

Kindergarten

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

- K.4.K.C.1a **Identify a range of feelings and emotions** (i.e., happy, sad, angry, scared, surprised, anxious, excited) **in a range of contexts** (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...)
- K.4.K.C.1b **Recognize ways emotions are expressed by others** (e.g., laughter, teary-eyed, smile, frown, body language...)

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

- K.4.K.B.4 **Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations**
- K.3.K.B.4 **Recognize safety helpers in the community** (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard...)
- K.4.K.C.4a **Identify the people** (e.g., parents, siblings, teachers, block parent, religious leader...) **who can provide support in stressful situations**

Lesson 3 – Naming Body Parts

- K.5.K.E.1a **Identify the major parts of the body by their appropriate names** (e.g., head, arms, shoulder, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...)
- K.4.K.A.1 **Identify characteristics that describe self as special and unique** (e.g., physical characteristics, abilities, gender...)

Lesson 4 – OKAY and NOT OKAY Touching

- K.4.K.B.4 **Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations**
- K.5.K.E.3a **Show the understanding that people have a right to privacy** (e.g., in reading corners, time-out zones, washrooms...)

Lesson 5 – The Buddy System

- K.4.K.B.2b **Identify activities that friends do together** (e.g., communicate with each other, play games, share toys...)

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

- K.3.K.B.4 **Recognize safety helpers in the community** (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard...)
- K.4.K.C.4a **Identify the people** (e.g., parents, siblings, teachers, block parent, religious leader...) **who can provide support in stressful situations**
- K.4.K.B.4 **Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations**

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Lesson 7 – What to Do When Lost

- K.4.K.C.4a **Identify the people** (e.g., parents, siblings, teachers, block parent, religious leader...) who can provide support in stressful situations
- K.3.K.B.4 **Recognize safety helpers in the community** (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard...)

Grade 1

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

- K.4.1.B.1b **Discuss how feelings and experiences associated with participation in physical activities/ sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated)
- K.4.1.B.3a **Identify what can happen when someone becomes angry** (e.g., red face, tense muscles, loud voice, physical aggression...) **and healthy ways to deal with anger**(e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...)
- K.4.1.B.2a **Identify different ways** (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) **of expressing feelings and emotions that contribute to getting along with others**

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

- K.3.1.B.4 **Recognize community helpers** (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...)

Lesson 3 – Boundaries — How to be Safe

- K.4.1.B.4 **Identify ways to exercise caution, avoidance, and/or refusal** (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) **in potentially dangerous situations**
- K.3.1.B.5a **Identify types of physical and verbal violence** (e.g., hitting, bullying, biting, kicking, name calling...)
- K.3.1.B.6a **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)

Lesson 4 – KEEP and SPEAK Secrets

- K.3.1.B.6a **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)
- K.3.1.B.4 **Recognize community helpers** (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...)

Lesson 5 – The Buddy System

- K.3.1.B.5b **Discuss ways to be safe away from home** (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents’ telephone numbers...)
- K.3.1.B.6a **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)

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Lesson 6 – Trust Your INSTINCTS

- K.3.1.B.6a **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)
- K.4.1.B.3c **Identify ways** (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play)

Grade 2

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

- K.4.2.C.1a **Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...)
- K.4.2.C.1b **Discuss ways** (e.g., show empathy when others are suffering, help others rather than hurt or neglect, respect rather than belittle, support and protect rather than dominate or ignore...) **to communicate with someone who is feeling different emotions** (e.g., sad, happy, hurt, angry...)
- K.5.2.E.2a **Describe how human beings express their emotions for people about whom they care** (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...)

Lesson 2 – Identifying a Safe Grown-up

- K.4.2.C.1a **Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive type activities, at home, in public...)

Lesson 3 – Safety Awareness

- K.3.2.A.1 **Recognize the importance of practising safe behaviours** (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) **alone and/or with others**
- K.3.2.A.4 **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability**
- K.3.2.B.1 **Identify safety rules to be followed related to the home, school, and community** (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use)

Lesson 4 – The Buddy System

- K.3.2.B.1 **Identify safety rules to be followed related to the home, school, and community** (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use)
- K.3.2.A.4 **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability**

Lesson 5 – Crossing Boundaries

- S.4.2.A.3 **Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities**
- K.5.2.E.2a **Describe how human beings express their emotions for people about whom they care** (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...)
- K.5.1.E.3c **Discuss the responsibilities** (e.g., respect private spaces and private parts...) **associated with gender differences**

Grade 2

Lesson 6 – KEEP and SPEAK Secrets

- K.4.2.B.1a **Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships**
- K.4.2.B.2a **Identify positive communication skills** (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) **for listening with attention in small group settings**

Grade 3

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

- K.3.3.B.5b **Identify strategies** (e.g., say no assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) **to avoid being bullied in different case scenarios**
- K.3.3.B.6a **Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts** (e.g., unwanted touching of the private parts, sex-related Internet sites and exploitative advertisements...)

