

Kindergarten

Personal Safety Program (Third Edition)

Lesson 1 – Feelings

USCK.3 Explore that who I am includes more than my physical self.

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

USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

Lesson 3 – Naming Body Parts

DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”.

Lesson 4 – OKAY and NOT OKAY Touching

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).

Lesson 5 – The Buddy System

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).

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

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

Lesson 7 – What to Do When Lost

USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).

Grade 1

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

USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

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

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC1.4 Determine and practise safe pedestrian/ street behaviours and examine related safety challenges in the community.

Lesson 3 – Boundaries — How to be Safe

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

USC1.4 Determine and practise safe pedestrian/ street behaviours and examine related safety challenges in the community.

Lesson 4 – KEEP and SPEAK Secrets

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

Lesson 5 – The Buddy System

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC1.4 Determine and practise safe pedestrian/ street behaviours and examine related safety challenges in the community.

Lesson 6 – Trust Your INSTINCTS

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

Grade 2

Personal Safety Program (Third Edition)

Lesson 1 – Emotions

USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

Lesson 2 – Identifying a Safe Grown-up

USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

DM2.1 Demonstrate how, why, and when to ask for help and/ or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

Lesson 3 – Safety Awareness

USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

Lesson 4 – The Buddy System

USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

Lesson 5 – Crossing Boundaries

USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

Lesson 6 – KEEP and SPEAK Secrets

DM2.1 Demonstrate how, why, and when to ask for help and/ or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

Grade 3

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Lesson 2 – Emotions

USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.

Lesson 3 – Identifying a Safe Grown-up

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

USC3.4 Understand what it means to contribute to the health of self, family and home.

Lesson 4 – Personal Boundaries and Assertiveness

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Lesson 5 – Friendship

USC3.4 Understand what it means to contribute to the health of self, family and home.

Lesson 6 – KEEP and SPEAK Secrets

USC3.4 Understand what it means to contribute to the health of self, family and home.

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Lesson 7 – The Buddy System

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Lesson 8 – Online Safety

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

Grade 4

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

Lesson 2 – How We Feel and How We Act

USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

Lesson 3 – Expanding the Circle of Protection Around Children

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

USC4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

Lesson 4 – Friendship

USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

Lesson 5 – Common Lures

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

Lesson 6 – Home Alone

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

Lesson 7 – Online Safety

USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

Grade 5

Personal Safety Program (Third Edition)

Lesson 1 – Seven Root Safety Strategies

USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

Lesson 2 – Emotions

USC5.2 Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.

USC5.7 Assess the importance of self-regulation and taking responsibility for one's actions.

Lesson 3 – Circle of Protection

USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

Lesson 4 – Boundaries

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

Lesson 5 – Friendship

USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

Lesson 6 – Common Lures

USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

Lesson 7 – Home Alone

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

Lesson 8 – Online Safety

USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

USC5.7 Assess the importance of self-regulation and taking responsibility for one's actions.

Grade 6

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

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Lesson 2 – Emotional Range

USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Lesson 3 – Circle of Protection

USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Lesson 4 – Relationships

USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Lesson 5 – Healthy vs. Unhealthy Boundaries

USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

Lesson 6 – Common Lures

USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Grade 6

Lesson 7 – Online Safety

- USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).
- USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
- USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Lesson 8 – Babysitters' Safety

- USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Grade 7

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

- USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Lesson 2 – Identifying Personal Boundaries

- USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).
- USC7.7 Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

Lesson 3 – How to Set Personal Boundaries

- USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Lesson 4 – Friendship

- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Lesson 5 – Relationships

- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Grade 7

Lesson 6 – Online Record

- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Lesson 7 – Getting Out of Unhealthy Situations

- USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
- USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Grade 8

Personal Safety Program (Third Edition)

Lesson 1 – Identifying Feelings

USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

Lesson 2 – How We Think, How We Feel

USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

Lesson 3 – Identifying Healthy and Unhealthy Personal Boundaries

USC8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

DM8.8 Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM8.9 Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Lesson 4 – Dating Relationships

USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

USC8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

USC8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.

DM8.8 Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM8.9 Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Lesson 5 – Sextortion: What Teens Need to Know

USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

USC8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

USC8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.

DM8.8 Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Grade 9

Personal Safety Program (Third Edition)

Lesson – Healthy Relationships

- USC9.2 Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.
- USC9.4 Analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.
- USC9.9 Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.

Grade 10

Personal Safety Program (Third Edition)**Lesson – Healthy Relationships**

- W1 Evaluate one's understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).
- W5 Assess one's self-awareness (i.e., one's ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well-being of self and others.
- W8 Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness
- W9 Assess challenges related to community well-being and take action to address these challenges