

Grade 7 Health and Career Education Cross-Referenced to Respectful Relationships Curriculum

Ministry PLO's	Supporting Session and/or Activity	Respectful Relationships PLO's (grade 7)
CAREER DEVELOPMENT		Session 1: Where it all begins...
B2 identify skills that are transferable to a range of school and recreational activities (e.g. time management, teamwork, problem solving, communication, adaptability)	All activities have been designed to encourage, develop and facilitate personal skills, such as communication style, self-control, problem-solving and cooperation, (*Sessions 5,6,7),team development such as the concepts of inclusion, empathy and community (*Sessions 2,4,10)	<ul style="list-style-type: none"> • To introduce students to the facilitators and vice versa • To share the facilitators' expectations, establish ground rules for safety, behaviour, and participation, and to elicit students' expectations of the facilitators • To inform students of the helping resources available to them in the school and community • To introduce the program and give the students a clear understanding of the order and content of the workshops • To define violence
HEALTH		Session 2: Who Am I
Healthy Living		
C1 analyse factors (including media and peer) that influence personal; health decisions	This concept is stressed and reinforced throughout the program. (*Sessions: 2,4,6,8)	<ul style="list-style-type: none"> • To identify what is healthy in our relationships with ourselves and others • To develop self-awareness by learning more about who we are • To distinguish between positive and negative self-talk and understand how they each impact our relationship with ourselves • To understand the connection between how we treat ourselves and how we treat others • To recognize and explore the different kinds of relationship we have with the people in our lives
C2 describe strategies for attaining and maintaining physical, emotional and social health during puberty and adolescence	A major goal of this program is to encourage self-analysis, self-awareness, and self-acceptance, all of which contribute to an understanding of how our choices and decisions impact on our physical, emotional and social health. (*Sessions 1-12)	Session 3: Tangled Web of Feelings
C3 demonstrate an ability to access community information and support services for a variety of health issues	This concept is stressed and reinforced throughout the program. Sessions 1 and10 provide community specific materials.	<ul style="list-style-type: none"> • To learn how to identify feelings • To examine how feelings are expressed • To understand the importance of expressing feelings clearly
Healthy Relationships		Session 4: Separate Gender
C5 identify characteristics of healthy relationships (e.g., respect, open communication) and unhealthy relationships (e.g., jealousy, power imbalance, lack of empathy)	This concept is stressed and reinforced throughout the program. (*Sessions 1-12)	<ul style="list-style-type: none"> • To explore gender stereotypes • To express how we feel about being a boy or a girl • To explore media pressures on boys and girls • To identify positive role models for boys and girl

C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)	This concept is stressed and reinforced throughout the program. (*Sessions 2,4,6,9)	<p>Session 5: Assertiveness</p> <ul style="list-style-type: none"> To introduce the communication skills that facilitate healthy relationships To identify and recognize the various communication styles, both verbally and non-verbally To understand and practice assertiveness <p>Session 6: Boundaries</p> <ul style="list-style-type: none"> To gain awareness of three kinds of boundaries (space, touch, talk) To learn how to construct healthy boundaries To learn what to do when your boundaries have been violated To learn the connection between boundaries and assertiveness To practice making boundaries as a way of staying safe in relationships <p>Session 7: Conflict Resolution</p> <ul style="list-style-type: none"> To introduce the principles of conflict resolution To define the difference between a fight and a conflict To look at the role of anger in a conflict To look at ways to decrease anger in a conflict and to pave the way for conflict resolution <p>Session 8: Bullying</p> <ul style="list-style-type: none"> To understand bullying as a form of violence To understand gossip as a form of bullying To clearly define bullying, bullying behaviour and examine the effect on the bully, bullied, and bystander To strategize ways to protect ourselves from bullying To review with students how to report and where to get help <p>Session 9: Separate Gender on Bullying</p> <ul style="list-style-type: none"> To express how we feel as boys and girls To explore the differences in how boys and girls experience violence and bullying <p>Session 10: Empathy</p> <ul style="list-style-type: none"> To develop an understanding of empathy To practice empathy skills
C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination and bullying	A major goal of this program is to explore concepts and develop healthy strategies toward prevention of stereotyping, discrimination and bullying and developing empathy. (*Sessions: 2,4,5,6,8,9,10)	
Safety and Injury Prevention		
C8 identify safety strategies that can be used to avoid potentially abuse or exploitive situations (e.g., personal safety rules and strategies for using the internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)	This PLO is a major theme in the Respectful Relationships Program and runs through all the 12 sessions. (*Sessions: 2,3,5,6,7,8)	
C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)	Boundary setting and assertiveness training are major themes in the Respectful Relationships Program and runs through all the 12 sessions. (*Sessions2,5,6)	
Substance Misuse Prevention		
C10 analyse media and social influences related to substance abuse	“Substance Abuse” is not the only issue addressed, but is part of the exploration of the many powerful influences, including peer and media, on our health and behaviour choices. (*Sessions 2,4,6)	
C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)	A major goal of this program is to encourage self-analysis, self-awareness, and self-acceptance, all of which contribute to an understanding of how our choices and decisions impact on our physical, emotional and social health. (*Sessions 1,4,6,70)	

