

## Kindergarten

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Feelings**

- R–K.1 Demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement
- R–K.2 Explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay
- R–K.3 Identify situations where strong feelings could result

#### **Lesson 2 – Identifying a Grown-up Who You Can Go to for Help**

- W–K.8 Identify safety symbols; e.g., Block Parents, hazardous goods symbols
- W–K.7 Identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone

#### **Lesson 3 – Naming Body Parts**

- W–K.4 Identify external body parts, and describe the function of each

#### **Lesson 4 – OKAY and NOT OKAY Touching**

- R–K.2 Explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay

#### **Lesson 5 – The Buddy System**

- W–K.7 Identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone

#### **Lesson 6 – If Asked to Go and Your Parents Don't Know, SHOUT NO!**

- W–K.10 Describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information
- W–K.7 Identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone

#### **Lesson 7 – What to Do When Lost**

- W–K.8 Identify safety symbols; e.g., Block Parents, hazardous goods symbols
- W–K.9 Describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground
- W–K.10 Describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information

## Grade 1

**Personal Safety Program (Third Edition)****Lesson 1 – Feelings**

- R-1.1 Recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal
- R-1.2 Identify physiological responses to feelings; e.g., being sad can make you tired
- R-1.3 Identify positive and negative feelings associated with stress/change
- R-1.4 Compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches

**Lesson 2 – A Grown-up You Can Go to for Help**

- W-1.10 Recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911
- W-1.7 Describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you

**Lesson 3 – Boundaries — How to be Safe**

- R-1.4 Compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches

**Lesson 4 – KEEP and SPEAK Secrets**

- L-1.3 Identify steps of a decision-making process for an age-appropriate issue
- W-1.7 Describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you

**Lesson 5 – The Buddy System**

- W-1.8 Determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours
- W-1.9 Describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist

**Lesson 6 – Trust Your INSTINCTS**

- R-1.2 Identify physiological responses to feelings; e.g., being sad can make you tired
- R-1.3 Identify positive and negative feelings associated with stress/change

## Grade 2

**Personal Safety Program (Third Edition)****Lesson 1 – Emotions**

- R-2.1 Recognize that individuals make choices about how to express feelings; e.g., frustration
- R-2.2 Become aware that the safe expression of feelings is healthy
- R-2.3 Identify possible psychological and physiological responses to stress

**Lesson 2 – Identifying a Safe Grown-up**

- W-2.10 Identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours
- R-2.4 Develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell
- L-2.6 Recognize that each individual has many roles in life; e.g., friend, sister

**Lesson 3 – Safety Awareness**

- W-2.8 Describe and apply communication safety behaviours at home; e.g., answering the door/telephone

**Lesson 4 – The Buddy System**

- W-2.8 Describe and apply communication safety behaviours at home; e.g., answering the door/telephone
- W-2.9 Describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates

**Lesson 5 – Crossing Boundaries**

- W-2.7 Identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions
- R-2.4 Develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell

**Lesson 6 – KEEP and SPEAK Secrets**

- R-2.4 Develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell
- L-2.3 Apply the decision-making process for age-appropriate issues

## Grade 3

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven Root Safety Strategies**

- W-3.8 Employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food
- R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings

#### **Lesson 2 – Emotions**

- R-3.1 Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others
- R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings
- R-3.4 Develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

#### **Lesson 3 – Identifying a Safe Grown-up**

- R-3.3 Develop, with guidance, strategies to deal with stress/change

#### **Lesson 4 – Personal Boundaries and Assertiveness**

- R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings

#### **Lesson 5 – Friendship**

- R-3.5 Develop strategies to build and enhance friendships
- R-3.7 Examine the effects of conflict on relationships
- L-3.6 Examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

#### **Lesson 6 – KEEP and SPEAK Secrets**

- R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings
- R-3.3 Develop, with guidance, strategies to deal with stress/change

