

Manitoba Curriculum Alignment with Project 11 (Grades K-12)





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PROJECT 11

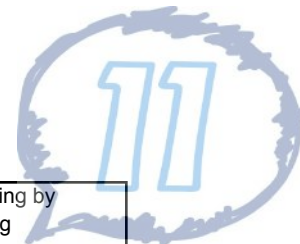




Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. K.4.K.B.2b - Identify activities that friends do together (e.g., communicate with each other, play games, share toys). 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. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	K.4.K.A.1 - Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender). K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	K.4.K.A.1 - Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender). K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. K.4.K.B.2a - Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still) to show a person is listening attentively when communicating. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).

Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	K.4.K.A.3 - Identify daily decisions and/or choices (e.g., what to wear, eat, play; what is safe) and how choices are made for health and well-being. K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. S.4.K.A.2 - Sort decisions and/or choices that are made daily, based on their positive or negative consequences (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful). S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	K.4.K.C.2 - Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new) that cause feelings of anxiety or stress. K.4.K.C.4a - Identify the people (e.g., parents, siblings, teachers, Block Parent, religious leader) who can provide support in stressful situations. S.4.K.A.5 - Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television). K.5.K.A.1 - Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices). K.2.K.B.1 - Discuss the fact that daily physical activity makes muscles strong, including the heart.
Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	K.4.K.C.2 - Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new) that cause feelings of anxiety or stress. S.4.K.A.5 - Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television). K.5.K.A.1 - Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices). K.4.K.B.2a - Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still) to show a person is listening attentively when communicating.
Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	K.4.K.A.3 - Identify daily decisions and/or choices (e.g., what to wear, eat, play; what is safe) and how choices are made for health and well-being. K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. 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. S.4.K.A.2 - Sort decisions and/or choices that are made daily, based on their positive or negative consequences (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful).



Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share). 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.
Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard. K.4.K.B.2b - Identify activities that friends do together (e.g., communicate with each other, play games, share toys). 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. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	K.4.K.A.1 - Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender). 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.2b - Identify activities that friends do together (e.g., communicate with each other, play games, share toys).
Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	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. K.4.K.C.1b - Recognize ways emotions are expressed by others (e.g., laughter, teary-eyed, smile, frown, body language). 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.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard.
Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	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. K.4.K.C.1b - Recognize ways emotions are expressed by others (e.g., laughter, teary-eyed, smile, frown, body language). K.4.K.B.1a - Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous) for getting along with others in school and schoolyard.



Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	K.1.K.B.1 - Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again). K.4.K.C.2 - Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new) that cause feelings of anxiety or stress. K.4.K.A.1 - Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender). S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).
Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	K.1.K.B.1 - Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again). K.4.K.C.2 - Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new) that cause feelings of anxiety or stress. K.4.K.C.4a - Identify the people (e.g., parents, siblings, teachers, Block Parent, religious leader) who can provide support in stressful situations. S.4.K.A.3 - Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share).



Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	K.4.1.A.1 - Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights). K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others.
Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	K.4.1.A.1 - Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights). K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others.
Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	K.4.1.B.2a - Identify different ways of expressing feelings and emotions that contribute to getting along with others. K.4.1.B.1b - Discuss feelings and experiences associated with participation in physical activities/sports and/or social events.
Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	K.4.1.B.2a - Identify different ways of expressing feelings and emotions that contribute to getting along with others. K.4.1.B.1b - Discuss feelings and experiences associated with participation in physical activities/sports and/or social events.
Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	K.4.1.B.2a - Identify different ways of expressing feelings and emotions that contribute to getting along with others. K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others.
Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	K.4.1.B.3a - Identify what can happen when someone becomes angry and healthy ways to deal with anger. K.4.1.B.2a - Identify different ways of expressing feelings and emotions that contribute to getting along with others.
Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	K.4.1.B.2b - Identify ways to get along with others for developing healthy relationships. K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others.
Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	K.4.1.B.2b - Identify ways to get along with others for developing healthy relationships. S.4.1.A.3 - Demonstrate behaviours that show social responsibility in daily routines.
Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others. S.4.1.A.3 - Demonstrate behaviours that show social responsibility in daily routines.
Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	K.4.1.B.3b - Identify several causes of conflicts that may occur in class or play situations. K.4.1.B.3c - Identify ways to avoid or reduce potential conflict situations in class and at play. S.4.1.A.4 - Demonstrate ways to resolve conflict in a peaceful manner with limited teacher input.
Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	K.4.1.B.3b - Identify several causes of conflicts that may occur in class or play situations. K.4.1.B.3c - Identify ways to avoid or reduce potential conflict situations in class and at play. S.4.1.A.4 - Demonstrate ways to resolve conflict in a peaceful manner with limited teacher input.



