

**Legend**

- DH** Dietary habits
- ADG** Alcohol, drugs, gambling
- PA** Physical activity
- I** Infections
- S** Sleep
- OH** Oral health
- EH** Environmental health
- MH** Mental health
- SX** Sexuality (including STBBIs)
- T** Tobacco
- UI** Unintentional injuries
- V** Violence (including violence in romantic relationships and sexual assault)

**Competencies to be developed in the young person**

-  **Acquires self-knowledge**
-  **Manages emotions and stress**
-  **Asks for help**
-  **Makes informed lifestyle choices**
-  **Adopts prosocial behaviours**
-  **Manages social influences**
-  **Becomes socially engaged**

# KNOWLEDGE TO BE ACQUIRED BY GRADE LEVEL – SECONDARY

## Secondary I

### Educational aims:

- ➔ Help the young person to develop or consolidate strategies for adapting to stressful or difficult situations and strategies for asking for help
- ➔ Encourage the young person to enhance their social network and establish positive, egalitarian social relationships
- ➔ Help the young person to consolidate their strategies for resisting negative influences, especially by adopting a personal code of conduct regarding certain lifestyle habits

<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level										Theme												
	Preschool	Elementary						Secondary				DH	PA	T	MH	SX	V	ADG	OH	UI	I	EH	S
		Cycle 1		Cycle 2		Cycle 3		Cycle 1		Cycle 2													
		1	2	3	4	5	6	I	II	III	IV												
<b>Recognize strategies for adapting to stressful or difficult situations</b> – Exploring various possible reactions to stressful or difficult situations (e.g. situations associated with new socio-academic requirements, a new environment, bullying or discrimination) – Adopting strategies to deal with situations that you can control or change (e.g. work methods, time management, conflict resolution approach, asking for help) – Adopting strategies to deal with situations that you cannot change, such as the loss of a loved one or a separation (e.g. expressing their emotions, having a positive attitude, asking for help)	➤	➤	✓	⊖	⊖	⊖	⊖	✓	⊖	⊖	⊖	⊖	•	★	★	★	•	•	★				★
<b>Be aware of preferred strategies in a situation that warrants asking for help, either for themselves or for others</b> – Recognizing signs of distress, attitudes and behaviours that warrant asking for help – Identifying ways to speak up and discourage violent behaviour in any form – Being aware of the support services available in their school and community	✓	✓	⊖	⊖	✓	⊖	⊖	✓	⊖	✓	⊖	⊖	•	•	★	★	★	•	•	★	•	★	
<b>Reflect on appropriate strategies for making friends or expanding their social network</b> – Establishing relationships with peers and adults who share similar values and interests, and who are positive role models – Using the Internet in a safe, ethical manner (public nature of things posted on the Internet, limits on freedom of expression on social media, the concepts of defamation and harassment, rights and responsibilities with respect to protecting a person’s reputation and personal information, online etiquette, safety rules) – Practising self-affirmation: expressing their values, opinions and boundaries in the groups to which they belong																							
<b>Understand the negative impact of discrimination based on differences, especially in relation to sexual orientation and gender</b> – Repercussions of discrimination and exclusion on people’s health and well-being (e.g. sadness, withdrawal, low self-esteem, anxiety, psychological distress, substance use) and on society (e.g.: criminality, violence, bullying, social inequalities, social disengagement) – Human diversity: sexual orientation (LGBT), disability, social standing, physical appearance, multiple ways of living and expressing their identity and gender																							
<b>Apply various strategies for promoting inclusion and getting along</b> – Adopting respectful attitudes and openness to others (e.g. acknowledging the contribution of every individual, taking into account points of view that are different from their own, taking into consideration other people’s feelings and needs) – Adopting respectful communication strategies that make it possible, in particular, to come to a consensus or a compromise (e.g. offering constructive messages, seeking solutions that are acceptable to everyone)	➤	➤	✓	⊖	⊖	⊖	⊖	✓	⊖	⊖	⊖	⊖	•	•	•	•	★	•					