#### **Lesson 7 – The Buddy System**

- W-3.7 Identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares
- W-3.8 Employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food

## Grade 3

### **Lesson 8 – Online Safety**

- R-3.2 Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings

## Grade 4

**Personal Safety Program (Third Edition)****Lesson 1 – Seven Root Safety Strategies**

- W-4.1 Explore the connections among physical activity, emotional wellness and social wellness
- W-4.8 Expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines
- L-4.3 Demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results

**Lesson 2 – How We Feel and How We Act**

- R-4.4 Demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others
- R-4.2 Identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy
- R-4.3 Recognize that management of positive/negative stress can affect health

**Lesson 3 – Expanding the Circle of Protection Around Children**

- W-4.7 Describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies
- W-4.10 Describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely

**Lesson 4 – Friendship**

- R-4.5 Identify changes that may occur in friendships, and explore strategies to deal with changes
- R-4.6 Identify and describe ways to provide support to others; e.g., help a friend deal with loss
- R-4.7 Practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language

**Lesson 5 – Common Lures**

- W-4.7 Describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies
- R-4.1 Recognize that individuals can have a positive and negative influence on the feelings of others

**Lesson 6 – Home Alone**

- W-4.9 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes

**Lesson 7 – Online Safety**

- W-4.8 Expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines

## Grade 5

**Personal Safety Program (Third Edition)****Lesson 1 – Seven Root Safety Strategies**

W-5.8 Promote safety practices in the school and community

L-5.3 Investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making

**Lesson 2 – Emotions**

R-5.1 Recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt

R-5.2 Identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement

**Lesson 3 – Circle of Protection**

R-5.4 Practise effective communication skills; e.g., active listening, perception checks

R-5.6 Investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships

**Lesson 4 – Boundaries**

W-5.7 Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture

**Lesson 5 – Friendship**

R-5.4 Practise effective communication skills; e.g., active listening, perception checks

R-5.6 Investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships

**Lesson 6 – Common Lures**

W-5.7 Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture

**Lesson 7 – Home Alone**

W-5.8 Promote safety practices in the school and community

**Lesson 8 – Online Safety**

W-5.8 Promote safety practices in the school and community

## Grade 6

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven Root Safety Strategies**

- W-6.9 Evaluate the impact of personal behaviour on the safety of self and others
- W-6.8 Analyze how laws, regulations and rules contribute to health and safety practices
- L-6.3 Analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered

#### **Lesson 2 – Emotional Range**

- R-6.1 Recognize that individuals can choose their own emotional reactions to events and thoughts
- R-6.2 Establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings

#### **Lesson 3 – Circle of Protection**

- W-6.10 Demonstrate responsibility for, and skills related to, the safety of self and others; e.g., babysitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques
- R-6.5 Develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy

#### **Lesson 4 – Relationships**

- R-6.5 Develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
- R-6.7 Apply a variety of strategies for resolving conflict; e.g., practice treating differences of opinion as opportunities to explore alternatives

#### **Lesson 5 – Healthy vs. Unhealthy Boundaries**

- R-6.2 Establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
- R-6.3 Develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity

#### **Lesson 6 – Common Lures**

- W-6.7 Identify and communicate values and beliefs that affect healthy choices
- W-6.9 Evaluate the impact of personal behaviour on the safety of self and others

#### **Lesson 7 – Online Safety**

- W-6.7 Identify and communicate values and beliefs that affect healthy choices
- W-6.9 Evaluate the impact of personal behaviour on the safety of self and others
- R-6.2 Establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings



## Grade 6

### **Lesson 8 – Babysitters' Safety**

- W-6.10 Demonstrate responsibility for, and skills related to, the safety of self and others; e.g., babysitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques
- W-6.9 Evaluate the impact of personal behaviour on the safety of self and others

## Grade 7

**Personal Safety Program (Third Edition)****Lesson 1 – Emotions**

- W-7.8 Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety
- R-7.1 Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism
- R-7.2 Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals

**Lesson 2 – Identifying Personal Boundaries**

- R-7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection
- W-7.8 Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety
- W-7.13 Examine the influences on personal decision making for responsible sexual behaviour

**Lesson 3 – How to Set Personal Boundaries**

- W-7.11 Identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding
- R-7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
- R-7.7 Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose
- L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

**Lesson 4 – Friendship**

- W-7.7 Analyze the definition, effects and possible consequences of various forms of harassment
- R-7.2 Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals
- R-7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection
- R-7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
- L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

**Lesson 5 – Relationships**

- R-7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection
- R-7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
- L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

## Grade 7

### **Lesson 6 – Online Record**

- W-7.7 Analyze the definition, effects and possible consequences of various forms of harassment
- W-7.8 Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety
- W-7.11 Identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding
- R-7.6 Explore and evaluate the impact of media violence on relationships
- L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

### **Lesson 7 – Getting Out of Unhealthy Situations**

- W-7.10 Identify and examine potential sources of physical/emotional/social support
- W-7.13 Examine the influences on personal decision making for responsible sexual behaviour
- R-7.2 Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals
- R-7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection
- R-7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
- R-7.7 Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose
- L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

## Grade 8

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Identifying Feelings**

- R–8.1 Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders
- R–8.3 Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours

#### **Lesson 2 – How We Think, How We Feel**

- W–8.1 Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs
- W–8.11 Identify and develop personal resiliency skills; e.g., planning skills, social competence
- R–8.3 Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours
- R–8.4 Analyze the effects of self-concept on personal communication

#### **Lesson 3 – Identifying Healthy and Unhealthy Personal Boundaries**

- W–8.1 Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs
- W–8.11 Identify and develop personal resiliency skills; e.g., planning skills, social competence
- R–8.5 Develop strategies for maintaining healthy relationships
- R–8.6 Describe and provide examples of ethical behaviour in relationships; e.g., integrity
- R–8.7 Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts
- L–8.3 Identify components of ethical decision making, and apply these concepts to personal decision making

#### **Lesson 4 – Dating Relationships**

- W–8.7 Determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse
- W–8.12 Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship
- R–8.5 Develop strategies for maintaining healthy relationships
- R–8.6 Describe and provide examples of ethical behaviour in relationships; e.g., integrity
- R–8.7 Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts

## Grade 8

### **Lesson 5 – Sextortion: What Teens Need to Know**

- W-8.1 Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs
- W-8.12 Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship
- R-8.6 Describe and provide examples of ethical behaviour in relationships; e.g., integrity
- R-8.8 Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team
- L-8.3 Identify components of ethical decision making, and apply these concepts to personal decision making

## Grade 9

### Personal Safety Program (Third Edition)

#### **Lesson – Healthy Relationships**

- W-9.7 Evaluate implications and consequences of sexual assault on a victim and those associated with that victim
- W-9.8 Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
- W-9.9 Analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
- W-9.10 Assess the quality and reliability of health information provided by different sources; e.g., on the Internet
- W-9.11 Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
- W-9.12 Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly
- W-9.14 Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour
- R-9.1 Identify appropriate strategies to foster positive feelings/attitudes
- R-9.2 Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
- R-9.3 Analyze, evaluate and refine personal strategies for managing stress/crises
- R-9.4 Analyze, evaluate and refine personal communication patterns
- R-9.5 Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
- R-9.6 Model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
- R-9.7 Refine personal conflict management skills; e.g., negotiation, mediation strategies
- R-9.8 Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
- L-9.3 Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices

## Grade 10

### Personal Safety Program (Third Edition)

#### **Lesson – Healthy Relationships**

- P4. Develop approaches/tactics for creative problem solving and decision making
- P7. Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being
- P9. Demonstrate and apply effective communication, conflict resolution and team-building skills
- P10. Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships
- P11. Examine the relationship between commitment and intimacy in all its levels
- P12. Examine aspects of healthy sexuality and responsible sexual behaviour
- P14. Evaluate resources and support systems for each dimension of health and well-being for self and others