

Kindergarten

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

Health Unit 2, 1.2	Understand that each person experiences a variety of feelings
Health Unit 2, 1.3	Understand that one's interaction/play affects one's feelings and those of others
Health Unit 2, 2.2	Differentiate the feelings that each person experiences (e.g., happiness, sadness, fear, anger)
Health Unit 2, 3.2	Examine personal interactions with others and how they make others feel

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

Health Unit 3, 1.3	Know some community workers and how they help us
Health Unit 4, 2.2	Apply methods of obtaining assistance from reliable sources in an emergency situation

Lesson 3 – Naming Body Parts

Health Unit 1, 1.6	Identify that some aspects of individuals change and some do not
--------------------	--

Lesson 4 – OKAY and NOT OKAY Touching

Health Unit 3, 2.2	Demonstrate respect for others
Health Unit 4, 2.2	Apply methods of obtaining assistance from reliable sources in an emergency situation

Lesson 5 – The Buddy System

Health Unit 4, 1.4	Recognize safe outdoor play environments
--------------------	--

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

Health Unit 3, 1.3	Know some community workers and how they help us
Health Unit 4, 2.2	Apply methods of obtaining assistance from reliable sources in an emergency situation

Lesson 7 – What to Do When Lost

Health Unit 3, 1.3	Know some community workers and how they help us
Health Unit 4, 2.2	Apply methods of obtaining assistance from reliable sources in an emergency situation

Grade 1

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

Health Unit 2, 1.4	Recognize that experiences elicit different feelings, and people may react differently to the same experience
Health Unit 2, 2.2	Identify and demonstrate strategies to deal with feelings
Health Unit 2, 1.3	Understand the need for an individual to feel valued, accepted and loved in a family, school and community

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

Health Unit 4, 2.1	Demonstrate practices that promote safety of self and others
Health Unit 4, 2.2	Demonstrate the ability to enlist help in an emergency situation in one's community

Lesson 3 – Boundaries — How to be Safe

Health Unit 2, 3.1	Assess the impact of words and actions on other's sense of worth
Health Unit 3, 1.3	Identify examples of positive social behaviors used in interacting with family, friends, and community members

Lesson 4 – KEEP and SPEAK Secrets

Health Unit 3, 1.2	Identify characteristics of being a friend
Health Unit 3, 1.3	Identify examples of positive social behaviors used in interacting with family, friends, and community members
Health Unit 3, 2.1	Demonstrate age appropriate ways to resolve conflict

Lesson 5 – The Buddy System

Health Unit 4, 1.1	Identify safety practices employed when approaching or being approached by strangers
Health Unit 4, 1.2	Identify safety practices employed at school
Health Unit 4, 2.2	Demonstrate safe and effective school arrival and departure routines

Lesson 6 – Trust Your INSTINCTS

Health Unit 4, 1.1	Identify safety practices employed when approaching or being approached by strangers
--------------------	--

Grade 2

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

Health Unit 2, 2.2	Demonstrate age-appropriate strategies to express and deal effectively with a range of emotions
Health Unit 3, 2.1	Demonstrate the use of verbal and nonverbal communication in healthy interactions

Lesson 2 – Identifying a Safe Grown-up

Health Unit 4, 2.2	Demonstrate the ability to enlist help in an emergency situation in one's community
--------------------	---

Lesson 3 – Safety Awareness

Health Unit 3, 1.3	Recognize forms of body based harassment
Health Unit 3, 1.4	Differentiate between appropriate and inappropriate touch
Health Unit 3, 2.2	Demonstrate strategies to deal effectively with body based harassment and inappropriate touch

Lesson 4 – The Buddy System

Health Unit 3, 1.2	Recognize the characteristics of a healthy friendship
Health Unit 4, 3.1	Examine personal practices used at play that promote safety of self and others

Lesson 5 – Crossing Boundaries

Health Unit 3, 1.3	Recognize forms of body based harassment
Health Unit 3, 1.4	Differentiate between appropriate and inappropriate touch
Health Unit 3, 2.2	Demonstrate strategies to deal effectively with body based harassment and inappropriate touch

Lesson 6 – KEEP and SPEAK Secrets

Health Unit 3, 1.4	Differentiate between appropriate and inappropriate touch
Health Unit 3, 2.2	Demonstrate strategies to deal effectively with body based harassment and inappropriate touch