	<p>*Sessions in brackets indicate particularly appropriate activities for evaluation of specific PLO's</p>	<p>Session 11: Relationship Jeopardy</p> <ul style="list-style-type: none">• To review and reinforce skills and concepts learned in previous sessions <p>Session 12: Wrap it Up: Where Do We Go From Here?</p> <ul style="list-style-type: none">• To summarize the curriculum and offer students the chance to voice their individual and collective impressions of the program• To acknowledge and thank students for their participation and hard work• To encourage students to prevent violence by practicing the skills they have learned in the past twelve sessions
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Grade 8 Health and Career Education Cross-Referenced to Respectful Relationships Curriculum

Ministry PLO's	Supporting Session and/or Activity	Respectful Relationships PLO's (grade 8)
EDUCATION AND CAREERS		
A1 describe how personal attributes can be related to career options	A major goal of this program is to encourage self-analysis, self-awareness, and self-acceptance, all of which contribute to a healthy understanding of one's unique attributes and ethical behaviour.	<p>Session 1: Where It All Begins....</p> <ul style="list-style-type: none"> To introduce students to the facilitators and vice versa To share the facilitators' expectations; establish ground rules for safety, behavior and participation, and to elicit students' expectations of the facilitators To inform students of the helping resources available to them in the school and community To introduce the program and give the students a clear understanding of the order and content of the workshops To define violence <p>Session 2: Riding the Emotional Express</p> <ul style="list-style-type: none"> To learn to identify feelings To understand the effects of strong emotions in relationships To learn healthy ways of expressing strong emotions (assertiveness) To discuss ways to take care of ourselves when experiencing strong emotions (setting boundaries) To explore gender differences in the ways young women and men express their emotions <p>Session 3: Communicating Under Pressure</p> <ul style="list-style-type: none"> To give students the opportunity to practice effective listening skills, assertive communication and setting healthy boundaries To identify the importance of assertiveness in healthy relationships <p>Session 4: Relationship Triangle</p> <ul style="list-style-type: none"> To examine a common dynamic in unhealthy relationships and communication To understand the importance of assertiveness, listening and boundaries in healthy relationships
A2 identify skills that are transferable to new tasks and situations within and outside the school, including: <ul style="list-style-type: none"> Personal management skills Academic skills Teamwork skills 	All activities have been designed to encourage, develop and facilitate personal management skills and ethical behaviour, (such as self-control and cooperation) and team development (particularly the concepts of inclusion and community). (* Sessions 1-12)	
HEALTH		
Healthy Living		
B1 set personal goals for attaining and maintaining a healthy lifestyle	This concept is stressed and reinforced throughout the program. (* Sessions 1-12)	
B2 analyze influences on eating habits, including family, peers, and media	'Eating habits' is not the only issue addressed, but are part of the exploration of the many powerful influences on our health and behaviour choices. (* Sessions 2,6 and 7)	
B3 identify factors that influence healthy sexual decision making	This concept is stressed and reinforced throughout the program. Consent, legal requirements are covered. (* Sessions 1-12)	

