedtime routine, eliminating elements that may interfere with sleep - Oral hygiene: brushing their teeth, decreasing their intake of foods that promote tooth decay		~	✓	•	•	•	•	★	★	◇	★		◇	★	◇	◇	◇	★							
							2.5	Be aware of the influence that the people around them (friends, family) have on their behaviours and lifestyle choices (e.g. engaging in physical activities, modes of travel, food choices)			✓	•	•	•	•	★	★	★	◇	◇	◇	★	◇	◇	◇	★	◇						

Elem. 2

Educational aims:

- Help the young person to recognize difficult situations and how to deal with them
- Help the young person to reflect on respect for diversity and on each person's contribution to a positive climate
- Help the young person to reflect on connections between their lifestyle habits, health, well-being and success

Competencies to be developed							Knowledge to be acquired							Ideal moments				Themes														
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged			~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school																				
												Cycle One		Cycle Two		Cycle Three																
												Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6															
							2.6		Display openness to others - Welcoming and respecting ideas that are different from their own - Demonstrating signs of interest in different abilities, passions and tastes: asking questions, listening to the others, discussion - Viewing diversity as an asset		~	~	✓	•	•	•	•	◇	◇		◇	★	★	◇								
							2.7		Develop the skills to express themselves and be clearly understood - Choosing appropriate words that describe their ideas and point of view in a respectful way - Using "I" statements - Using the proper tone (e.g. calm, persuasive, cheerful) - Using facial expressions and body language that reflect their intent (making it possible to recognize non-verbal language)		~	~	✓	•	•	•	•		◇	◇	◇	★	★	◇								
							2.8		Reflect on ways to foster co-operation - Establishing and respecting principles and rules for working together - Being actively involved in carrying out teamwork or a group project - Respecting personal commitments - Coming to a consensus or compromise when making decisions - Engaging in mutual assistance		~	~	✓	•	•	•	•	◇		◇		◇		◇				◇		◇		
																																

Elem. 3

Educational aims:

- Help the young person to reflect on the development of their identity and the factors that influence it
- Help the young person to reflect on gender stereotypes and how these stereotypes influence their choices
- Help the young person to act appropriately in moments of conflict, anger or frustration

Competencies to be developed							Knowledge to be acquired							Ideal moments				Themes													
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep			
											Cycle One		Cycle Two		Cycle Three																
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6															
							3.1	Critically analyze other people’s perception of them (e.g. determine whether other people’s expectations of them are realistic, analyze any compliments and criticisms they receive)					✓	•	•	•	★	★	◇	★	◇	★	★	◇							◇
							3.2	Reflect on friendships between boys and girls – Reflecting on how, at this age, girls and boys tend to play with friends of the same gender, but it is entirely possible to play and forge meaningful friendships with the opposite gender					✓	•	•	•				◇	◇	◇	◇								
							3.3	Recognize emotions, their intensity and how they influence behaviours – Recognizing complex emotions (e.g. pride, guilt, jealousy) – Distinguishing between anger, conflict, aggression and violence – Understanding that conflicts, anger and aggression are not intrinsically negative elements – Recognizing possible sources of anger, stress and tension – Understanding the consequences of poorly managed emotions as well as the escalation principle			~	~	✓	•	•	•	◇	◇	★	★	★	★	★								★
							3.4	Develop their conflict resolution skills – Applying means for resolving conflicts – Understanding the limits to conflict resolution (e.g. when it is not possible to find a compromise that everyone finds acceptable)					✓	•	•	•		◇		★	◇	◇									
							3.5	Be aware of the influence of gender stereotypes on their behaviours and choices – Identifying gender stereotypes – Discerning influences on their choice of activities, hobbies, clothing and behaviours (e.g. girls not playing hockey even if they want to, not wearing certain colours) – Being aware that abilities, roles, interests, passions and emotions can be shared by both girls and boys (e.g. a girl who wants to be a firefighter or mechanic, a boy who likes to dance and cries openly)			~	~	✓	•	•	•	★	★	◇	◇	★	◇		◇	◇						
							3.6	Distinguish between the positive and negative influences of their peers				~	✓	•	•	•	◇	★	★	★	◇	★	★		★	◇					
							3.7	Recognize the advantages of identifying with positive role models (among the people around them and in society) and realize that they can also be a positive role model for others				✓	•	•	•	◇	◇	★	◇	◇	◇	◇		★			★		◇		