Lesson 2 – Emotions

- K.4.3.B.2a **Identify appropriate and inappropriate ways** (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) **of communicating emotions**

Lesson 3 – Identifying a Safe Grown-up

- K.3.3.B.4 **Recognize roles of individuals in school and community who provide safety services** (e.g., school staff, cross-walk patrols, police, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...)

Lesson 4 – Personal Boundaries and Assertiveness

- K.3.3.B.5b **Identify strategies** (e.g., say no assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) **to avoid being bullied in different case scenarios**
- K.4.3.B.4 **Recognize verbal and non-verbal behaviours associated with assertiveness** (e.g., saying “no” with a firm voice...)

Lesson 5 – Friendship

- K.4.3.A.1 **Identify the importance of showing consideration for self and others, and for individual differences** (i.e., language, ideas, abilities, physical characteristics)
- K.4.3.B.1a **Describe the behaviours** (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) **that show respect for the abilities and feelings of others**
- K.4.3.B.2b **Recognize the importance** (e.g., feeling of belonging, affiliation, learn from each other...) **of friends and groups that are safe and dependable**

Lesson 6 – KEEP and SPEAK Secrets

- K.3.3.B.5b **Identify strategies** (e.g., say no assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) **to avoid being bullied in different case scenarios**

Lesson 7 – The Buddy System

- K.3.3.B.6a **Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts** (e.g., unwanted touching of the private parts, sex-related Internet sites and exploitative advertisements...)

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Lesson 8 – Online Safety

- K.3.3.B.6a **Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts** (e.g., unwanted touching of the private parts, sex-related Internet sites and exploitative advertisements...)
- K.3.3.B.5b **Identify strategies** (e.g., say no assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) **to avoid being bullied in different case scenarios**

Grade 4

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

- K.4.4.C.1a **Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others**
- K.4.4.B.2a **Identify positive communication skills** (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator)
- S.4.4.A.5 **Demonstrate use of stress management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...)

Lesson 2 – How We Feel and How We Act

- K.4.4.C.1a **Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others**
- K.4.4.C.1b **Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief**
- K.4.4.C.2 **Recognize that people have different reactions** (e.g., excitement, fear, motivation, inhibition...) **to stressors**
- K.4.4.C.3 **Identify the physical responses the body may experience as a result of stress** (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...)

Lesson 3 – Expanding the Circle of Protection Around Children

- K.4.4.C.1b **Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief**
- S.4.4.A.5 **Demonstrate use of stress management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...)
- K.3.4.B.4 **Recognize roles of individuals in school and community who provide safety services** (e.g., school staff, cross-walk patrols, police officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...)

Lesson 4 – Friendship

- K.4.4.B.1a **Identify appropriate social behaviours** (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) **toward others in small-group situations**
- K.4.4.B.2a **Identify positive communication skills** (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator)
- K.4.4.B.2b **Identify ways** (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say please/thank you...) **to get along with others in cooperative/collaborative situations**

Grade 4

Lesson 5 – Common Lures

K.4.4.A.3 **Identify the steps of the decision making/problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...)

Lesson 6 – Home Alone

K.4.4.A.3 **Identify the steps of the decision making/problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...)

K.4.4.C.4a **Identify the stress management skills** (e.g., relaxation skills, stress control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress**

Lesson 7 – Online Safety

S.3.4.A.1 **Follow set rules and routines for safe participation and use of equipment in selected specific physical activities** (e.g., fair play rules, change room routines, equipment distribution, sharing space...)

K.4.4.C.4a **Identify the stress management skills** (e.g., relaxation skills, stress control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress**

Grade 5

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

K.4.5.A.3 **Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...)

Lesson 2 – Emotions

K.4.5.A.3 **Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...)

K.4.5.B.1a **Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others**

Lesson 3 – Circle of Protection

K.3.5.B.4 **Identify available community supports that promote safety and community health** (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, block parents...)

K.3.5.B.5b **Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...)

Lesson 4 – Boundaries

K.4.5.B.2a **Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships**

K.4.5.B.2b **Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship**

Lesson 5 – Friendship

K.4.5.B.2a **Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships**

K.4.5.B.2b **Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship**

Lesson 6 – Common Lures

K.3.5.B.5b **Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...)

K.3.5.B.6a **Identify safety guidelines to protect self and others in potentially sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at nights...)

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K.3.5.B.6b **Describe indicators of abusive relationships** (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...)

Lesson 7 – Home Alone

K.3.5.B.6a **Identify safety guidelines to protect self and others in potentially sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at nights...)

K.3.5.B.5b **Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...)