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<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level										Theme												
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<p><b>Understand their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected</b></p>	➤	✓	↻	↻	↻	↻	↻	✓	↻	↻	↻	↻	•	•	•	•	•	•	•	★	•		
<p><b>Explain the influence that their lifestyle habits have on their health and well-being</b></p> <ul style="list-style-type: none"> <li>– Benefits of a tobacco-free lifestyle</li> <li>– Consequences associated with the consumption of tobacco in all its forms</li> <li>– Consequences associated with the consumption of sugary drinks (including energy drinks)</li> <li>– Benefits associated with the consumption of highly nutritious foods and water</li> </ul>								✓	↻	↻	↻	↻	★	★	★	•	•	•	★	★	•		
<p><b>Identify and adopt various strategies for resisting the negative influences of their peers</b></p> <ul style="list-style-type: none"> <li>– Practising self-affirmation, expressing their choices</li> <li>– Avoiding certain situations, using humour</li> <li>– Identifying strategies for avoiding the consumption of alcohol and tobacco</li> <li>– Preparing negative responses and arguments</li> <li>– Associating with peers who are positive role models and allies</li> <li>– Developing a sense of ethics regarding their health and well-being</li> </ul>			➤	✓	↻	↻	✓	↻	↻	↻	↻	★	★	★	•	★		★	•	•	•		

## KNOWLEDGE TO BE ACQUIRED BY GRADE LEVEL – SECONDARY

### Secondary II

#### Educational aims:

- ➔ Help the young person to adopt lifestyle habits that will have a positive impact on their health, well-being and success
- ➔ Help the young person to analyze the impact their social influences (peers and media) have on their choices

<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level										Theme													
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		1	2	3	4	5	6	I	II	III	IV	V												
<b>Explain the impact that their lifestyle habits have on their health and well-being</b> <ul style="list-style-type: none"> <li>– Safe behaviours (injury prevention, sun and climatic protection)</li> <li>– Hygiene and immunization (infection prevention)</li> <li>– Sleep (concentration, mood, energy)</li> <li>– Physically active lifestyle (concentration, well-being, energy, stress management)</li> <li>– Dietary habits and hydration (energy, concentration, growth)</li> <li>– Oral health (foods and beverages, products and practices that may have adverse consequences [e.g. piercings, tobacco products and tobacco derivatives])</li> <li>– Alcohol consumption (e.g. actions or attitudes detrimental to social and emotional relationships, physical discomfort, injuries)</li> </ul>					✓	↻	✓	✓	↻	↻	↻	★	★	★	★	★	•	★	★	•	★	★	★	★
<b>Evaluate and adapt their strategies for improving or maintaining their health and well-being</b> <ul style="list-style-type: none"> <li>– Integrating physical, sports and recreational activities into their daily routine</li> <li>– Adopting a routine conducive to restorative sleep (quality and duration)</li> <li>– Adopting alternatives to consuming alcohol</li> <li>– Adopting a meal routine (e.g. eating breakfast, not skipping meals, having a regular meal schedule, paying attention to hunger and satiety signals)</li> <li>– Eating highly nutritious foods every day and regularly drinking water instead of sugary drinks</li> <li>– Reflecting on their needs versus their desires (e.g. sleeping rather than going out when they are tired)</li> <li>– Being familiar with and using resources available in their school and community</li> </ul>							➤	✓	↻	↻	↻	★	★	•	★	•	★	★	•	•	•	•	•	★
<b>Explain how regulations and the media can have a positive or negative influence on their choices and lifestyle habits</b> <ul style="list-style-type: none"> <li>– Messages about tobacco, alcohol, sugary beverages, extreme sports, fashion, body image, sexuality</li> <li>– Laws and regulations on tobacco, drugs, gambling and artificial tanning</li> </ul>							➤	✓				•	★	★	•	★	•	★	•	•	•	•	★	•
<b>Offer positive encouragement to the people around them to adopt safe, healthy behaviours</b> <ul style="list-style-type: none"> <li>– Understanding the importance of being a role model for others</li> <li>– Promoting positive behaviours</li> <li>– Displaying a positive attitude instead of less desirable behaviours: not laying blame or guilt</li> <li>– Putting benefits and risks into perspective</li> </ul>								✓	↻	↻	↻	•	•	★	•	•	★	•	•	★	★	★	•	•

