

Kindergarten

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

Learning Outcome: Children investigate movement of the body.

Understanding: Movement can help express ideas, feelings, and emotions.

Learning Outcome: Children describe personal characteristics and explore feelings and emotions.

Understanding: Feelings can be personal or shared with others that are trustworthy.

Understanding: Feelings and emotions can be identified, expressed, and described.

Skills & Procedures: Express feelings in a variety of ways.

Knowledge: People can experience a range of feelings and emotions [...]

Understanding: All people experience feelings and emotions.

Skills & Procedures: Identify strategies to recognize and respond to feelings and emotions in a variety of situations.

Learning Outcome: Children examine healthy relationships in learning and playing environments.

Skills & Procedures: Discuss the impact healthy relationships have on personal feelings.

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

Learning Outcome: Children describe personal characteristics and explore feelings and emotions.

Knowledge: Individuals can develop strategies to respond to feelings and emotions, such as by [...] asking for support.

Knowledge: Support for feelings and emotions can come from a variety of sources [...]

Understanding: Feelings can be personal or shared with others that are trustworthy.

Learning Outcome: Children examine healthy relationships in learning and playing environments.

Understanding: Healthy relationships support social-emotional well-being.

Kindergarten

Lesson 3 – Naming Body Parts

Learning Outcome: Children recognize boundaries in various situations.

Understanding: Boundaries are guidelines that help to keep people safe.

Learning Outcome: Children identify physical growth.

Understanding: Bodies are special and unique.

Lesson 4 – OKAY and NOT OKAY Touching

Learning Outcome: Children recognize boundaries in various situations.

Understanding: Boundaries are guidelines that help keep people safe.

Lesson 5 – The Buddy System

Learning Outcome: Children recognize boundaries in various situations.

Understanding: Boundaries are guidelines that help keep people safe.

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

Learning Outcome: Children recognize boundaries in various situations.

Understanding: Boundaries are guidelines that help keep people safe.

Understanding: Personal boundaries can be established through permission and refusal.

Skills & Procedures: Indicate refusal verbally and non-verbally in a variety of contexts.

Lesson 7 – What to Do When Lost

Learning Outcome: Children recognize boundaries in various situations.

Understanding: Boundaries are guidelines that help keep people safe.

Skills & Procedures: Indicate refusal verbally and non-verbally in a variety of contexts.

Grade 1

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

Learning Outcome: Students examine personal characteristics, feelings, and emotions and explore understanding of self.

Knowledge: Emotions show how an individual feels.

Knowledge: People can experience a range of feelings and emotions [...]

Understanding: Reactions to feelings can be identified and communicated to help people understand one another.

Skills & Procedures: Recognize how emotions can be expressed.

Skills & Procedures: Identify and communicate feelings in a variety of contexts.

Knowledge: Thoughts, feelings, and emotions are connected to behaviour.

Knowledge: Awareness of the body's reaction to emotion helps an individual to choose appropriate responses, such as [...] identifying feelings.

Understanding: Feelings, the body, and the brain are interconnected.

Skills & Procedures: Identify responses to emotions.

Knowledge: Reflection and feedback on feelings and emotions can contribute to personal growth and learning.

Understanding: An individual's experiences can affect feelings and emotions.

Understanding: Feelings and experiences can influence learning.

Skills & Procedures: Reflect on feelings and emotions that result from personal experiences.

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

Learning Outcome: Students explain how boundaries connect to safety.

Understanding: When boundaries are crossed or disrespected, children can tell a trusted adult.

Understanding: It is important to ask for help in situations that do not feel safe.

Skills & Procedures: Identify trusted adults in the school and community who can support personal safety.

Grade 1

Lesson 3 – Boundaries — How to be Safe

Learning Outcome: Students demonstrate fair play and support engagement in a variety of physical activities.

Knowledge: Fair play practices include [...] respecting rules, taking turns.

Learning Outcome: Students explain how boundaries connect to safety.

Knowledge: Boundaries can change in various situations [...]

Skills & Procedures: Discuss situations or reasons that might lead to a boundary change.

Knowledge: Safety includes understanding the differences between situations that are safe and those that are unsafe or uncomfortable.

Understanding: When boundaries are crossed or disrespected, children can tell a trusted adult.

Understanding: It is important to ask for help in situations that do not feel safe.

Skills & Procedures: Identify trusted adults in the school and community who can support personal safety.

Skills & Procedures: Describe differences between safe situations and unsafe or uncomfortable situations.

Lesson 4 – KEEP and SPEAK Secrets

Learning Outcome: Students explain how boundaries connect to safety.