Lesson 12: Giraffes Can't Dance	Perseverance; encouragement; believing in yourself	K.4.1.A.2a - Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals and group tasks/goals. S.4.1.A.1 - Set simple short-term goals and participate in strategies for goal attainment.
Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	K.4.1.A.2a - Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals and group tasks/goals. S.4.1.A.1 - Set simple short-term goals and participate in strategies for goal attainment.
Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	K.4.1.B.1a - Identify responsible social behaviours and those that show respect for the feelings and rights of others. S.4.1.A.3 - Demonstrate behaviours that show social responsibility in daily routines.
Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	K.4.1.A.2a - Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals and group tasks/goals. S.4.1.A.1 - Set simple short-term goals and participate in strategies for goal attainment.

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Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. 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.
Lesson 2: Courage	Courage; confidence; asking for and offering support	K.4.2.C.2 - Identify and sort causes of anxiety or stress for self and others as they relate to school, home, and community. K.4.2.C.3 - Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid). K.4.2.B.2b - Identify situations in which friends may be helpful and ways to show appreciation.
Lesson 3: Encouragement	Positive words; motivation; supporting peers	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, 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. 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.
Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, 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. 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.



Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	K.4.2.C.1b - Discuss ways to communicate with someone who is feeling different emotions (e.g., show empathy, help rather than hurt, respect rather than belittle, support and protect rather than ignore). K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. 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.
Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	K.4.2.C.4a - Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult(s), healing circles) to reduce personal stress. S.4.2.A.5 - Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities). K.4.2.C.2 - Identify and sort causes of anxiety or stress for self and others as they relate to school, home, and community.
Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	K.4.2.C.1b - Discuss ways to communicate with someone who is feeling different emotions (e.g., show empathy, help rather than hurt, respect rather than belittle, support and protect rather than ignore). K.4.2.C.1a - Identify appropriate ways for sharing and expressing feelings and emotions related to different situations. 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.
Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. K.4.2.B.2b - Identify situations in which friends may be helpful and ways to show appreciation. 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.
Lesson 9: Growth Mindset	Growth mindset; mistakes; goal-setting; perseverance	K.4.2.A.2a - Identify examples of simple, realistic goals for healthy living that are short term and long term. K.4.2.A.1 - Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires).



Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. K.4.2.B.1b - Talk about similarities and differences of responses of self and responses of others related to situations involving sports/physical activities and/or social events. 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.
Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. K.4.2.C.1b - Discuss ways to communicate with someone who is feeling different emotions (e.g., show empathy, help rather than hurt, respect rather than belittle, support and protect rather than ignore). K.4.2.C.1a - Identify appropriate ways for sharing and expressing feelings and emotions related to different situations.
Lesson 12: Sorry	Sincere apologies; repairing harm; communication	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, 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. K.4.2.C.1b - Discuss ways to communicate with someone who is feeling different emotions (e.g., show empathy, help rather than hurt, respect rather than belittle, support and protect rather than ignore).
Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	K.4.2.A.1 - Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires). K.4.2.B.1b - Talk about similarities and differences of responses of self and responses of others related to situations involving sports/physical activities and/or social events. K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships.
Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	K.4.2.A.3 - Discuss the concept of consequences of behaviours as part of the decision-making/problem-solving process for health and well-being. K.4.2.A.2b - List ways to show personal responsibility at home and school (e.g., follow directions, respect others, play safely, learn to set boundaries, ask for help, offer to help). 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.

Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	K.4.2.B.1a - Identify responsible and respectful behaviours (e.g., following directions, being honest, playing fairly, cooperating, sharing, keeping promises, speaking kindly) for developing positive relationships. 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.4.2.A.2b - List ways to show personal responsibility at home and school (e.g., follow directions, respect others, play safely, learn to set boundaries, ask for help, offer to help).
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Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities.
Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities. K.4.3.B.1b - Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection).
Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities.
Lesson 4: Gossip	Power of words; rumours; responsible communication	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. 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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities. K.4.3.B.4 - Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying no with a firm voice).

Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	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.2a - Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing) of communicating emotions. K.4.3.B.4 - Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying no with a firm voice).
Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities. K.4.3.B.3b - Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness). K.4.3.B.3c - Identify mediation skills (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others) that can be used as part of the conflict-resolution process. S.4.3.A.4 - Demonstrate the use of mediation strategies as part of a conflict-resolution process 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 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	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.2b - Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other) of friends and groups that are safe and dependable. 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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities.

Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities. 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. K.4.3.B.1b - Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection).
Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	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. K.4.3.B.3b - Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness). K.4.3.B.3c - Identify mediation skills (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others) that can be used as part of the conflict-resolution process. S.4.3.A.4 - Demonstrate the use of mediation strategies as part of a conflict-resolution process 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 10: People Search	Visibility; belonging; getting to know classmates; inclusion	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.2b - Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other) of friends and groups that are safe and dependable. 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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities.



Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	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.A.2a - Differentiate between long-term goals (e.g., strong bones, class projects) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments). K.4.3.A.2b - Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement. S.4.3.A.1 - Set simple short-term goals and participate in strategies for goal attainment.
Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	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. 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. S.4.3.A.3 - Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play) that show respect for the abilities and feelings of others in small-group class activities. K.4.3.A.2a - Differentiate between long-term goals (e.g., strong bones, class projects) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments). K.4.3.A.2b - Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement. S.4.3.A.1 - Set simple short-term goals and participate in strategies for goal attainment.
Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	K.4.3.A.2a - Differentiate between long-term goals (e.g., strong bones, class projects) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments). K.4.3.A.2b - Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement. S.4.3.A.1 - Set simple short-term goals and participate in strategies for goal attainment.
Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	K.4.3.A.2a - Differentiate between long-term goals (e.g., strong bones, class projects) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments). K.4.3.A.2b - Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement. S.4.3.A.1 - Set simple short-term goals and participate in strategies for goal attainment. 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 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	K.4.3.A.2a - Differentiate between long-term goals (e.g., strong bones, class projects) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments). K.4.3.A.2b - Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement. S.4.3.A.1 - Set simple short-term goals and participate in strategies for goal attainment. 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.
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Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	K.4.4.A.1 - Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping) that influence self-esteem and self-confidence.
Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	K.4.4.A.1 - Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping) that influence self-esteem and self-confidence. K.4.4.A.2b - Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards) that affect personal motivation and achievement of goals.
Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	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.1a - Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help) toward others in small-group situations.
Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	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 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	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). S.4.4.A.2 - Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity).
Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	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). S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities. 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.
Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	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 for getting along with others in competitive situations. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.



Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	K.4.4.B.2a - Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language) and behaviours for getting along with others in competitive situations. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.
Lesson 9: Empathy	Empathy; recognizing feelings; supporting others	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.1a - Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help) toward others in small-group situations. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.
Lesson 10: Trouble Talk	Gossip; rumours; hurtful words; respectful communication	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 for getting along with others in competitive situations. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.
Lesson 11: Reporting vs. Tattling	Reporting; tattling; safety; responsible communication	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.B.2a - Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language) and behaviours for getting along with others in competitive situations. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.
Lesson 12: Mindfulness	Mindful breathing; body scan; gratitude; self-regulation	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. 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. 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.



Lesson 13: Working With Others	Cooperation; communication; group work; collaboration	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. S.4.4.A.3 - Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities. 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.
Lesson 14: Stress	Stress awareness; stress responses; coping strategies	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 widen, knots in stomach, butterflies, dry mouth). 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. 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.
Lesson 15: Goal Setting	SMART goals; wishes vs. goals; action steps; personal growth	K.4.4.A.2a - Identify a goal-setting process (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy) for establishing personal goals. K.4.4.A.2b - Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards) that affect personal motivation and achievement of goals. S.4.4.A.1 - Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement) to enhance health and physical well-being.



Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy 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. 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.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 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	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. K.4.5.A.1 - Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings). 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: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	K.4.5.A.2b - Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player) for personal success. 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. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	K.4.5.A.3 - Identify the influence of self (e.g., personal goals, emotions) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions. K.4.5.B.1b - Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events) in getting to know and understand others of similar and different cultures. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.



Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	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. 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. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	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.3a - Identify components (e.g., personal triggers, anger cues, hidden anger) of anger management and strategies for self-control in different contexts.
Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	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.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. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	K.4.5.B.3c - Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy) to negotiate disputes and de-escalate conflicts. 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. S.4.5.A.2 - Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices. S.4.5.A.4 - Demonstrate ways (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results) to turn conflict into a win-win situation in different case scenarios.

Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	K.4.5.A.1 - Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings). 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. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	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. 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 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	K.4.5.A.1 - Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings). K.4.5.B.1b - Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events) in getting to know and understand others of similar and different cultures. 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 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	K.4.5.A.1 - Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings). K.4.5.A.3 - Identify the influence of self (e.g., personal goals, emotions) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	K.4.5.B.3a - Identify components (e.g., personal triggers, anger cues, hidden anger) of anger management and strategies for self-control in different contexts. 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.A.2b - Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player) for personal success.

Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	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. 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.3c - Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy) to negotiate disputes and de-escalate conflicts. S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences) for getting along with others in making group decisions while participating in class activities.
Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	K.4.5.B.3a - Identify components (e.g., personal triggers, anger cues, hidden anger) of anger management and strategies for self-control in different contexts. K.4.5.A.2b - Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player) for personal success. K.4.5.B.3c - Show an understanding of the steps in a conflict-resolution process and conflict-resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy) to negotiate disputes and de-escalate conflicts. 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 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	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). K.4.6.C.4a - Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations. 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 time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations.
Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	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. K.4.6.C.3 - Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages.
Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	K.4.6.C.4a - Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations. S.4.6.A.5 - Demonstrate the functional use of stress-management strategies for managing stress in case scenarios related to a variety of situations.
Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	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 a stressful situation). S.4.6.A.1 - Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.
Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	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). K.4.6.C.4a - Identify stress-management strategies for controlling anger in different situations. S.4.6.A.5 - Demonstrate the functional use of stress-management strategies for managing stress in case scenarios.
Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	K.4.6.C.2 - Identify the personality traits that are conducive to handling stress and showing resiliency. K.4.6.C.1a - Determine strategies for sharing and expressing feelings in appropriate ways. 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.
Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	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. K.4.6.C.2 - Identify personality traits conducive to handling stress and showing resiliency.



Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	K.4.6.C.2 - Identify the personality traits that are conducive to handling stress and showing resiliency. K.4.6.C.4a - Identify stress-management strategies for controlling anger in different situations. S.4.6.A.5 - Demonstrate the functional use of stress-management strategies for managing stress in case scenarios.
Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	K.4.6.C.2 - Identify personality traits (e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency. K.4.6.A.1 - Describe individual characteristics that contribute to the development of personal identity, self-confidence, and self-efficacy.
Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	K.4.6.A.2a - Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management. K.4.6.A.2b - Determine effective time-management techniques and organizational skills for personal planning. S.4.6.A.1 - Assess and revise personal health and academic goals to enhance health and well-being.
Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	K.4.6.C.1a - Determine strategies for sharing and expressing feelings in appropriate ways. K.4.6.B.2a - Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics. K.4.6.C.4a - Identify stress-management strategies for controlling anger in different situations.
Lesson 12: Support Networks	Support systems; community connections; helping others	K.4.6.C.1b - Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief, and where to go for help. K.4.6.B.1b - Recognize personal participation and responsibility in different social contexts. S.4.6.A.3 - Demonstrate functional use of interpersonal skills for inclusion of others in different types of physical activities.
Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	K.4.6.B.2a - Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics. K.4.6.B.2b - Identify the behaviours that are important for working cooperatively and collaboratively with others. K.4.6.B.1a - Identify the influences that help or hinder responsible social decision making.
Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	K.4.6.B.2a - Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics. K.4.6.C.1a - Determine strategies for sharing and expressing feelings in appropriate ways. S.4.6.A.2 - Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process.
Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	K.4.6.B.2a - Identify different styles of communication and their characteristics. K.4.6.B.1a - Identify the influences that help or hinder responsible social decision making. S.4.6.A.2 - Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process.



Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Mental Wellness	Mental wellness; physical and mental supports; help-seeking	K.4.7.A.2b - Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction. K.4.7.B.2b - Identify areas within the school and community that offer opportunities to make new friends and belong to a group. S.4.7.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.
Lesson 2: Win-Win	Win-win thinking; conflict outcomes; problem solving	K.4.7.B.3c - Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers. K.4.7.A.3 - Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. S.4.7.A.4 - Apply conflict-resolution strategies to different scenarios.
Lesson 3: Attitudes and Behaviours	Positive attitudes; reframing negative thoughts; uniqueness	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. K.4.7.A.2b - Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.
Lesson 4: Anger	Anger management; calming strategies; self-regulation	K.4.7.B.3a - Identify anger-management skills as alternatives to aggression and violence. 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. K.5.7.E.2b - Identify positive ways of coping with daily moods and emotions associated with puberty.
Lesson 5: Obstacles	Obstacles; problem-solving; overcoming challenges	K.4.7.A.2a - Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies. K.4.7.A.3 - Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. S.4.7.A.2 - Develop criteria and a rating system for weighing the benefits of alternatives for making healthy lifestyle choices in different case scenarios.

Lesson 6: Mental and Physical Fitness	Mental health stigma; compassion; mental and physical wellness	K.4.7.A.2b - Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction. 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. S.4.7.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.
Lesson 7: Use and Abuse	Substance use and abuse; addiction; safe medication use	K.5.7.D.1 - Differentiate between the use and abuse of medicinal and non-medicinal substances. K.5.7.D.2 - Explain different consequences of taking harmful and beneficial drugs or other substances. K.5.7.D.3 - Identify the positive and negative social factors that may influence avoidance and/or use of substances.
Lesson 8: Personal Goal Setting	Long-term goals; SMART goals; self-monitoring	S.4.7.A.1 - Assess and revise personal health and academic goals to enhance health and well-being. K.4.7.A.2a - Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies. K.4.7.A.2b - Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.
Lesson 9: Problem Solving	Accept/ignore/make a change; problem-solving choices	K.4.7.A.3 - Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. S.4.7.A.2 - Develop criteria and a rating system for weighing the benefits of alternatives for making healthy lifestyle choices in different case scenarios. K.4.7.A.2a - Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies.
Lesson 10: Decisions That Affect Our Future	Serious decisions; consequences; decision-making reflection	K.4.7.A.3 - Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. S.4.7.A.2 - Develop criteria and a rating system for weighing the benefits of alternatives for making healthy lifestyle choices in different case scenarios. K.4.7.B.4 - Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.