**KNOWLEDGE TO BE ACQUIRED BY GRADE LEVEL – SECONDARY**

**Secondary III**

**Educational aims:**

- ➔ Help the young person to reflect on preserving their mental health and asking for help, for themselves or for others
- ➔ Help the young person to reflect on attitudes and behaviours that promote sexual health

<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level											Theme																
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<p><b>Understand the different aspects of mental health</b></p> <ul style="list-style-type: none"> <li>- Connections between mental health and a) physical health; b) positive, egalitarian relationships; c) capacity to adapt to stress and change</li> <li>- Individual and environmental risk factors (e.g. stressful, difficult situations; social exclusion; negative thoughts)</li> <li>- Protection factors (e.g. coping strategies, self-esteem, education, support of family and friends, healthy lifestyle habits, use of available services)</li> <li>- Mental disorders (e.g. anxiety disorders, depression) and their potential repercussions on individuals, families and society</li> </ul>									➤	➤	✓	↻	↻	•	★	•	★	•	•	•							★	
<p><b>Discuss their dreams, aspirations and concerns about their future</b></p> <ul style="list-style-type: none"> <li>- Knowledge of their values, strengths and interests</li> <li>- Links between their academic learning and its usefulness now and in the future (concrete application of learning)</li> <li>- Professional future, range of possibilities</li> <li>- Available resources</li> </ul>									➤	➤	✓	↻	↻			•	•	•	•	•	•							
<p><b>Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions</b></p> <ul style="list-style-type: none"> <li>- De-escalating the situation</li> <li>- Re-evaluating the situation from a positive perspective, envisioning a better future</li> <li>- Obtaining another reliable point of view</li> <li>- Finding ways to avoid the risks associated with consuming alcohol and cannabis and with gambling (e.g. self-management skills, ways to refuse an offer)</li> </ul>											✓	↻	↻	•	•	★	★	•	•	★							•	
<p><b>Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so</b></p> <ul style="list-style-type: none"> <li>- Recognizing signs of psychological distress (e.g. distinguishing between a temporary state of sadness and a persistent malaise that requires help, signs of distress such as withdrawal and isolation, suicidal thoughts)</li> <li>- Being familiar with myths about mental health disorders</li> <li>- Developing a positive outlook toward asking for help (it is not a sign of weakness)</li> <li>- Looking for emotional support from the people around them (acceptance, listening, guidance toward resources)</li> <li>- Being familiar with types of assistance and how to access them</li> <li>- Being familiar with the resources available in their school and community</li> </ul>	✓	✓	↻	↻	✓	↻	↻	✓	↻	✓	↻	↻	•	•	★	★	•	★	★			★				•		
<p><b>Recognize the characteristics of an egalitarian romantic relationship based on reciprocity</b></p> <ul style="list-style-type: none"> <li>- Concern for themselves and the other person</li> <li>- Sharing, listening, fulfillment, pleasure, respect, etc.</li> </ul>									➤	➤	✓	↻	↻					•	★	★	•							

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<p><b>Discuss the joys and challenges of romantic relationships</b></p> <ul style="list-style-type: none"> <li>– Challenges: affirming their choices and preferences, communicating and managing their emotions, resolving conflicts, etc.</li> <li>– Joys: sharing bonds, having mutual trust, offering and receiving support, etc.</li> </ul>																								
<p><b>Explain the impact that safe behaviours and preventive measures can have on their health and well-being</b></p> <ul style="list-style-type: none"> <li>– Planning and using a protection method to prevent STBBIs and a contraceptive method to prevent pregnancy every time they have sexual relations</li> <li>– Applying the concept of informed, voluntary consent to sexual relations</li> </ul>																								

## KNOWLEDGE TO BE ACQUIRED BY GRADE LEVEL – SECONDARY

### Secondary IV

#### Educational aims:

- Help the young person to become socially engaged in creating an environment that supports health, well-being and success
- Help the young person to reflect on taking risks and possible alternatives