Understanding: Personal boundaries are connected to an individual's body and personal space.

Knowledge: Safety includes understanding the differences between situations that are safe and those that are unsafe or uncomfortable.

Understanding: When boundaries are crossed or disrespected, children can tell a trusted adult.

Understanding: It is important to ask for help in situations that do not feel safe.

Skills & Procedures: Identify a trusted adult in the school and community who can support personal safety.

Skills & Procedures: Describe differences between safe situations and unsafe or uncomfortable situations.

Skills & Procedures: Identify how boundaries might protect a person or a group of individuals.

Grade 1

Lesson 5 – The Buddy System

Learning Outcome: Students explain how boundaries connect to safety.

Skills & Procedures: Identify trusted adults in the school and community who can support personal safety.

Knowledge: Safety includes understanding the differences between situations that are safe and those that are unsafe or uncomfortable.

Skills & Procedures: Identify how boundaries might protect a person or group of individuals.

Lesson 6 – Trust Your INSTINCTS

Learning Outcome: Students examine personal characteristics, feelings, and emotions and explore understanding of self.

Knowledge: Thoughts, feelings, and emotions are connected to behaviour.

Knowledge: Awareness of the body's reaction to emotion helps an individual to choose appropriate responses, such as [...] seeking out a supportive adult, identifying feelings.

Knowledge: The body experiences responses to emotions, including fight, flight, or freeze.

Understanding: Feelings, the body, and the brain are interconnected.

Skills & Procedures: Identify responses to emotions.

Understanding: An individual's experiences can affect feelings and emotions.

Skills & Procedures: Reflect on feelings and emotions that result from various personal experiences.

Learning Outcome: Students explain how boundaries connect to safety.

Knowledge: Safety includes understanding the difference between situations that are safe and those that are unsafe or uncomfortable.

Understanding: When boundaries are crossed or disrespected, children can tell a trusted adult.

Understanding: It is important to ask for help in situations that do not feel safe.

Skills & Procedures: Identify trusted adults in the school and community who can support personal safety.

Skills & Procedures: Describe differences between safe situations and unsafe or uncomfortable situations.

Grade 2

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

Learning Outcome: Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.

Knowledge: Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behaviour in a variety of situations.

Knowledge: Self-regulation strategies include [...] recognizing challenges and obstacles.

Skills & Procedures: Identify signals that support self-regulation.

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Skills & Procedures: Discuss ways to respond in unsafe or uncomfortable situations.

Lesson 2 – Identifying a Safe Grown-up

Learning Outcome: Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.

Knowledge: A role is a specific position that someone holds in work, social, or relational contexts.

Understanding: Roles have different responsibilities.

Skills & Procedures: Describe and compare responsibilities connected with various roles.

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Understanding: Trusted adults in the school and community can support individuals in unsafe and uncomfortable situations.

Skills & Procedures: Discuss ways to respond in unsafe or uncomfortable situations.

Learning Outcome: Students connect healthy relationships to a variety of learning and playing contexts.

Knowledge: Community supports include [...]

Understanding: Connections and supports within a community help to develop social-emotional well-being.

Skills & Procedures: Identify sources of support within the community to enhance well-being and relationships.

Grade 2

Lesson 3 – Safety Awareness

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Knowledge: Safety strategies are developed for a variety of contexts [...]

Understanding: Safety strategies and procedures can be practised in a variety of ways.

Skills & Procedures: Practise safety strategies and procedures in a variety of situations.

Understanding: Trusted adults in the school and community can support individuals in unsafe and uncomfortable situations.

Skills & Procedures: Discuss ways to respond in unsafe or uncomfortable situations.

Skills & Procedures: Classify situations that are safe and unsafe.

Skills & Procedures: Examine how safety can be improved in a variety of situations.

Learning Outcome: Students connect healthy relationships to a variety of learning and playing contexts.

Knowledge: Community supports include [...]

Understanding: Connections and supports within a community help to develop social-emotional well-being.

Skills & Procedures: Identify sources of support within the community to enhance well-being and relationships.

Lesson 4 – The Buddy System

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Knowledge: Safety strategies are developed for a variety of contexts [...]

Understanding: Safety strategies and procedures can be practised in a variety of ways.

Skills & Procedures: Practise safety strategies and procedures in a variety of situations.

Understanding: Trusted adults in the school and community can support individuals in unsafe and uncomfortable situations.

Skills & Procedures: Classify situations that are safe and unsafe.

