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

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PROJECT 11

Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	K.SE.**3.1** - Demonstrate a personal understanding of Inuuqatigiitsiarniq during repeated classroom and gym lessons that extends into various activities and sports. K.SE.**3.3** - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	K.SE.**2.1** - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior. K.SE.**2.2** - Explore and ask who they are named after, if anyone, for their English and Inuktut names. K.SE.**2.3** - Share one special thing that they do for a certain holiday or day in the year, leading to the reinforcement of the words, tradition and celebration. K.SE.**3.3** - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	K.SE.**2.1** - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior. K.SE.**2.2** - Explore and ask who they are named after, if anyone, for their English and Inuktut names. K.SE.**3.3** - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	K.HL.**2.3** - Demonstrate a personal understanding of the concept of Pijitsirniq by clearly helping others and themselves in the classroom when activities are on-going (handing out paper, getting crayons, passing out sheets, etc.) K.SE.**3.1** - Demonstrate a personal understanding of Inuuqatigiitsiarniq during repeated classroom and gym lessons that extends into various activities and sports. K.SE.**3.3** - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	K.HL.**2.3** - Demonstrate a personal understanding of the concept of Pijitsirniq by clearly helping others and themselves in the classroom when activities are on-going (handing out paper, getting crayons, passing out sheets, etc.) K.SE.**3.1** - Demonstrate a personal understanding of Inuuqatigiitsiarniq during repeated classroom and gym lessons that extends into various activities and sports. K.SE.**3.3** - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	K.SE.**1.1** - Verbally demonstrate the names of four simple emotions (happy, sad, scared, and angry/mad). K.SE.**1.2** - Visually and verbally demonstrate facial changes to indicate the four simple emotions of happy, sad, scared, and angry. K.SE.**1.3** - Develop an awareness of what a calm mind and body feel like. K.SE.**2.1** - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior.

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Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	K.SE.1.1 - Verbally demonstrate the names of four simple emotions (happy, sad, scared, and angry/mad). K.SE.1.2 - Visually and verbally demonstrate facial changes to indicate the four simple emotions of happy, sad, scared, and angry. K.SE.1.3 - Develop an awareness of what a calm mind and body feel like. K.SE.2.1 - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior.
Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	K.SE.3.2 - Verbally demonstrate an understanding of their bodies, boundaries, and the importance of permission and consent. K.SE.3.3 - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	K.SE.1.1 - Verbally demonstrate the names of four simple emotions (happy, sad, scared, and angry/mad). K.SE.3.3 - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	K.PL.3.3 - Starts to demonstrate the ability to take turns and share equipment with all classmates during physical activities. K.HL.2.3 - Demonstrate a personal understanding of the concept of Pijitsirniq by clearly helping others and themselves in the classroom when activities are on-going (handing out paper, getting crayons, passing out sheets, etc.) K.SE.3.1 - Demonstrate a personal understanding of Inuuqatigiitsiarniq during repeated classroom and gym lessons that extends into various activities and sports. K.SE.3.3 - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	K.SE.2.2 - Explore and ask who they are named after, if anyone, for their English and Inuktut names.
Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	K.SE.1.1 - Verbally demonstrate the names of four simple emotions (happy, sad, scared, and angry/mad). K.SE.1.2 - Visually and verbally demonstrate facial changes to indicate the four simple emotions of happy, sad, scared, and angry. K.SE.3.3 - Demonstrate a personal understanding of the impact their words and actions can have on others using if/then exercise.
Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	K.SE.1.1 - Verbally demonstrate the names of four simple emotions (happy, sad, scared, and angry/mad). K.SE.1.2 - Visually and verbally demonstrate facial changes to indicate the four simple emotions of happy, sad, scared, and angry. K.SE.1.3 - Develop an awareness of what a calm mind and body feel like. K.SE.2.1 - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior. K.SE.3.2 - Verbally demonstrate an understanding of their bodies, boundaries, and the importance of permission and consent.
Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	K.SE.2.1 - Verbally demonstrate a list of three things they like and three things they dislike, along with reasons why, using modelled behavior.