<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level										Theme															
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		1	2	3	4	5	6	I	II	III	IV	V														
<b>Demonstrate the benefits for society in fighting against all forms of discrimination and violence</b> <ul style="list-style-type: none"> <li>– Different forms of discrimination and types of violence in society (assault, including sexual assault, exploitation, harassment)</li> <li>– Mechanisms for creating stereotypes and prejudices (e.g. normalization, generalization)</li> <li>– Strategies and measures that promote the establishment of a just, fair and peaceful society (e.g. plans for fighting social ills, charters, prevention activities)</li> </ul>																										
<b>Analyze the influence that economic and social policies and measures have on shaping environments that foster health and well-being (e.g. policies, action plans, programs)</b>																										
<b>Get involved in ways of changing their living environments to make them more conducive to health and well-being</b> <ul style="list-style-type: none"> <li>– Ways of getting involved in their community (e.g. engaging in advocacy work, working on community projects, participating in decision-making and consultation processes, defending a cause that is important to them)</li> <li>– Benefits of getting involved, for themselves (e.g. development of personal and social skills, sense of belonging, leadership, co-operation, accountability, self-esteem)</li> <li>– Benefits of getting involved, for their community (e.g. social cohesion, increased quality of life)</li> </ul>																										
<b>Recognize violence in romantic relationships (physical, verbal, psychological, sexual)</b> Examples: control, jealousy, manipulation																										
<b>Discuss taking risks, for themselves or for others</b> <ul style="list-style-type: none"> <li>– Examples of risky situations: driving while under the influence or at excessive speed, binge drinking, practising extreme sports, taking performance enhancing drugs, having unprotected sexual relations, using drugs, texting while driving, smoking, being sleep deprived, sexting, gambling</li> <li>– Possible consequences for themselves and for others</li> <li>– Reasons for taking risks</li> <li>– Strategies for avoiding risk and steps to take, when necessary</li> </ul>																										

**KNOWLEDGE TO BE ACQUIRED BY GRADE LEVEL – SECONDARY**

**Secondary V**

**Educational aims:**

- ⇒ Support the young person in a harmonious transition from secondary school to vocational training, college or the job market
- ⇒ Help the young person to reflect on their school-work balance

<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>• Contribution of knowledge to the themes of health and well-being</li> <li>★ Knowledge to prioritize for this theme</li> </ul>	Educational level										Theme													
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<p><b>Reflect on the transition from secondary school to vocational training, college or the job market</b></p> <ul style="list-style-type: none"> <li>– Influence that their sense of socio-cultural belonging has on their aspirations and plans for the future; importance of reflecting on and affirming their choices</li> <li>– Potential sources of stress (e.g. increased responsibilities, work placements, leaving the family home, higher academic requirements, feeling of incompetence)</li> <li>– Steps for improving or maintaining health and well-being, both during this transition and throughout their lifetime (e.g. healthy choices, coping strategies, resources available in their community)</li> </ul>									▷	▷	✓		★	★	★	★	•	★				★		
<p><b>Reflect on their school-work balance</b></p> <ul style="list-style-type: none"> <li>– Work-related advantages and constraints</li> <li>– Consequences of a lack of balance between their studies, work, social life, family and hobbies</li> <li>– Ways of strengthening their school-work balance (e.g. schedule management, work organization, healthy lifestyle habits)</li> </ul>										▷	✓		★	★	•	★		★				★		
<p><b>Discuss taking risks, for themselves or for others</b></p> <ul style="list-style-type: none"> <li>– Examples of risky situations: driving while under the influence or at excessive speed, binge drinking, engaging in extreme sports, taking performance enhancing drugs, having unprotected sexual relations, taking drugs (including medication and synthetic drugs), texting while driving, smoking, being sleep deprived, sexting, gambling</li> <li>– Possible consequences for themselves and for others</li> <li>– Reasons for taking risks</li> <li>– Implications of and alternatives to risk-taking</li> <li>– Individual and collective rights, responsibilities, sense of civic responsibility</li> </ul>								▷	▷	▷	✓	✓		★	★	★	★	•	★		★			
<p><b>Be aware of rights and responsibilities associated with their health and well-being in different living environments</b></p> <ul style="list-style-type: none"> <li>– Favourable conditions in work and study environments (e.g. ergonomics, layout of the premises, work climate, atmosphere, support, protective equipment, resources)</li> <li>– Awareness of and respect for occupational health and safety rules in training or study environments</li> <li>– Physical and psychological harassment</li> <li>– Ways of asserting their needs and rights when their integrity (physical or psychological) is being threatened, capacity to take action to change these conditions</li> </ul>										▷	✓		•	•	★	•	★	★		★	★	★		