Healthy Relationships		<p>Session 5: Equalizing the Triangle</p> <ul style="list-style-type: none"> To practice the identification of emotions, listening, boundary setting and assertive communication in order to have healthy relationships To explore how we take responsibility in relationships <p>Session 6: Guy/ Girl Talk Separate Gender Workshop)</p> <ul style="list-style-type: none"> To talk in separate gender about stereotypes, pressures and self-care in relationships To explore issues that are important to young men and women among their own gender <p>Session 7: Who's Watching Who?</p> <ul style="list-style-type: none"> To learn to identify and 'name' stereotypes To see how stereotypes about boys and girls differ To explore the effects of stereotypes on relationships To practice how to resist being influenced by stereotypes To look at the connection between how we feel about ourselves and the messages that we receive from the media <p>Session 8: Media Violence</p> <ul style="list-style-type: none"> To examine the relationship between the media and all types of violence To explore how the media portrays girls and boys To look at de-sensitization and objectification as they apply to media violence and their effect on youth <p>Session 9: Sociometry: Understanding Power and Empathy</p> <ul style="list-style-type: none"> To define and explore the imbalances of power in relationships and society To explore the role of empathy in healthy relationships and a healthy society To examine the benefits of personal power as opposed to power over
C1 assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)	This concept is stressed and reinforced throughout the program. The dynamics of power and relationship health is particularly emphasized. (* Sessions 4,5,6,7,9)	
C2 identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g. school counselor, help line)	This concept is stressed and reinforced throughout the program. Sessions 1 and 10 provide community specific materials.	
C3 describe ways in which they can contribute to a safe and caring school environment	This concept is stressed and reinforced throughout the program. Sessions 1-12 all have activities designed to address this PLO, session 9 particularly. (* Sessions 1-12)	
Safety and Injury Prevention		
D1 assess the potential risks associated with a variety of road-related situations	Road related risks" is not the only issue addressed, but are part of the exploration of the many powerful influences on our health and behaviour choices. (*Sessions 2,6,7)	
D2 describe appropriate procedures for responding to emergencies (e.g., be prepared, ensure there is no further danger to self or others, know how to access help assess the potential hazards associated with various jobs (e.g., garden work, babysitting, newspaper delivery, snow shoveling) propose strategies for the safe use of wireless and online communications (e.g., cell phones, Internet, PDA's)	Cyber-bullying and issues related to personal safety on the Internet and Web are addressed. (*Sessions 2,3,4,8)	

Substance Misuse Prevention		
E1 analyze influences related to substance misuse (e.g., friends, family, media)	The discussion of influences and pressures on our choices is stressed and reinforced throughout the program. Stereotypes, media influence and power imbalances are analyzed. (*Sessions 7,8,9)	<p>Session 10: Flirting vs. Harassment</p> <ul style="list-style-type: none"> • To examine some common held ideas about relationships • To clearly establish the difference between flirting and harassment • To provide information on what to do if you or someone you know is being harassed or is in an unhealthy relationship • To define the difference between tattling and reporting • To familiarize students with the helping resources in their school and community
E2 propose strategies that can assist youth in making healthy choices related to substance use (e.g., assertive communication, refusal/delay/negotiation skills, avoidance of risk situations, participating in alternative activities)	Every session contains some component designed to help understand these issues and provide practical strategies for boundary setting and assertiveness. (* Sessions 1-12)	<p>Session 11: Developing Healthy Relationships (Separate gender)</p> <ul style="list-style-type: none"> • To discuss the characteristics of healthy, respectful relationships • To explore relationship expectations from each gender's perspective • To clarify the laws regarding consent in relation to sexual activity in separate gender groups
	*Sessions in brackets indicate particularly appropriate activities for evaluation of specific PLO's)	<p>Session 12: Wrap-up</p> <ul style="list-style-type: none"> • To review the program road map of skills and concepts covered in the previous sessions • To give thanks and recognition to the students for their participation

