

Kindergarten

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

- 1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling)
- 1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems
- 2.5 Develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset; have an imaginary conversation with a tree or an insect; role-play emotions with dolls and puppets)
- 6. Demonstrate an awareness of their own health and well-being
- 6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why

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

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)
- 24.1 Identify practices that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others, and demonstrate an understanding of the importance of these practices
- 28.1 Recognize people in their community and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Indigenous healer, store clerk, engineer, baker)

Lesson 3 – Naming Body Parts

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)

Lesson 4 – OKAY and NOT OKAY Touching

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)

Lesson 5 – The Buddy System

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)
- 28. Demonstrate an awareness of their surroundings
- 28.1 Recognize people in their community and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Indigenous healer, store clerk, engineer, baker)

Kindergarten

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

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)
- 27.1 Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others (e.g., speaking confidently, stating boundaries, making choices)

Lesson 7 – What to Do When Lost

- 6.4 Discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)

Grade 1

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

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them)
- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer; be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency)
- D1.5 Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind [A1.2 Coping, 1.4 Relationships, 1.5 Self]

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

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer; be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency)
- D1.2 Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities) [A1.2 Coping]

Lesson 3 – Boundaries — How to be Safe

- A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Active Living: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts)
- D1.2 Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities) [A1.2 Coping]
- D3.1 Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards) [A1.5 Self, 1.6 Thinking]

Grade 1

Lesson 4 – KEEP and SPEAK Secrets

- D1.3 Identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]
- D2.3 Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 5 – The Buddy System

- D1.2 Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities) [A1.2 Coping]
- D2.4 Apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

Lesson 6 – Trust Your INSTINCTS

- D2.3 Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Grade 2

Personal Safety Program (Third Edition)

Lesson 1 – Emotions

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like)
- D1.6 Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self]
- D2.5 Explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried) can help in knowing when they might need to get help [A1.2 Coping, 1.3 Motivation, 1.5 Self]
- D3.1 Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 2 – Identifying a Safe Grown-up

- D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]
- D3.1 Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 3 – Safety Awareness

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help)
- D1.1 Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]

Grade 2

- D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 4 – The Buddy System

- D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 5 – Crossing Boundaries

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help)
- D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 6 – KEEP and SPEAK Secrets

- D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Grade 3

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

- D2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking]

Lesson 2 – Emotions

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real)
- A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: show a growth mindset when setting personal goals for physical activity; Movement Competence: experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living: with respect to healthy development, recognize and appreciate the factors they can influence, and accept and work with the factors over which they have less influence)
- D1.6 Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]
- D3.4 Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]

Lesson 3 – Identifying a Safe Grown-up

- D1.4 Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 4 – Personal Boundaries and Assertiveness

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: explain how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities)

Grade 3

- A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Active Living: show awareness of family activities that support physical and mental health – such as family walks, family meals, and times for relaxing together – by explaining how they use a Healthy Living calendar on the fridge in their home to plan and record such activities; Movement Competence: check whether they feel stable when performing a static balance and adjust their position if they do not; check to see if they are starting to feel more sure of themselves as they practise static balances; Healthy Living: identify some of the characteristics that make them unique, showing an understanding that we all have things that make us unique, whether they are visible on the surface or not, such as different abilities and different physical attributes)
- D1.4 Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 5 – Friendship

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: be willing to be anyone’s partner for physical activities and be welcoming of everyone when working in small groups; Movement Competence: when practising throwing and catching, talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other; Healthy Living: demonstrate awareness of doing or saying things in a way that acknowledges the unique characteristics of others in a positive way rather than in a disrespectful or hurtful way)
- D1.4 Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 6 – KEEP and SPEAK Secrets

- D1.4 Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 7 – The Buddy System

- D1.4 Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Lesson 8 – Online Safety

- D2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking]
- D3.2 Explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [A1.1 Emotions, 1.6 Thinking]

Grade 4

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

- D2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online) [A1.2 Coping, 1.6 Thinking]

Lesson 2 – How We Feel and How We Act

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; Movement Competence: manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; Healthy Living: identify new feelings they may experience with the onset of puberty)
- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; Movement Competence: choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; Healthy Living: describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur)
- A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: recognize that mental health is an intrinsic factor that can have an impact on motivation for exertion; Movement Competence: when carrying an object, persevere to find creative ways to protect and retain the object; Healthy Living: show awareness of their food choices and habits and persevere in the practice of choosing healthy alternatives)
- D2.5 Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community) [A1.2 Coping, 1.5 Self, 1.6 Thinking]
- D3.3 Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses) [A1.2 Coping, 1.6 Thinking]

Lesson 3 – Expanding the Circle of Protection Around Children

- D2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online) [A1.2 Coping, 1.6 Thinking]

Lesson 4 – Friendship

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: use encouraging words to support teammates when playing in small groups, and describe the impact of doing so; Movement Competence: cooperate with group members to develop a creative movement sequence; Healthy Living: explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face; identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships)

Grade 4

- D1.3 Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]

Lesson 5 – Common Lures

- D1.2 Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]
- D1.3 Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]
- D2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online) [A1.2 Coping, 1.6 Thinking]

Lesson 6 – Home Alone

- D2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online) [A1.2 Coping, 1.6 Thinking]

Lesson 7 – Online Safety

- D1.2 Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]
- D1.3 Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]