Lesson 8 – Online Safety

K.3.5.B.6a **Identify safety guidelines to protect self and others in potentially sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at nights...)

K.4.5.B.4 **Identify and assess strategies** (e.g., using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations**

Grade 6

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

- K.4.6.A.3 **Describe how personal factors** (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...)

Lesson 2 – Emotional Range

- K.4.6.C.1a **Determine strategies for sharing and expressing feelings in appropriate ways** (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...)
- K.4.6.C.1b **Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief** (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **and where to go for help** (e.g., family, teacher)
- K.4.6.C.2 **Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in stressful situation)
- K.4.6.C.3 **Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages** (i.e., alarm stage, resistance stage, exhaustion stage).

Lesson 3 – Circle of Protection

- K.3.6.B.4 **Describe ways to seek help related to different types of accidents and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting)
- K.3.6.B.1 **Describe safe and unsafe situations at home, at school, and in the community while caring for self and others** (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)

Lesson 4 – Relationships

- K.4.6.C.2 **Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in stressful situation)
- S.4.6.A.3 **Demonstrate functional use of interpersonal skills** (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low competitive, cooperative, multicultural...)

Lesson 5 – Healthy vs. Unhealthy Boundaries

- K.4.6.C.2 **Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in stressful situation)
- S.4.6.A.3 **Demonstrate functional use of interpersonal skills** (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low competitive, cooperative, multicultural...)
- S.4.6.A.5 **Demonstrate the functional use of stress management strategies** (e.g., using self-statements or positive self-talk, talking with others, taking timeouts, counting to 10, focusing, breathing deeply...) **for managing stress in case scenarios related to a variety of situations** (e.g., competition, anger, tests, public speaking, conflict, change, failure...)
- S.4.6.A.2 **Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices**

Grade 6

Lesson 6 – Common Lures

- K.3.6.B.1 **Describe safe and unsafe situations at home, at school, and in the community while caring for self and others** (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)
- K.3.6.B.4 **Describe ways to seek help related to different types of accidents and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting)

Lesson 7 – Online Safety

- K.4.6.B.1a **Identify the influences** (e.g., family beliefs/values, role models, peers, advertising, television, movies...) **that help or hinder responsible, social decision-making** (e.g., choosing friends, choosing activities, communicating with others...)
- K.4.6.B.1b **Recognize personal participation and responsibility** (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) **in different social contexts**
- K.3.6.B.1 **Describe safe and unsafe situations at home, at school, and in the community while caring for self and others** (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)

Lesson 8 – Babysitters' Safety

- K.3.6.B.1 **Describe safe and unsafe situations at home, at school, and in the community while caring for self and others** (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)

Grade 7

Personal Safety Program (Third Edition)

Lesson 1 – Emotions

- K.4.7.A.1 **Compare attitudes and behaviours** (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) **that contribute to a sense of belonging**
- K.4.7.B.1a **Identify socially acceptable behaviours** (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...)
- K.4.7.B.3a **Identify anger-management skills** (e.g., use self-statements, participate in physical activities, write letters to express feelings...) **as alternatives to aggression and violence.**

Lesson 2 – Identifying Personal Boundaries

- K.3.7.B.5a **Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, groups, gangs, on sports teams, when babysitting).
- K.3.7.B.6a **Establish safety guidelines to protect self and others from sexually abusive situations** (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.4.7.B.4 **Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**

Lesson 3 – How to Set Personal Boundaries

- K.3.7.B.5b **Develop strategies** (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents’ and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**
- K.3.7.B.6a **Establish safety guidelines to protect self and others from sexually abusive situations** (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.3.7.B.1 **Describe ways to respond to dangerous situations in the community** (i.e., school intruders, home invasion, hazing, Internet use).
- S.4.7.A.4 **Apply conflict-resolution strategies** (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

Lesson 4 – Friendship

- K.3.7.B.5a **Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, groups, gangs, on sports teams, when babysitting).
- K.4.7.A.1 **Compare attitudes and behaviours** (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) **that contribute to a sense of belonging.**
- K.4.7.B.1a **Identify socially acceptable behaviours** (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...).