Grade 3

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

Health Unit 3, 19.0	Recognize situations that threaten one's sense of personal safety
Health Unit 3, 20.0	Understand that interventions are available when one's sense of personal safety is threatened
Health Unit 3, 21.0	Demonstrate the ability to enlist help in situations threatening personal safety
Health Unit 3, 22.0	Apply strategies to promote personal safety

Lesson 2 – Emotions

Health Unit 2, 14.0	Demonstrate age appropriate strategies to address a range of emotions
---------------------	---

Lesson 3 – Identifying a Safe Grown-up

Health Unit 3, 20.0	Understand that interventions are available when one's sense of personal safety is threatened
Health Unit 3, 21.0	Demonstrate the ability to enlist help in situations threatening personal safety
Health Unit 3, 22.0	Apply strategies to promote personal safety

Lesson 4 – Personal Boundaries and Assertiveness

Health Unit 2, 15.0	Analyze how words and actions affect self and others
Health Unit 2, 17.0	Understand the importance of respect for self and others
Health Unit 3, 22.0	Apply strategies to promote personal safety

Lesson 5 – Friendship

Health Unit 2, 15.0	Analyze how words and actions affect self and others
Health Unit 2, 16.0	Analyze how one's personal words and actions affect self and others
Health Unit 2, 18.0	Understand that there are different types of relationships and they change with time

Lesson 6 – KEEP and SPEAK Secrets

Health Unit 3, 21.0	Demonstrate the ability to enlist help in situations threatening personal safety
Health Unit 3, 22.0	Apply strategies to promote personal safety

Grade 3

Lesson 7 – The Buddy System

Health Unit 3, 21.0	Demonstrate the ability to enlist help in situations threatening personal safety
Health Unit 3, 22.0	Apply strategies to promote personal safety
Health Unit 3, 23.0	Assess personal engagement in daily activities and the use of safety practices

Lesson 8 – Online Safety

Health Unit 2, 15.0	Analyze how words and actions affect self and others
Health Unit 2, 17.0	Understand the importance of respect for self and others
Health Unit 3, 19.0	Recognize situations that threaten one's sense of personal safety
Health Unit 3, 22.0	Apply strategies to promote personal safety

Grade 4

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

- Relationships, 4. Understand that adults are responsible for the physical needs of young people
- Relationships, 7. Explain how decisions can have long-term effects

Lesson 2 – How We Feel and How We Act

- Relationships, 3. Understand that every right has a corresponding responsibility
- Mental Health, 8. Identify some of the factors which affect our feelings

Lesson 3 – Expanding the Circle of Protection Around Children

- Relationships, 4. Understand that adults are responsible for the physical needs of young people

Lesson 4 – Friendship

- Relationships, 2. Realize that one's decisions may affect other people
- Relationships, 9. Identify some advantages of similarities and differences in people
- Relationships, 11. Know how to express concern for others in the class

Lesson 5 – Common Lures

- Relationships, 5. Understand the nature of physical abuse
- Relationships, 10. Identify examples of positive role models and explain their importance

Lesson 6 – Home Alone

- Injury Prevention and Safety, 6. Know the safety rules which govern such activities as bicycling, roller-blading, skating, ice-fishing, winter camping, riding all-terrain vehicles, using playground equipment and riding in a car
- Injury Prevention and Safety, 5. Know the emergency phone numbers for the community

Lesson 7 – Online Safety

- Injury Prevention and Safety, 6. Know the safety rules which govern such activities as bicycling, roller-blading, skating, ice-fishing, winter camping, riding all-terrain vehicles, using playground equipment and riding in a car

Grade 5

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

Relationships, 8. Apply the decision-making process to daily activities

Lesson 2 – Emotions

Mental Health, 4. Understand that the way we are treated impacts on self-esteem and general emotional well-being

Mental Health, 5. Recognize what is realistic in terms of personal achievement

Lesson 3 – Circle of Protection

Injury Prevention and Safety, 9. Identify some emergency situations which may occur in the community

Relationships, 10. Distinguish between secrets, surprises, confidentiality and privacy

Lesson 4 – Boundaries

Relationships, 14. Recognize that some behaviours toward children may be classified as abusive

Relationships, 15. Recognize and identify some abusive behaviours

Lesson 5 – Friendship

Relationships, 1. Recognize that a peer is someone in the same age group

Lesson 6 – Common Lures

Relationships, 14. Recognize that some behaviours toward children may be classified as abusive