Lesson 11: Compliments	Meaningful compliments; positive peer support; self-worth	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. S.4.7.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities. 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.
Lesson 12: Healthy Communication	Passive, aggressive, and assertive communication	K.4.7.B.2a - Identify the characteristics associated with each of the communication styles (e.g., passive, aggressive, assertive) and leadership qualities. S.4.7.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities. K.4.7.B.4 - Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.
Lesson 13: Mental Skills	Mental skills; calm breathing; mindfulness	K.4.7.A.2b - Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction. K.5.7.E.2b - Identify positive ways of coping with daily moods and emotions associated with puberty.
Lesson 14: Reciprocal Relationships	Support networks; reciprocal friendships; emotional support	K.4.7.B.2b - Identify areas within the school and community that offer opportunities to make new friends and belong to a group. S.4.7.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities. 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.
Lesson 15: Social Factors	Media/social influences; positive and negative influences on teens	K.5.7.D.3 - Identify the positive and negative social factors that may influence avoidance and/or use of substances. K.4.7.A.3 - Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions. K.4.7.B.4 - Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.

Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	K.4.8.A.1 - Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income), and ways to promote acceptance of self and others. K.4.8.C.1a - Identify how self, peers, and the community contribute to the enhancement of personal health and well-being. 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.
Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	K.4.8.C.3 - Examine the effects of stress and relaxation on body systems. K.4.8.C.4a - List healthy and unhealthy strategies 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.
Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	K.4.8.A.1 - Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income), and ways to promote acceptance of self and others. K.4.8.B.1a - Describe behaviours that show social responsibility and respect for diversity in different contexts. K.4.8.B.1b - Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	K.4.8.C.1a - Identify how self, peers, and the community contribute to the enhancement of personal health and well-being. K.4.8.C.4a - List healthy and unhealthy strategies 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.
Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	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.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. S.4.8.A.2 - Apply the decision-making/problem-solving process in making group decisions in different case scenarios.



Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	K.4.8.A.2a - Develop self-monitoring strategies and criteria in setting individual and/or group goals. K.4.8.A.2b - Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation, degree of challenge, supports) affect planning and setting goals. 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. S.4.8.A.1 - Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal.
Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	S.4.8.A.1 - Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal. K.4.8.A.2a - Develop self-monitoring strategies and criteria in setting individual and/or group goals. K.4.8.C.4a - List healthy and unhealthy strategies for dealing with stress and/or anxiety.
Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	K.4.8.B.2b - Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership) in developing positive relationships. 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. S.4.8.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.
Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	K.4.8.C.4a - List healthy and unhealthy strategies for dealing with stress and/or anxiety. K.4.8.A.2a - Develop self-monitoring strategies and criteria in setting individual and/or group goals. K.4.8.A.2b - Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation, degree of challenge, supports) affect planning and setting goals. S.4.8.A.1 - Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal.
Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	K.4.8.C.1b - Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance) for understanding and supporting self and others. K.4.8.C.1a - Identify how self, peers, and the community contribute to the enhancement of personal health and well-being. K.4.8.C.4a - List healthy and unhealthy strategies for dealing with stress and/or anxiety.
Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	K.4.8.A.1 - Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income), and ways to promote acceptance of self and others. K.4.8.C.1a - Identify how self, peers, and the community contribute to the enhancement of personal health and well-being. 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.



Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	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.A.2a - Develop self-monitoring strategies and criteria in setting individual and/or group goals. S.4.8.A.1 - Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal.
Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	S.4.8.A.1 - Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal. K.4.8.A.2a - Develop self-monitoring strategies and criteria in setting individual and/or group goals. K.4.8.A.2b - Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation, degree of challenge, supports) affect planning and setting goals. K.4.8.C.4a - List healthy and unhealthy strategies for dealing with stress and/or anxiety.
Lesson 14: Relationships	Healthy/unhealthy relationships; self; crush/love; friendship foundation	K.4.8.B.2b - Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership) in developing positive relationships. K.4.8.B.1a - Describe behaviours that show social responsibility and respect for diversity in different contexts. 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 (communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.
Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	K.4.8.C.1a - Identify how self, peers, and the community contribute to the enhancement of personal health and well-being. K.4.8.B.1b - Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities. S.4.8.A.3 - Demonstrate functional use of interpersonal skills (communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.



Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.2a - Identify communication skills and strategies that promote team/group dynamics (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...). K.4.S1.B.2b - Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect...) for developing meaningful interpersonal relationships. 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...).
Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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. K.5.S1.D.3 - Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.
Lesson 3: Time Management	Effective time management; prioritizing tasks and responsibilities through weekly schedules and learning to balance competing demands to achieve a healthier more balanced lifestyle.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. S.4.S1.A.1 - Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...).

Lesson 4: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. S.4.S1.A.1 - Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...). S.4.S1.A.2 - Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...).
Lesson 5: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image.

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Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.2a - Identify communication skills and strategies that promote team/group dynamics (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...). 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.3c - Assess behaviours and conflict-resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for settling disputes or disagreements. 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...). S.4.S1.A.4 - Apply conflict-resolution strategies (i.e., mediation and negotiation) in different case scenarios for understanding different perspectives and points of view (i.e., determine the reason behind a conflict). 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...).
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Lesson 7: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.2a - Identify communication skills and strategies that promote team/group dynamics (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...). 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.3a - Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict-resolution process...) in different case scenarios. K.4.S1.B.3c - Assess behaviours and conflict-resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for settling disputes or disagreements. 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...).
Lesson 8: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.

Lesson 9: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.2a - Identify communication skills and strategies that promote team/group dynamics (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...). 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.3a - Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict-resolution process...) in different case scenarios. K.4.S1.B.3c - Assess behaviours and conflict-resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for settling disputes or disagreements. 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...).
Lesson 10: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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.

Lesson 11: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	K.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image.
Lesson 12: Substance Use & Addictions Awareness	Risks of substances; addictive behaviours.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. 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. K.5.S1.D.1 - Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others. K.5.S1.D.2 - Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...). K.5.S1.D.3 - Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.
Lesson 13: Local Mental Health Resources	Explore local mental health resources.	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.4.S1.A.1 - Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image. K.5.S1.D.3 - Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.



Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	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.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. 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...).
Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	K.4.S2.A.3 - Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. 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. K.4.S2.C.3 - Examine the physiological and psychological effects of stress related to health and wellbeing (i.e., General Adaptation Syndrome, prevention of disease). K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.

Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	K.4.S2.A.3 - Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. 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. K.4.S2.C.3 - Examine the physiological and psychological effects of stress related to health and wellbeing (i.e., General Adaptation Syndrome, prevention of disease). K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	K.4.S2.A.3 - Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.

Lesson 5: A Balanced Approach to Sleep and Well-being	Sleep habits; consistent sleep routine and the overall impact on well-being; sleep/wake cycles.	K.4.S2.A.3 - Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. 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. K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	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.1b - Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member. 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...). S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders. 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...).

Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	K.4.S2.A.3 - Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. 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.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	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.1b - Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member. 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...). S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders. 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...).

Lesson 9: Coping and Substance Use.	Explore how challenging experiences influence coping behaviours; develop understanding of the bodies natural feel-good chemicals compared to short-term relief of substances..	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. K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders. K.5.S2.D.1 - Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).
Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	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.1b - Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member. 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. K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.

