

## 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





# 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)							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													
														Preschool	Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5												
							1.1	<b>Be familiar with their qualities, strengths and talents</b>	~	✓	•	•	•	•	•	•	◇	★	★	★	◇	◇	★	◇							
							1.2	<b>Understand how difficulties and mistakes allow them to learn and improve</b>	~	✓	•	•	•	•	•	•	◇	◇	◇	◇	◇	◇	◇								
							1.3	<b>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)</b>	~	✓	•	•	•	•	•	•	◇	★	★	★	◇	★	★						★		
							1.4	<b>Recognize potential dangers to themselves and to others, and know how to avoid them, protect themselves or ask for help</b> - 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	<b>Recognize the importance of friends (e.g. sharing, pleasure, comfort, support)</b>	~	✓	•	•	•	•	•	•		◇	◇	★	◇	◇	◇								
							1.6	<b>Identify factors that contribute to a respectful climate within a group</b> - 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	<b>Be familiar with ways to increase self-confidence within a group (e.g. friends, class, sports team)</b> - 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	<b>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)</b>	~	✓	•	•	•	•	•	•	◇	★	◇	◇	◇	★	★	◇	★	★	★	★	◇		



# 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	<ul style="list-style-type: none"> <li>~ Ideal moment for an initial discussion or reflection on the topic</li> <li>✓ Ideal moment for a structured intervention</li> <li>• Transfer of learning</li> <li>• Existence of complementary knowledge planned at another time</li> <li>★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme)</li> <li>◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)</li> </ul>	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														
								Preschool	Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5													Elementary 6
							<b>2.6 Display openness to others</b> <ul style="list-style-type: none"> <li>- Welcoming and respecting ideas that are different from their own</li> <li>- Demonstrating signs of interest in different abilities, passions and tastes: asking questions, listening to the others, discussion</li> <li>- Viewing diversity as an asset</li> </ul>	~	~	✓	•	•	•	•	◇	◇	◇	★	★	◇						
							<b>2.7 Develop the skills to express oneself and be clearly understood</b> <ul style="list-style-type: none"> <li>- Choosing appropriate words that describe their ideas and point of view in a respectful way</li> <li>- Using "I" statements</li> <li>- Using the proper tone (e.g. calm, persuasive, cheerful)</li> <li>- Using facial expressions and body language that reflect their intent (making it possible to recognize non-verbal language)</li> </ul>	~	~	✓	•	•	•	•		◇	◇	◇	★	★	◇					
							<b>2.8 Reflect on ways to foster co-operation</b> <ul style="list-style-type: none"> <li>- Establishing and respecting principles and rules for working together</li> <li>- Being actively involved in carrying out teamwork or a group project</li> <li>- Respecting personal commitments</li> <li>- Coming to a consensus or compromise when making decisions</li> <li>- Engaging in mutual assistance</li> </ul>	~	~	✓	•	•	•	•		◇		◇		◇	◇		◇		◇	

# 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	<ul style="list-style-type: none"> <li>~ Ideal moment for an initial discussion or reflection on the topic</li> <li>✓ Ideal moment for a structured intervention</li> <li>• Transfer of learning</li> <li>• Existence of complementary knowledge planned at another time</li> <li>★ Knowledge to prioritize (in the long term, acquiring this knowledge has a significant positive impact on this health theme)</li> <li>◇ Contributory knowledge (in the long term, acquiring this knowledge has a positive influence on this health theme)</li> </ul>	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	<b>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)</b>				✓	•	•	•	★	★	◇	★	◇	★	★	◇					◇
						3.2	<b>Reflect on friendships between boys and girls</b> - 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	<b>Recognize emotions, their intensity and how they influence behaviours</b> - 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	<b>Develop their conflict resolution skills</b> - 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	<b>Be aware of the influence of gender stereotypes on their behaviours and choices</b> - 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	<b>Distinguish between the positive and negative influences of their peers</b>			~	✓	•	•	•	◇	★	★	★	◇	★	★			★	◇		
						3.7	<b>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</b>				✓	•	•	•	◇	◇	★	◇	◇	◇	◇			★		★	◇



# 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

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									Preschool	Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5	Elementary 6															
							4.1	<p><b>Recognize different situations that may warrant asking for help, either for themselves or for others, and identify the appropriate steps to take</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- 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)</li> <li>- Recognition of situations of bullying and violence (e.g. taxing, verbal or physical assault)</li> <li>- 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</li> </ul>	●	●	•	•	✓	•	•	◇	◇	◇	★	★	★	◇	◇	★	◇					
							4.2	<p><b>Identify factors that influence their request for help</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Obstacles to asking for help: shyness, fear of betraying a secret, misguided belief that asking for help is a sign of weakness or tattling</li> </ul>					✓	•	•			★	★	★	★		◇	◇						
							4.3	<p><b>Know the safe behaviours to adopt to maintain their own health and well-being and that of others</b></p> <ul style="list-style-type: none"> <li>- Ways of avoiding injuries and accidents when travelling and engaging in sports and recreational activities: using protective equipment, following traffic regulations, regulating physical effort</li> <li>- Modes of transmission of infections and prevention methods</li> <li>- Climatic factors (extreme temperatures, UV rays), protection methods</li> </ul>	~	~	~	✓	•	•	◇	★			◇	◇	◇	◇	★	★	★	◇				

# Elem. 4

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								Preschool	Elementary 1	Elementary 2	Elementary 3	Elementary 4	Elementary 5													Elementary 6
						4.4	<b>Apply strategies to develop resiliency in the face of negative peer influences (which detract from safe behaviours)</b> <ul style="list-style-type: none"> <li>- Using different ways of saying "no", debating choices (asserting their position, asking the other person to justify their choices)</li> <li>- Avoiding certain situations, suggesting alternative solutions, using humour</li> <li>- Associating with peers who exert a positive influence or who are allies</li> </ul>				~	✓	•	•		◇	★	★	◇	★	★		◇	◇	◇	◇
						4.5	<b>Recognize the importance of getting involved in health and safety in their school and community</b> <ul style="list-style-type: none"> <li>- Finding ways of getting involved: collaborating on the development of rules, planning projects</li> <li>- Reflecting on the benefits: feeling proud, feeling useful, developing the power to act, becoming responsible and self-assured</li> </ul>					✓	•	•	★	★	★	◇		★	★				◇	