Grade 5

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

- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

Lesson 2 – Emotions

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: demonstrate awareness that feeling confident and included can affect a person’s motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person)
- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: use problem-solving strategies to make physical activities that seem difficult more fun and interesting; Movement Competence: explain how trying different approaches, such as adjusting body position or speed, can help them maintain control of a ball with their feet while running down the field; Healthy Living: identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury)
- A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence: when developing a routine involving balls and locomotor movements, strive to include new elements that they’ve never tried before; Healthy Living: take time to reflect on an event that caused them disappointment, and describe another way they might view that event)
- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

Lesson 3 – Circle of Protection

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity)
- D1.1 Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]

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Lesson 4 – Boundaries

- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]
- D2.6 Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 5 – Friendship

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity)
- D3.2 Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Lesson 6 – Common Lures

- D1.1 Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]
- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

Lesson 7 – Home Alone

- D1.1 Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]
- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

Grade 5

Lesson 8 – Online Safety

- D1.1 Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]
- D2.2 Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]
- D2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking,* vaping, drug use, gambling, video game use) [A1.4 Relationships, 1.6 Thinking]
- D3.2 Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Grade 6

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

- D1.4 Identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]
- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 2 – Emotional Range

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: identify what they feel when participating in different activities – their energy level and level of engagement, for example – and describe how these feelings affect their enjoyment of the activities; Movement Competence: explain how their feelings differ when performing an activity that is fairly easy, such as stationary throwing and catching, and when doing something more challenging, such as throwing and catching a smaller object while on the move; Healthy Living: explain how feelings can impact eating habits and food choices and how a person's awareness of this impact can help them make healthier choices)
- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with a greater sense of safety, comfort, security, and confidence; Movement Competence: use tactical solutions to improve play or alleviate discomfort, such as adjusting pace or stride when running; Healthy Living: when preparing to babysit a younger child, explain the strategies they might use to manage any challenging situations that could arise)
- A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Active Living: identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them; Movement Competence: assess their awareness of the technique they are using when catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; Healthy Living: reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)
- D1.5 Demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health [A1.1 Emotions, 1.5 Self, 1.6 Thinking]
- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]
- D2.5 Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships, confusion and questions about changes) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Grade 6

Lesson 3 – Circle of Protection

- D1.4 Identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]
- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]
- D2.6 Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Lesson 4 – Relationships

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: use encouraging words to support other students when participating in physical activities; show respect for the decisions and calls of teammates when they are serving as referees; Movement Competence: contribute ideas when working in a group to accomplish a collaborative task; Healthy Living: show awareness of how best to help others by asking questions and then helping in the way the person prefers; describe how you can let someone know how you feel about them in both verbal and non-verbal ways)
- D1.1 Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves [A1.1 Emotions, 1.4 Relationships, 1.5 Self]
- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]
- D2.5 Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships, confusion and questions about changes) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]
- D2.6 Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Lesson 5 – Healthy vs. Unhealthy Boundaries

- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

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- D2.6 Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Lesson 6 – Common Lures

- D3.2 Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse) [A1.4 Relationships, 1.5 Self, 1.6 Thinking]

Lesson 7 – Online Safety

- D1.3 Demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image)
- D2.3 Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]
- D2.6 Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Lesson 8 – Babysitters' Safety

- D3.2 Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse) [A1.4 Relationships, 1.5 Self, 1.6 Thinking]

Grade 7

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

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives)
- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)

Lesson 2 – Identifying Personal Boundaries

- A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Active Living: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; Movement Competence: when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health)
- D1.3 Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
- D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 3 – How to Set Personal Boundaries

- D1.3 Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Grade 7

Lesson 4 – Friendship

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; Healthy Living: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student)
- D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 5 – Relationships

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; Healthy Living: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student)
- D1.3 Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
- D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 6 – Online Record

- D1.1 Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses [A1.2 Coping, 1.4 Relationships, 1.5 Self]

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- D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Lesson 7 – Getting Out of Unhealthy Situations

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)
- D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Grade 8

Personal Safety Program (Third Edition)

Lesson 1 – Identifying Feelings

- A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: give examples of how to communicate information clearly and concisely in an emergency situation while managing feelings associated with the situation; Movement Competence: explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance; Healthy Living: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective)

Lesson 2 – How We Think, How We Feel

- A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., Active Living: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required)
- A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future)

Lesson 3 – Identifying Healthy and Unhealthy Personal Boundaries

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)
- A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Active Living: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation)
- D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]

Grade 8

- D3.3 Analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

Lesson 4 – Dating Relationships

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Active Living: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)
- D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]
- D3.3 Analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

Lesson 5 – Sextortion: What Teens Need to Know

- D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]
- D3.2 Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

Grade 9

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- C1.2 Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies [IS, CT]
- C1.5 Demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person's understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students [PS]
- C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]
- C2.3 Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]
- C3.2 Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being) [PS, IS]*
- C3.3 Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour) [PS, IS, CT]

Grade 10

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- C1.1 Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS]
- C2.3 Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority) [PS, IS, CT]
- C2.5 Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality [PS, IS, CT]
- C3.2 Demonstrate an understanding of health and safety risks in their physical and personal environment, and describe practices and behaviours that can be promoted to minimize the exposure of themselves and others to these risks (e.g., thinking in advance of the consequences of actions; getting reliable information; following health practices such as handwashing to reduce risks associated with the spread of infectious diseases; staying hydrated; observing road safety rules while biking and walking; avoiding distractions such as using headphones while cycling and walking; listening to music at safe volumes to avoid hearing damage; using insect repellent; wearing a helmet when skiing, snowboarding, or tobogganing) [PS]
- C3.4 Describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly [CT]
- C3.5 Explain how being in an exclusive relationship with another person affects them and their relations with others (e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship) [PS, IS, CT]