Lesson 11: Local Mental Health Resources	Explore local mental health resources.	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.1b - Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member. K.4.S2.C.4a - Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress. S.4.S2.A.5 - Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...). K.5.S2.A.2 - Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
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Grade 11 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.3 - Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues. 11.MH.4 - Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety and depression. 11.MH.5 - Identify community service agencies that support individuals concerned about mental-emotional health issues.
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	11.PA.1 - Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to health-related fitness goals. 11.FM.2 - Examine factors that have an impact on the development and implementation of and adherence to a personal physical activity plan. Examples: motivation, barriers, changing lifestyle, values and attitudes, social benefits, finances, medical conditions, incentives, readiness for change. 11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.3 - Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues.
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	11.MH.3 - Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.
Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	
Lesson 6: Digital Citizenship: Safe, Respectful, Wise Online Choices	Understand reasonable sharing and oversharing online; impacts of digital behaviours; critical thinking use for safe, respectful, and wise choices on social media.	11.MH.2 - Examine media influence(s) on self-image and behaviour. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.

Lesson 7: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.3 - Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues. 11.MH.4 - Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety and depression. 11.MH.5 - Identify community service agencies that support individuals concerned about mental-emotional health issues. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.
Lesson 8: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	11.FM.3 - Examine and evaluate factors that affect fitness and activity choices. Examples: intrinsic and extrinsic motivation, personal interests, personal health, family history, environment, finances, culture, level of risk. 11.MH.3 - Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues. 11.MH.4 - Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety and depression.
Lesson 9: Relationships with Substances	Impacts of substances and potentially addictive behaviours; levels of substance involvement; inclusive, recovery-oriented ways to support health and well-being.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.SU.2 - Explain the stages of involvement in substance use or abuse. Includes: non-involvement, irregular involvement, regular involvement, harmful involvement, and dependent involvement. 11.SU.3 - Examine factors that influence decisions regarding substance use and abuse. 11.SU.4 - Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.
Lesson 10: Problem Solving	Practice problem solving and decision making strategies; create space in the mind, heart, and body when addressing challenges can significantly impact outcomes.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.
Lesson 11: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.4 - Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety and depression. 11.MH.5 - Identify community service agencies that support individuals concerned about mental-emotional health issues. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.

Lesson 12: Local Mental Health Resources	Explore local mental health resources.	11.MH.1 - Identify and apply positive health strategies to deal with issues such as stress, anxiety and depression. 11.MH.5 - Identify community service agencies that support individuals concerned about mental-emotional health issues. 11.MH.6 - Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues.
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Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Manitoba Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	12.PS.1 - Demonstrate understanding of the characteristics and development of effective teams. 12.PS.3 - Examine the characteristics of effective team leaders and their impact on team development. 12.HR.3 - Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build realistic schedules that align with personal wellness goals.	12.PA.1 - Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals. 12.PA.2 - Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation. 12.PA.7 - Reflect on physical and emotional responses to and influences on physical activity participation. 12.FM.1 - Examine the goal-setting process as a means of improving physical fitness and/or health behaviours. 12.FM.2 - Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation. 12.HR.3 - Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	12.PS.1 - Demonstrate understanding of the characteristics and development of effective teams. 12.PS.3 - Examine the characteristics of effective team leaders and their impact on team development. 12.HR.2 - Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship. 12.HR.3 - Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
Lesson 5: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	

Lesson 6: Responsible Digital Media Use	Responsible digital media choices and their role in wellness; reflect on personal digital media habits; develop strategies with digital media.	
Lesson 7: Sense of Self	Discover identity development over time; reflect on family and community influences on identity development; core values and beliefs; learn how to build connections that support your authentic self.	12.HR.1 - Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development. 12.HR.3 - Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	12.HR.1 - Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development. 12.HR.2 - Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship. 12.HR.3 - Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships. 12.HR.4 - Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships. 12.HR.5 - Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.
Lesson 9: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	12.FM.2 - Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.
Lesson 10: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	
Lesson 11: Substances and Mental Health	Consider how lifestyle choices impact your well-being; learn how to support individuals facing specific mental health and addiction challenges.	
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	



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