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- K.4.7.B.3c **Review strategies** (e.g., mediation, conflict resolution...), **possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), and **behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.**

Lesson 5 – Relationships

- K.3.7.B.5a **Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, groups, gangs, on sports teams, when babysitting).
- K.4.7.B.1a **Identify socially acceptable behaviours** (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...).
- K.4.7.B.4 **Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**

Lesson 6 – Online Record

- K.3.7.B.1 **Describe ways to respond to dangerous situations in the community** (i.e., school intruders, home invasion, hazing, Internet use).
- K.3.7.B.6a **Establish safety guidelines to protect self and others from sexually abusive situations** (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.4.7.B.4 **Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**

Lesson 7 – Getting Out of Unhealthy Situations

- K.3.7.B.1 **Describe ways to respond to dangerous situations in the community** (i.e., school intruders, home invasion, hazing, Internet use).
- K.3.7.B.4 **Describe ways to seek help related to different types of accidents and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).
- K.3.7.B.5a **Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, groups, gangs, on sports teams, when babysitting).
- K.3.7.B.5b **Develop strategies** (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents’ and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**
- K.3.7.B.6b **Demonstrate an understanding of skills** (i.e., problem solving, conflict resolution, communication, assertiveness, anger management skills) **in dealing with case scenarios related to sexually abusive situations and ways to seek help.**

Grade 8

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

- K.4.8.B.2a **Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure**
- K.4.8.C.2 **Explain how stress may have positive or negative consequences** (e.g., fight or flight, productivity, illness...)
- K.4.8.A.2a **Develop self-monitoring strategies** (e.g., keep a journal, participate with a friend...) **and criteria** (e.g., believable, achievable, controllable, within timelines...) **in setting individual and/or group goals.**

Lesson 2 – How We Think, How We Feel

- K.4.8.C.2 **Explain how stress may have positive or negative consequences** (e.g., fight or flight, productivity, illness...).
- K.4.8.C.3 **Examine the effects of stress** (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...).
- K.4.8.C.4a **List healthy strategies** (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) **and unhealthy strategies** (e.g., smoking, alcohol misuse, isolation, fighting...) **for dealing with stress and/or anxiety.**
- S.4.8.A.5 **Apply stress-management strategies** (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) **in case scenarios related to stressful situations** (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).

Lesson 3 – Identifying Healthy and Unhealthy Personal Boundaries

- K.4.8.B.1a **Describe behaviours that show social responsibility and respect for diversity** (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) **in different contexts** (e.g., sports, physical activity participation, classroom settings...).
- K.4.8.B.2a **Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**
- K.4.8.B.2b **Identify roles and responsibilities** (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).

Lesson 4 – Dating Relationships

- K.4.8.B.2a **Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**
- K.4.8.B.2b **Identify roles and responsibilities** (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).

Lesson 5 – Sextortion: What Teens Need to Know

- K.3.8.B.4 **Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).

Grade 8

- K.4.8.A.3 **Describe the social factors** (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) **that affect the decision-making/ problem-solving process in group situations.**
- K.4.8.B.2a **Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**
- S.4.8.A.3 **Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) **that promote fair play and teamwork.**

Grade 9

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- K.3.S1.B.1 **Evaluate the effectiveness of laws and policies that promote personal and community safety** (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).
- K.3.S1.B.4 **Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).
- K.3.S1.B.5a **Analyze issues related to violence prevention in a variety of contexts** (i.e., home, school, community, media, sport, relationships).
- K.3.S1.B.5b **Demonstrate an understanding of the skills** (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) **in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.**
- K.3.S1.B.6a **Differentiate among the terms associated with abusive situations** (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- K.3.S1.B.6b **Identify skills** (e.g., assertiveness, problem solving...) **and community resources for addressing problems associated with sexually abusive behaviours.**
- K.4.S1.B.1a **Describe ways to treat others** (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for developing healthy and meaningful relationships** (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...).
- K.4.S1.B.2b **Identify appropriate social behaviours** (e.g., use inclusive language, treat others with respect...) **for developing meaningful interpersonal relationships.**
- K.4.S1.B.4 **Identify examples of potentially dangerous situations** (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) **and effective strategies for avoidance/refusal.**
- S.4.S1.A.3 **Apply interpersonal skills** (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) **in case scenarios related to developing close, meaningful relationships** (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...).
- K.5.S1.E.2a **Identify the components for building and maintaining healthy, close relationships** (e.g., effective communication and decision-making skills, respect, trust, love...).
- K.5.S1.E.3a **Describe social factors affecting human sexuality** (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).
- K.5.S1.E.3b **Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S1.E.3c **Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- S.5.S1.A.5 **Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours** (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

Grade 10

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- K.4.S2.B.2a **Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) **for getting along with family, friends, and peers in school, community, and/or the workplace.**
- K.4.S2.B.2b **Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships.**
- K.4.S2.C.1a **Describe the behaviours necessary for providing others with support** (e.g., listen to a friend in difficulty...) **and promoting emotional health and well-being.**
- K.4.S2.C.2 **Describe situations** (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**
- S.4.S2.A.3 **Apply communication skills and strategies** (e.g., listen actively, clarify feelings, summarize...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).
- K.5.S2.E.2 **Analyze the components** (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
- K.5.S2.E.3a **Examine sexuality as it is portrayed in the media** (e.g., fashion magazines, music videos, advertisements, movies, songs...).
- K.5.S2.E.3b **Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S2.E.3c **Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- S.5.S2.A.5 **Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.**