Grade 2

Lesson 5 – Crossing Boundaries

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Knowledge: Decisions for safety include requesting, obtaining, giving, or refusing consent.

Skills & Procedures: Discuss ways to respond in unsafe or uncomfortable situations.

Knowledge: Situations and contexts may present different safety concerns.

Understanding: Safety involves assessing for potential risk or injury by identifying safe and unsafe situations [...]

Skills & Procedures: Classify situations that are safe and unsafe.

Skills & Procedures: Examine how safety can be improved in a variety of situations.

Lesson 6 – KEEP and SPEAK Secrets

Learning Outcome: Students examine and apply personal safety in a variety of situations.

Skills & Procedures: Practise safety strategies and procedures in a variety of situations.

Understanding: Trusted adults in the school and community can support individuals in unsafe or uncomfortable situations.

Skills & Procedures: Discuss ways to respond in unsafe or uncomfortable situations.

Skills & Procedures: Classify situations that are safe and unsafe.

Grade 3

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

Learning Outcome: Students investigate and explain safety and its correlation to health.

Skills & Procedures: Practise permission and refusal skills in a variety of contexts.

Knowledge: Specific rules or guidelines can [...] protect safety of self and others.

Knowledge: Resources that support personal safety include [...] safety networks.

Skills & Procedures: Identify available resources that support safety.

Lesson 2 – Emotions

Learning Outcome: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Knowledge: Resilience includes the capacity to manage adversity or stress in effective ways.

Understanding: The development of resilience is supported through understanding of emotions.

Skills & Procedures: Identify emotions in a variety of situations.

Lesson 3 – Identifying a Safe Grown-up

Learning Outcome: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Skills & Procedures: Examine the requirements, purposes, and expectations of a variety of roles and occupations.

Skills & Procedures: Create a plan to identify self-regulation resources that can be accessed when needed.

Learning Outcome: Students investigate and explain safety and its correlation to health.

Knowledge: Resources that support personal safety include [...] safety networks.

Skills & Procedures: Identify available resources that support safety.

Grade 3

Lesson 4 – Personal Boundaries and Assertiveness

Learning Outcome: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Skills & Procedures: Examine the requirements, purposes, and expectations of a variety of roles and occupations.

Knowledge: Resilience includes the capacity to manage adversity or stress in effective ways.

Learning Outcome: Students investigate and explain safety and its correlation to health.

Understanding: Consent is important for personal safety.

Skills & Procedures: Practise permission and refusal skills in a variety of contexts.

Skills & Procedures: Generate examples of situations where behaviours would be appropriate and others where they would involve risk.

Lesson 5 – Friendship

Learning Outcome: Students investigate and describe how problem solving can affect healthy relationships.

Knowledge: Characteristics of healthy relationships and friendships include [...]

Knowledge: Friends can resolve conflicts by [...]

Understanding: Problem solving and resolution can facilitate understanding and connections among people.

Skills & Procedures: Generate solutions to problems in a variety of relationship contexts.

Skills & Procedures: Identify respectful and positive interactions with others.

Lesson 6 – KEEP and SPEAK Secrets

Learning Outcome: Students investigate and explain safety and its correlation to health.

Skills & Procedures: Generate examples of situations where behaviours would be appropriate and others where they would involve risk.

Knowledge: Resources that support personal safety include [...] safety networks.

Skills & Procedures: Identify available resources that support safety.

Grade 3

Lesson 7 – The Buddy System

Learning Outcome: Students investigate and explain safety and its correlation to health.

Skills & Procedures: Practise permission and refusal skills in a variety of contexts.

Knowledge: Specific rules or guidelines can [...] protect safety of self and others.

Knowledge: Resources that support personal safety include [...] safety networks.

Skills & Procedures: Identify available resources that support safety.

Lesson 8 – Online Safety

Learning Outcome: Students investigate and explain safety and its correlation to health.

Skills & Procedures: Practise permission and refusal skills in a variety of contexts.

Knowledge: Specific rules or guidelines can [...] protect safety of self and others.

Skills & Procedures: Explain the function or purpose of specific rules or guidelines within various contexts.

Knowledge: Resources that support personal safety include [...] safety networks.

Skills & Procedures: Identify available resources that support safety.

Grade 4

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

Learning Outcome: Students interpret how resilience and perseverance can be influenced by a variety of life experiences.

Knowledge: Strategies that support resilience include [...] seeking positive role models.

Skills & Procedures: Describe strategies that support resilience.

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.

Understanding: Responsibility includes the opportunity, ability, or right to act independently or make decisions.