Relationships, 15. Recognize and identify some abusive behaviours

Lesson 7 – Home Alone

Injury Prevention and Safety, 9. Identify some emergency situations which may occur in the community

Lesson 8 – Online Safety

Relationships, 8. Apply the decision-making process to daily activities

Grade 6

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

- | | |
|--------------------|--|
| Mental Health, 10. | Demonstrate some appropriate techniques in response to stressful situations. |
| Mental Health, 3. | Identify the various resources available for personal support |

Lesson 2 – Emotional Range

- | | |
|-------------------|---|
| Mental Health, 4. | Understand that everyone has basic emotional needs |
| Mental Health, 5. | Identify different kinds of feelings and understand how they influence behavior |
| Mental Health, 6. | Demonstrate appropriate ways to express a variety of emotions |

Lesson 3 – Circle of Protection

- | | |
|-------------------|---|
| Mental Health, 3. | Identify the various resources available for personal support |
| Relationships, 5. | Identify responsibilities of family members |
| Mental Health, 8. | Recognize the importance of discussing fears or concerns with someone you can trust |

Lesson 4 – Relationships

- | | |
|-------------------|--|
| Relationships, 1. | Describe different kinds of relationships |
| Relationships, 2. | Identify situations involving physical, emotional and sexual abuse |
| Relationships, 8. | Identify ways of developing positive relationships with peers |
| Mental Health, 7. | Outline the steps to follow in dealing appropriately with a personal problem |

Lesson 5 – Healthy vs. Unhealthy Boundaries

- | | |
|-------------------|--|
| Relationships, 3. | Recognize that some relationships may be abusive and there is a need to develop strategies to deal with them |
| Mental Health, 8. | Recognize the importance of discussing fears or concerns with someone you can trust |

Lesson 6 – Common Lures

- | | |
|-------------------|--|
| Relationships, 3. | Recognize that some relationships may be abusive and there is a need to develop strategies to deal with them |
|-------------------|--|

Grade 6

Lesson 7 – Online Safety

Mental Health, 8. Recognize the importance of discussing fears or concerns with someone you can trust

Lesson 8 – Babysitters' Safety

Mental Health, 8. Recognize the importance of discussing fears or concerns with someone you can trust

Mental Health, 7. Outline the steps to follow in dealing appropriately with a personal problem

Grade 7

Personal Safety Program (Third Edition)

Lesson 1 – Emotions

Emotional and Social Well-Being, 7.	Understand how self-concept influences thoughts, feelings and behaviours
Emotional and Social Well-Being, 8.	Understand the nature of feelings and the ways in which they are expressed
Emotional and Social Well-Being, 9.	Be aware of appropriate ways of expressing feelings
Emotional and Social Well-Being, 10.	Develop strategies for dealing with negative feelings

Lesson 2 – Identifying Personal Boundaries

Safety and Environmental Health, 1.	Recognize the importance of a healthy attitude towards safety
Human Sexuality, 17.	Practice assertiveness and refusal skills as ways of coping with sexual pressures

Lesson 3 – How to Set Personal Boundaries

Safety and Environmental Health, 2.	Be aware of unsafe practices that endanger the lives of young people and understand why these practices occur
Human Sexuality, 17.	Practice assertiveness and refusal skills as ways of coping with sexual pressures

Lesson 4 – Friendship

Relationships, 1.	Identify the characteristics of a friendship
Relationships, 5.	Recognize the influence of peer groups

Lesson 5 – Relationships

Relationships, 1.	Identify the characteristics of a friendship
Relationships, 5.	Recognize the influence of peer groups
Human Sexuality, 7.	Be aware of ways of expressing sexual feelings

Lesson 6 – Online Record

Safety and Environmental Health, 7.	Analyze the intent of rules, regulations and laws related to safety practices and protection
Safety and Environmental Health, 8.	Identify practices and activities that pose a threat to the environment and the health of people
Safety and Environmental Health, 11.	Examine some of our own actions and identify some changes that can be made on an individual basis in relation to personal and environmental health
Human Sexuality, 17.	Practice assertiveness and refusal skills as ways of coping with sexual pressures