Elem. 4

Educational aims:

- Help the young person to reflect on prevention methods to adopt to safeguard their health and well-being and that of others
- Help the young person to become familiar with the steps to take in situations that warrant assistance

Competencies to be developed							Knowledge to be acquired							Ideal moments						Themes											
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged	~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning • Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Elementary school	Preschool	Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6	Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep			
																													Cycle One	Cycle Two	Cycle Three
							4.1	Recognize different situations that may warrant asking for help, either for themselves or for others, and identify the appropriate steps to take - Attitudes, actions and behaviours that can lead to injury when travelling, engaging in sports or recreational activities, or in other circumstances (e.g. working with tools, preparing food) - Steps to take in case of an accident (e.g. moving away from the source of danger, alerting someone they trust or first responders, staying with the injured person if not in danger themselves, administering basic first aid procedures) - Recognition of situations of bullying and violence (e.g. teasing, verbal or physical assault) - Steps to take when they are a victim or a witness of bullying: avoiding risky places, intervening verbally, stating that the behaviour is unacceptable, refusing to take part in situations of violence, or, if necessary, reporting the incident to a trusted individual by following the school procedure		•	•	•	•	✓	•	•	◇	◇	◇	★	★	★	◇	◇	★		◇				
							4.2	Identify factors that influence their request for help - Factors that make asking for help easier: being familiar with the resource persons to contact and knowing what to do based on the situation, being able to assert themselves - Obstacles to asking for help: shyness, fear of betraying a secret, misguided belief that asking for help is a sign of weakness or tattling						✓	•	•			★	★	★	★	★		◇	◇					
							4.3	Know the safe behaviours to adopt to maintain their own health and well-being and that of others - Ways of avoiding injuries and accidents when travelling and engaging in sports and recreational activities: using protective equipment, following traffic regulations, regulating physical effort - Modes of transmission of infections and prevention methods - Climatic factors (extreme temperatures, UV rays), protection methods		~	~	~	✓	•	•	◇	★				◇	◇	◇	◇	★	★	★	◇			

Elem. 4

Educational aims:

- Help the young person to reflect on prevention methods to adopt to safeguard their health and well-being and that of others
- Help the young person to become familiar with the steps to take in situations that warrant assistance

Competencies to be developed							Knowledge to be acquired							Ideal moments						Themes									
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep	
											Cycle One		Cycle Two		Cycle Three														
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6													
							4.4	Apply strategies to develop resiliency in the face of negative peer influences (which detract from safe behaviours) - Using different ways of saying “no”, debating choices (asserting their position, asking the other person to justify their choices) - Avoiding certain situations, suggesting alternative solutions, using humour - Associating with peers who exert a positive influence or who are allies					~	✓	•	•		◇	★	★	◇	★	★		◇	◇	◇	◇	
							4.5	Recognize the importance of getting involved in health and safety in their school and community - Finding ways of getting involved: collaborating on the development of rules, planning projects - Reflecting on the benefits: feeling proud, feeling useful, developing the power to act, becoming responsible and self-assured					✓	•	•	★	★	★	◇		★	★				◇			

Elem. 5

Educational aims:

- Support the young person as they adapt to the changes associated with puberty
- Help the young person to reflect on what influences their behaviours, attitudes and choices