Skills & Procedures: Describe responsibility and its impact on personal and group safety in a variety of contexts.

Knowledge: Responsibility occurs in a variety of contexts [...]

Understanding: Responsibility includes an awareness of surroundings to determine the safety of a situation.

Skills & Procedures: Examine how responsibility can impact safety in a variety of situations.

Lesson 2 – How We Feel and How We Act

Learning Outcome: Students interpret how resilience and perseverance can be influenced by a variety of life experiences.

Skills & Procedures: Describe strategies that support resilience.

Learning Outcome: Students explore various areas of development.

Knowledge: Social-emotional changes include [...] emotions, relationships.

Skills & Procedures: Consider how to interact and respond to others in a variety of contexts and situations.

Grade 4

Lesson 3 – Expanding the Circle of Protection Around Children

Learning Outcome: Students interpret how resilience and perseverance can be influenced by a variety of life experiences.

Knowledge: Strategies that support resilience include [...] seeking positive role models.

Understanding: Resilience is supported by development of perseverance over time.

Skills & Procedures: Describe strategies that support resilience.

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Responsibility occurs in a variety of contexts [...]

Skills & Procedures: Examine how responsibility can impact safety in a variety of situations.

Learning Outcome: Students reflect on resolution and explain connections to healthy relationships.

Knowledge: Conflict resolution can occur using a variety of strategies, such as [...] creating a safe environment.

Understanding: Resolution supports healthy relationships.

Skills & Procedures: Describe strategies that can be used to support resolution to a problem, conflict, or challenge.

Lesson 4 – Friendship

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Consent is critical to respecting the rights, feelings, and belongings of others.

Understanding: Responsibility includes respecting the rights and feelings of others.

Skills & Procedures: Identify situations where responsibility supports the rights and feelings of others.

Learning Outcome: Students reflect on resolution and explain connections to healthy relationships.

Knowledge: Conflict resolution can occur using a variety of strategies, such as [...] creating a safe environment.

Understanding: Resolution supports healthy relationships.

Skills & Procedures: Describe strategies that can be used to support resolution to a problem, conflict, or challenge.

Understanding: Resolution requires the sharing of multiple points of view.

Skills & Procedures: Discuss multiple points of view involved in a resolution.

Grade 4

Lesson 5 – Common Lures

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.

Skills & Procedures: Describe responsibility and its impact on personal and group safety in a variety of contexts.

Knowledge: Responsibility occurs in a variety of contexts [...]

Understanding: Responsibility includes an awareness of surroundings to determine the safety of a situation.

Skills & Procedures: Examine how responsibility can impact safety in a variety of situations.

Learning Outcome: Students reflect on resolution and explain connections to healthy relationships.

Knowledge: Conflict resolution can occur using a variety of strategies, such as [...] creating a safe environment.

Skills & Procedures: Describe strategies that can be used to support resolution to a problem, conflict, or challenge.

Understanding: Individuals have the right to live in healthy, safe, and bully-free environments.

Lesson 6 – Home Alone

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.

Understanding: Responsibility includes the opportunity, ability, or right to act independently or make decisions.

Skills & Procedures: Describe responsibility and its impact on personal and group safety in a variety of contexts.

Knowledge: Responsibility occurs in a variety of contexts [...]

Understanding: Responsibility includes an awareness of surroundings to determine the safety of a situation.

Skills & Procedures: Examine how responsibility can impact safety in a variety of situations.

Grade 4

Lesson 7 – Online Safety

Learning Outcome: Students analyze and explain responsibility and how it can impact personal and group safety.

Knowledge: Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.

Understanding: Responsibility includes the opportunity, ability, or right to act independently or make decisions.

Skills & Procedures: Describe responsibility and its impact on personal and group safety in a variety of contexts.

Knowledge: Responsibility occurs in a variety of contexts [...]

Understanding: Responsibility includes an awareness of surroundings to determine the safety of a situation.

Skills & Procedures: Examine how responsibility can impact safety in a variety of situations.

Grade 5

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

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Identify life experiences that have influenced thinking or behaviour.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Knowledge: Responsibility can be developed by taking on leadership roles to promote safety of self and others.

Understanding: Personal roles and responsibilities include promoting the safety of self and others.

Lesson 2 – Emotions

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Identify life experiences that have influenced thinking or behaviour.

Lesson 3 – Circle of Protection

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Knowledge: Perseverance can be supported by protective factors [...]

Skills & Procedures: Identify protective factors that can support perseverance.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Understanding: Responsibility includes ensuring the safety of self and others.