Grade 7

Lesson 7 – Getting Out of Unhealthy Situations

Safety and Environmental Health, 8.	Identify practices and activities that pose a threat to the environment and the health of people
Human Sexuality, 17.	Practice assertiveness and refusal skills as ways of coping with sexual pressures
Safety and Environmental Health, 2.	Be aware of unsafe practices that endanger the lives of young people and understand why these practices occur
Relationships, 1.	Identify the characteristics of a friendship
Emotional and Social Well-Being, 9.	Be aware of appropriate ways of expressing feelings

Grade 8

Personal Safety Program (Third Edition)

Lesson 1 – Identifying Feelings

- | | |
|-------------------------------------|---|
| Emotional and Social Well-Being, 5. | Understand that changes in moods and feelings is natural |
| Emotional and Social Well-Being, 6. | Differentiate between appropriate and inappropriate ways of handling moods and feelings |

Lesson 2 – How We Think, How We Feel

- | | |
|--------------------------------------|--|
| Emotional and Social Well-Being, 5. | Understand that changes in moods and feelings is natural |
| Emotional and Social Well-Being, 6. | Differentiate between appropriate and inappropriate ways of handling moods and feelings |
| Emotional and Social Well-Being, 7. | Use the decision-making process to choose alternate courses of action when dealing with feelings |
| Emotional and Social Well-Being, 10. | Discuss ways of coping with stress and stressful situations |

Lesson 3 – Identifying Healthy and Unhealthy Personal Boundaries

- | | |
|---------------------|---|
| Human Sexuality, 4. | Be aware of means of sexual expression |
| Relationships, 1. | Recognize the need for communication, understanding, sensitivity and cooperation with friends |

Lesson 4 – Dating Relationships

- | | |
|----------------------|---|
| Relationships, 1. | Recognize the need for communication, understanding, sensitivity and cooperation with friends |
| Human Sexuality, 10. | Practice communicating concerns related to sexuality with parents and others |

Lesson 5 – Sextortion: What Teens Need to Know

- | | |
|----------------------|---|
| Human Sexuality, 4. | Be aware of means of sexual expression |
| Human Sexuality, 10. | Practice communicating concerns related to sexuality with parents and others |
| Relationships, 1. | Recognize the need for communication, understanding, sensitivity and cooperation with friends |

Grade 9

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- Unit 1, 1.1 Identify the types of communication (passive, aggressive, assertive, verbal, nonverbal and refusal skills)
- Unit 1, 2.1 Demonstrate positive communication strategies in a variety of social situations
- Unit 1, 2.2 Develop an awareness of sensitive issues associated with relationships
- Unit 1, 2.4 Apply the decision making process to common scenarios
- Unit 1, 3.1 Assess personal communication skills and their impact on relationships with others
- Unit 1, 3.3 Assess the role that respect for sensitive issues plays in relationships
- Unit 2, 3.2 Analyze the extent to which ones personal values affect choices/decisions made in a variety of relationships
- Unit 3, 1.5 Define sexuality and be aware of different ways that individuals express their sexuality
- Unit 3, 1.7 Be aware of the role of values and possible implications of the decision to abstain or to engage in sexual activity
- Unit 3, 3.1 To reflect on self concept and personal values when making decisions related to sexuality
- Unit 3, 3.2 To be aware of reliable and accessible community resources when seeking sexual health information
- Unit 4, 1.1 Identify the characteristics of healthy interpersonal relationships
- Unit 4, 1.2 Have an awareness of the diversity in current dating practices
- Unit 4, 1.3 Develop an awareness of attitudes, expectations and roles as they relate to dating
- Unit 4, 2.2 Distinguish between appropriate behaviours for relationships with peers and those of adults
- Unit 4, 2.3 Analyze influences on dating behaviours
- Unit 4, 2.4 Develop effective communication skills to assist in maintaining personal values and coping with other issues that may arise in dating relationships
- Unit 4, 2.5 Assess the effect of high risk dating practices on overall wellness
- Unit 4, 2.6 Analyze media portrayals of relationships and sexuality
- Unit 4, 3.1 Analyze the personal decision making processes used in dealing with an issue in an interpersonal relationship

Grade 10

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

Healthy Living 1200

Component: Personal Dynamics

- Impacts on Personal Dynamics
 - Demonstrate an understanding of the impacts of cultural values and beliefs on society.
- Personal Dynamics and You
 - Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.
- Technology, Media and Personal Dynamics
 - Critically analyse the impacts of technological innovations on time management, finances, and relationships.