Grade 9 Health and Career Education Cross-Referenced to Respectful Relationships Curriculum

Ministry PLO's	Supporting Session and/or Activity	Respectful Relationships PLO's (grade 9)
EDUCATION AND CAREERS		<p>Session 1: Where It All Begins...</p> <ul style="list-style-type: none"> • To introduce students to the facilitators and vice versa • To introduce the program and give the students a clear understanding of the order and content of the workshops • To share the facilitator's expectations; establish ground rules for safety, behaviour, participation, and to elicit students' expectations of the facilitators • To define violence • To inform students of the helping resources available to them in the school and community <p>Session 2: Everybody's Got Feelings</p> <ul style="list-style-type: none"> • To explore the strong feeling of anger and its role in our emotional lives • To empower students to take responsibility for, make healthy choices in expressing their feelings • To reinforce with students that naming and discussing feelings are a key aspect of healthy relationships • To define and understand the benefits of assertive communication and reflective listening for healthy relationships • To introduce the idea of Power Over, Power Within, and Power With <p>Session 3: Everybody's Got Rights</p> <ul style="list-style-type: none"> • To gain an understanding of the various rights that apply to students (through the Canadian Charter of Human Rights, the Criminal Code of Canada and their School Policy on Violence Prevention) • To determine what types of violations fall under which systems • To understand the importance of reporting if someone's rights have been violated • To understand how our rights protect us and what our responsibilities are
A1 explain the importance of developing employability skills (e.g., employability skills are transferable to all areas of a student's life, including school, leisure, part-time employment, future careers)	A major goal of this program is to encourage self-analysis, self-awareness, and self-acceptance, all of which contribute to a healthy understanding of one's unique attributes and ethical behaviour all of which contribute to creating a valuable employee. There is an on-going discussion of healthy boundaries, empathetic and ethical behaviour, rights and responsibilities, communication skills and conflict resolution. (* Sessions 1-12)	
HEALTH		
Healthy Living		
B1 relate the characteristics of a healthy lifestyle to their ability to maximize personal potential	The theme of emotional well-being, part of a healthy lifestyle, is a theme developed throughout the program. (* Sessions 1-12)	
B2 analyze how healthy eating habits can support a healthy lifestyle	Healthy eating habits are part of the running theme of healthy lifestyle choices, dealing with the pressure of various societal influences. (* Sessions 2, 5,7,8,11)	
B3 describe practices that promote healthy sexual decision making	This concept is stressed and reinforced throughout the program as part of the discussion of healthy boundaries, empathetic and ethical behaviour, rights and responsibilities. (* Sessions 2,3,5,6,7,8,9,10)	

Healthy Relationships		Session 4: Everybody's Got Something To Say
C1 propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries)	This is the major theme developed through the program and opportunities for evaluation can be found in every session, and in all grades (*Sessions 1-12)	<ul style="list-style-type: none"> To clearly define verbal abuse To de-construct verbally abusive words and understand their meanings To understand the impact of verbal abuse and how it contributes to violence To look at strategies for addressing verbal abuse through assertiveness
C2 describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support)	This concept is stressed and reinforced throughout the program. Identification of healthy and unhealthy qualities in relationships is part of an on-going discussion. Opportunities for evaluation can be found in all sessions. (*Sessions 1-12)	Session 5: Stereo- hypes <ul style="list-style-type: none"> To examine the stereotypes used to label boys and girls in popular culture To provide students with an opportunity to voice their feelings about being stereotyped To look at the potential effects of stereotypes on self-esteem and relationships
C3 describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)	This concept is stressed and reinforced throughout the program. Opportunities for evaluation can be found in all sessions. (*Sessions 1-12)	Session 6: Gender Role-plays (separate gender session) <ul style="list-style-type: none"> To practice assertiveness and boundary setting in real life situations.
Safety and Injury Prevention		Session 7: Resolution Remix
D1 propose strategies to avoid unnecessary risks in a variety of situations on the road and in the community	Although "road-related risks" are not uniquely addressed, they are part of the discussion of powerful influences on our healthy behaviour choices. (*Sessions 3,5,6,7,8)	<ul style="list-style-type: none"> To introduce the skills of conflict resolution and negotiation To look at ways to de-escalate anger in a conflict To review reflective listening and setting boundaries, and to understand their importance in resolving a conflict To identify where conflicts occur in the students' lives and apply the skill learned in this program to resolve this
D2 describe strategies to avoid unnecessary risks on the job	Every session contains some component designed to help understand these issues and provide practical strategies for boundary setting and assertiveness. (* Sessions 3,4,6)	Session 8: Resolution Remix – "The Show Must Go On!" <ul style="list-style-type: none"> To give students the opportunity to complete and present their "Resolution Remix" project assignment To provide students with an opportunity to practice and apply the new skills that they learned in the previous sessions To give students positive feedback and empower them to try their new skills in real life