Grade 5

Lesson 4 – Boundaries

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Identify life experiences that have influenced thinking or behaviour.

Knowledge: Perseverance can be supported by protective factors [...]

Skills & Procedures: Identify protective factors that can support perseverance.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Knowledge: Responsibility includes respecting the acceptance or refusal of consent from another.

Skills & Procedures: Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others.

Lesson 5 – Friendship

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Reflect on personal learning and development in a variety of experiences.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Understanding: Personal roles and responsibilities include promoting the safety of self and others.

Learning Outcome: Students acknowledge and connect perspectives of self and others through communication and listening skills.

Skills & Procedures: Demonstrate respectful communication skills when working with others on tasks or challenges.

Grade 5

Lesson 6 – Common Lures

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Identify life experiences that have influenced thinking or behaviour.

Knowledge: Perseverance can be supported by protective factors [...]

Skills & Procedures: Identify protective factors that can support perseverance.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Understanding: Responsibility includes ensuring the safety of self and others.

Lesson 7 – Home Alone

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Identify life experiences that have influenced thinking or behaviour.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Understanding: Personal roles and responsibilities include promoting the safety of self and others.

Skills & Procedures: Describe situations where responsible leadership supports the safety and well-being of self and others.

Understanding: Responsibility includes ensuring the safety of self and others.

Grade 5

Lesson 8 – Online Safety

Learning Outcome: Students reflect and relate life experiences to perseverance and well-being.

Skills & Procedures: Examine how life experiences can shape understanding over time.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Understanding: Personal roles and responsibilities include promoting the safety of self and others.

Understanding: Responsibility includes ensuring the safety of self and others.

Skills & Procedures: Practise digital citizenship by being considerate of others.

Grade 6

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

Learning Outcome: Students examine risk and identify the factors that influence action.

Knowledge: Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.

Lesson 2 – Emotional Range

Learning Outcome: Students examine risk and identify the factors that influence action.

Understanding: Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted.

Skills & Procedures: Discuss how feelings associated with risk taking affect actions and decisions.

Lesson 3 – Circle of Protection

Learning Outcome: Students examine risk and identify the factors that influence action.

Skills & Procedures: Discuss how feelings associated with risk taking affect actions and decisions.

Learning Outcome: Students consider and describe a variety of perspectives that support the development of healthy relationships.

Understanding: Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.

Skills & Procedures: Examine the connections between perspectives and social and emotional well-being.

Lesson 4 – Relationships

Learning Outcome: Students consider and describe a variety of perspectives that support the development of healthy relationships.

Skills & Procedures: Demonstrate positive social behaviours to develop and maintain healthy relationships.

Understanding: Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.

Skills & Procedures: Examine how empathy toward others with different perspectives support healthy relationships.

Grade 6

Lesson 5 – Healthy vs. Unhealthy Boundaries

Learning Outcome: Students consider and describe a variety of perspectives that support the development of healthy relationships.

Understanding: Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.

Skills & Procedures: Examine the connections between perspectives and social and emotional well-being.

Lesson 6 – Common Lures

Learning Outcome: Students examine risk and identify the factors that influence action.

Knowledge: Safety risks associated with use of digital technology include intrusion of privacy, bullying, misinformation, inability to properly request, obtain, or give consent, exploitation.

Knowledge: The Internet and social media can expose an individual to unwanted communication or images and information.

Understanding: Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted.

Skills & Procedures: Discuss how feelings associated with risk taking affect actions and decisions.

Skills & Procedures: Explain how to deal with unwanted attention, communication, or images.

Lesson 7 – Online Safety

Learning Outcome: Students examine risk and identify the factors that influence action.

Knowledge: Safety risks associated with use of digital technology include intrusion of privacy, bullying, misinformation, inability to properly request, obtain, or give consent, exploitation.

Knowledge: The Internet and social media can expose an individual to unwanted communication or images and information.

Knowledge: Sharing explicit or graphic images can have significant consequences, including being illegal under the Criminal Code of Canada.

Understanding: Safe online, digital technology, and social media practices can reduce risk.

Skills & Procedures: Assess safety and vulnerability risks associated with use of digital technology.

Skills & Procedures: Identify potential harms from online and social media use.

Skills & Procedures: Explain how to deal with unwanted attention, communication, or images.

Grade 6

Lesson 8 – Babysitters’ Safety

Learning Outcome: Students examine risk and identify the factors that influence action.

Knowledge: Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.

Understanding: Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted.

Skills & Procedures: Discuss how feelings associated with risk taking affect actions and decisions.

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

Grade 7

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

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

Grade 8

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

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