Competencies to be developed							Knowledge to be acquired							Ideal moments				Themes											
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning • Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)		Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep	
											Cycle One		Cycle Two		Cycle Three														
											Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6													
							5.1	Understand the growth process and the changes and feelings associated with puberty						~	✓	•	◇	◇	◇	◇	★		◇	◇					◇
							5.2	Recognize the importance of adopting good lifestyle habits during this period of growth and change - Benefits of a physically active lifestyle, healthy eating habits and healthy hydration (e.g. energy, endurance, concentration, immune system, teeth, muscular strength) - Proper hygiene: fresh breath, good body odour, well-being - Sleep: recovery, immune system, energy, concentration							✓	•	★	★	★	◇	◇		◇	◇	◇	★	★	★	
							5.3	Reflect on the different factors that can influence their perception (positive or negative) of their body image - Personal thoughts, values and feelings - Messages conveyed by the people around them - Representations of beauty in different societies and cultures, including in the media						~	✓	•	★	★	◇	★	★		◇	◇					
							5.4	Analyze the influence that messages conveyed by peers and in the media have on their choices, attitudes and behaviours - Comparison between body diversity in the general population and the idealized body representations found in the media (single model of beauty), and their impact on how they feel about their body image (e.g. decreased self-esteem, looking for ways to change their appearance, sadness) - Modification of their consumer choices to follow trends and be like their friends (e.g. clothing, music, eating habits) - Reinforcement of stereotypes or prejudices							✓	•	★	◇	★	◇	★	★	★	◇	★		★		
							5.5	Understand the concept of prejudice and recognize the effect that discrimination has on people - Examples of discrimination based on appearance, physical and intellectual abilities, social standing and ethnocultural characteristics - Effects of prejudice on individuals: rejection, exclusion, isolation, anger, sense of unfairness, low self-esteem, violence, distress, etc.							✓	•	◇	◇	◇	★	◇	★	◇	◇					

Elem. 6

Educational aims:

- Help the young person to develop their ability to cope with the changes associated with puberty and the transition from elementary to secondary school
- Help the young person to continue their reflection on the importance of maintaining harmonious relationships

Competencies to be developed							Knowledge to be acquired											Ideal moments						Themes													
Acquires self-knowledge	Manages emotions and stress	Asks for help	Makes informed lifestyle choices	Adopts prosocial behaviours	Manages social influences	Becomes socially engaged		~ Ideal moment for an initial discussion or reflection on the topic ✓ Ideal moment for a structured intervention • Transfer of learning ● Existence of complementary knowledge planned at another time ★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme) ◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)	Preschool	Elementary school						Healthy eating	Physical activity	Tobacco	Mental health	Sexuality	Violence	Alcohol, drugs, gambling	Oral health	Injuries	Infections	Environmental health	Sleep										
										Cycle One		Cycle Two		Cycle Three																							
										Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6																						
							6.1	Capitalize on their strengths (qualities, talents, academic abilities) and manage their limitations - Reflecting on their strengths: how their strengths are useful at school, within their circle of friends, within their family; how their strengths can be useful to others - Reflecting on how to manage their limitations (e.g. to overcome them by setting realistic challenges, to accept them by finding other possibilities)							✓	★	★	★	◇	◇	◇	★		◇													
							6.2	Become aware of the emergence of the desire to be liked and to be in love							✓		◇		◇	★		◇															
							6.3	Understand the importance of having interpersonal relationships and developing harmonious relationships (family, friends, first dating experiences, school staff, people around them)							✓	◇	◇	◇	★	★	◇	★															
							6.4	Define the concepts of stress and anxiety, and understand their short- and long-term impacts							✓	◇	◇	★	◇	◇	★	◇								◇							
							6.5	Recognize situations in their own life that can cause stress - Questions, concerns, happiness associated with puberty and the transition from elementary to secondary school (e.g. final exams, choosing of school) and with other stressful situations (e.g. sporting events)							✓	◇	★	◇	★	◇	★	◇								◇							
							6.6	Determine the factors that make it easier to adapt to changes and those that make it harder - Factors that make it easier to adapt: analyzing both sides of a situation (benefits, losses or consequences, advantages, inconveniences), expressing their emotions, sharing their concerns and questions, seeking information from people they trust - Factors that make it harder to adapt: negative attitudes, overdramatization, isolation, withdrawal							✓		◇	◇	★	◇	◇	★						★									
							6.7	Identify appropriate ways to manage their stress and emotions without negatively impacting others - Expressing their fears, worries and concerns - Planning their school work: prioritizing certain tasks, anticipating the unexpected, adopting a homework routine - Using relaxation and breathing techniques - De-escalating stressful situations, thinking positive thoughts - Adopting a sleep routine, choosing healthy eating habits, engaging in fun physical activities							✓	★	★	★	★	◇	◇	◇	◇	★				★									