Substance Misuse Prevention		Session 9: Cycle of Violence
E1 assess the potential physical, emotional, and social consequences for themselves and others if they misuse substances	The discussion of influences, pressures and consequences of our choices is stressed and reinforced throughout the program. Stereotypes, media influence and power imbalances are analyzed. (*Sessions 2,3,6)	<ul style="list-style-type: none"> • To learn that relationship violence often follows a repeating cycle • To learn to identify the 'cycle of relationship violence' • To recognize the warning signs of potentially unhealthy relationships • To examine how power is distributed in a healthy and unhealthy relationships • To provide students with strategies for helping a friend in an unhealthy relationship help themselves • To familiarize students with school and community helping resources
	<p>*Sessions in brackets indicate particularly appropriate activities for evaluation of specific PLO's)</p> <p>*Sessions 7 and 8 provide an excellent opportunity for achievement evaluation, in that students identify and apply concepts learned in a role-play activity</p>	<p>Session 10: Breaking the Cycle</p> <ul style="list-style-type: none"> • To recognize the difference between healthy and unhealthy relationships • To develop and practice skills to protect ourselves from sexual harassment • To define and understand consent • To provide students with information about date rape, the date rape drug, and how to stay safe <p>Session 11: Gender-logue (separate gender session)</p> <ul style="list-style-type: none"> • To create a safe and positive environment for each gender to share their questions and concerns about intimate relationships • To discuss the students' needs and expectations in relationships • To acknowledge the similarities and differences in what is important to guys and girls in relationships <p>Session 12: The Final Quest – ions</p> <ul style="list-style-type: none"> • To review new skills and concepts learned • To give thanks and recognition to the students for their participation in the workshops

Grade 10 PLANNING (HEALTH) Cross-Referenced to Respectful Relationships Curriculum

Ministry PLO's	Supporting Session and/or Activity	Respectful Relationships PLO's (grade 10)	
Health			
Healthy Living			
C1 analyze factors that influence health (e.g., physical activity, nutrition, stress management)	The theme of emotional well-being, part of a healthy lifestyle, is a theme developed throughout the program. (* Sessions 2,5,6)	<p>Session 1 - Where it all begins...</p> <ul style="list-style-type: none"> To introduce the students to the facilitators and vice versa To introduce the program and give the students a clear understanding of the order and content of the workshops To explore the use of the circle format for workshops To establish the facilitators' expectations of the students, including ground rules for safety, respectful behaviour, and program participation To elicit the students' expectations of the facilitators To give students an opportunity to begin exploring their views on topics related to the program <p>Session 2 - Me, Myself and I</p> <ul style="list-style-type: none"> To give students an opportunity to broaden their understanding of what constitutes violence To encourage students to explore their relationships with themselves To help students identify the characteristics of a healthy relationship with 'self' To examine how our relationships with ourselves affects our relationships with others <p>Session 3 - Gender Expectations (a separate gender session)</p> <ul style="list-style-type: none"> To examine gender expectations To learn how gender expectations are developed To understand the influence of the media on stereotypes <p>Session 4 - Heterosexism and Homophobia</p> <ul style="list-style-type: none"> To understand homophobia and heterosexism To explore student perceptions of lesbian, gay, bisexual, transgender and questioning (LGBTQ) 	
Healthy Relationships			
C3 demonstrate an understanding of skills needed to build and maintain healthy relationships(e.g., effective communication, problem solving)	This is the major theme developed through the program and opportunities for evaluation can be found in every session, and in all grades. (* Sessions 2,5,6,7,8,10)		
C4 analyze factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)	This concept is stressed and reinforced throughout the program as part of the discussion of healthy boundaries, empathetic and ethical behaviour, rights and responsibilities. (* Session 2,4,6,9,10,11)		
Health Decisions			
C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community	This issue is part of the ongoing discussion of the implications of individual responsibility in personal relationships and in society. (* Sessions 5,6,7,8)		
C6 analyze practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)	This concept is stressed and reinforced throughout the program as part of the discussion of healthy boundaries, empathetic and ethical behaviour, rights and responsibilities. (* Sessions 2,3,4,7,8,9,10)		

<p>C8 analyze strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</p>	<p>The discussion of influences and pressures on our choices is stressed and reinforced throughout the program. Stereotypes, media influence and power imbalances are analyzed. Session 5 deals directly with strategies to deal with stress including healthy options, (*Sessions 2,5,6,11)</p>	<p>Session 5 - Stress and Distress</p> <ul style="list-style-type: none"> • To strengthen students' ability to identify stress in their lives • To understand the feelings associated with stress • To understand the impact that stress has on relationships • To discuss and practice the skills required to manage stress and its impacts in healthy ways <p>Session 6 - Anger</p> <ul style="list-style-type: none"> • To identify unhealthy expressions of anger • To examine anger triggers in relationships • To learn ways to take care of ourselves when feeling angry • To practice healthy ways of expressing anger in relationships <p>Session 7 - Challenges in Healthy Relationships</p> <ul style="list-style-type: none"> • To define the characteristics of a healthy, intimate relationship • To explore some of the major challenges in healthy, intimate relationships • To learn the steps for making difficult decisions in our relationships • To practice healthy and respectful ways of ending a close relationship <p>Session 8 - Unhealthy Relationships</p> <ul style="list-style-type: none"> • To recognize the warning signs of a potentially unhealthy relationship • To understand how our intuition may help us stay safe • To raise students' awareness of the prevalence and patterns of relationship violence in Canada • To understand why someone might stay in an unhealthy relationship and how to support them to get help <p>Session 9 - Sexual Harassment</p> <ul style="list-style-type: none"> • To define and understand what constitutes harassment and consent • To develop protective strategies against harassment, assault, and rape • To raise awareness of how the media exploits sex and violence <p>Session 10 - Gender and Power (Separate Gender)</p> <ul style="list-style-type: none"> • To define power • To understand how power is shared in relationships • To understand how power struggles affect relationships • To learn how men and women experience power
<p>C9 analyze individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)</p>	<p>The discussion of influences and pressures on our choices is stressed and reinforced throughout the program. Stereotypes, media influence and power imbalances are analyzed. (*Sessions 5,6,11)</p>	

	<p>* Sessions in brackets indicate particularly appropriate activities for evaluation of specific PLO's)</p>	<p>Session 11 - Systemic Violence</p> <ul style="list-style-type: none"> • To understand how power is distributed in our society • To understand the relationship between power imbalances and violence • To understand how systemic violence damages self-esteem • To develop empathy for others in our society <p>Session 12 - Wrap-up and Thank You</p> <ul style="list-style-type: none"> • To review concepts and skills learned • To share and discuss highlights of the previous sessions • To ask students for ideas to improve the program • To acknowledge students for their hard work and participation • To give students an opportunity to discuss their self-evaluation of their participation in the workshops
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