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Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	

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Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	1.HL.1.2 - Demonstrate an understanding of the concept of growth and development by participating in class discussions around the concept of how a body grows and develops. 1.HL.3.1 - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. 1.SE.2.1 - Describe their personal skills and interests. 1.SE.2.2 - Explore and ask who they are named after, if anyone, for their English and Inuktut names. 1.SE.2.3 - Recognize kinship terms and different types of families. 1.SE.3.1 - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	1.HL.1.2 - Demonstrate an understanding of the concept of growth and development by participating in class discussions around the concept of how a body grows and develops. 1.HL.3.1 - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. 1.SE.2.1 - Describe their personal skills and interests. 1.SE.2.2 - Explore and ask who they are named after, if anyone, for their English and Inuktut names. 1.SE.2.3 - Recognize kinship terms and different types of families. SE.3.1 - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	1.SE.1.1 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.2 - Express basic emotions in healthy ways. 1.SE.1.3 - Use simple strategies to promote a calm mind and body. 1.SE.1.4 - Observe and describe the emotions of others.
Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	1.HL.3.1 - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. 1.SE.1.1 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.2 - Express basic emotions in healthy ways. 1.SE.1.3 - Use simple strategies to promote a calm mind and body. 1.SE.1.4 - Observe and describe the emotions of others.

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Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	1.PL.3.4 - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions. 1.HL.1.2 - Demonstrate an understanding of the concept of growth and development by participating in class discussions around the concept of how a body grows and develops. 1.HL.2.4 - Demonstrate a personal understanding of the various people who can support their health and the health of others (parents, doctor, dentist, surgeon, nurse, Elders, etc.) by creating a poster. 1.HL.3.2 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.1 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.2 - Express basic emotions in healthy ways. 1.SE.1.4 - Observe and describe the emotions of others. SE.3.1 - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	1.HL.3.1 - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. 1.SE.1.1 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.2 - Express basic emotions in healthy ways. 1.SE.1.3 - Use simple strategies to promote a calm mind and body. 1.SE.1.4 - Observe and describe the emotions of others.
Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	1.HL.2.4 - Demonstrate a personal understanding of the various people who can support their health and the health of others (parents, doctor, dentist, surgeon, nurse, Elders, etc.) by creating a poster. 1.SE.1.4 - Observe and describe the emotions of others. SE.3.1 - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	1.PL.3.4 - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions. 1.HL.2.4 - Demonstrate a personal understanding of the various people who can support their health and the health of others (parents, doctor, dentist, surgeon, nurse, Elders, etc.) by creating a poster. 1.SE.1.4 - Observe and describe the emotions of others. SE.3.1 - Develop Inuuqatigiitsiarniq between themselves and others during activities.

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Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	**1.PL.3.3** - Demonstrate a personal knowledge of the importance of maintaining their own safety and the safety of others during physical activity through both involvement in class discussions and demonstrations of being safe during various activities. **1.PL.3.4** - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions. **1.HL.2.4** - Demonstrate a personal understanding of the various people who can support their health and the health of others (parents, doctor, dentist, surgeon, nurse, Elders, etc.) by creating a poster. **1.SE.1.4** - Observe and describe the emotions of others. **SE.3.1** - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	**SE.3.1** - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	**1.SE.1.1** - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. **1.SE.1.2** - Express basic emotions in healthy ways. **1.SE.1.3** - Use simple strategies to promote a calm mind and body. **SE.3.1** - Develop Inuuqatigiitsiarniq between themselves and others during activities.
Lesson 12: Giraffes Can't Dance	Perseverance; encouragement; believing in yourself	**1.PL.3.4** - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions.
Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	**1.PL.3.4** - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions. **1.HL.3.1** - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. **1.SE.1.1** - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. **1.SE.1.3** - Use simple strategies to promote a calm mind and body. **1.SE.2.1** - Describe their personal skills and interests.
Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	**1.PL.3.4** - Demonstrate a personal understanding of factors that help both themselves and others participate in activities (because they're fun, they're good for me, everyone can play, etc.) through class discussions. **1.SE.1.1** - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. **SE.3.1** - Develop Inuuqatigiitsiarniq between themselves and others during activities.

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Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	1.HL.3.1 - Demonstrate a personal understanding of three different ways their mind and body can be healthy (being regularly physically active, eating as well as possible, practising good hygiene habits, being resilient and having emotional regulation, expressing feelings and thoughts in a healthy manner, etc.) through a verbal demonstration. 1.SE.1.1 - Demonstrate a personal understanding of the difference between needs and wants and why that matters through a class discussion. 1.SE.1.2 - Express basic emotions in healthy ways.

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Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	2.SE.**1.2** - Describe how their body reacts to a range of emotions. 2.SE.**1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.**2.2** - Identify different communities they belong to and the role they play in those communities. 2.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.**3.4** - Demonstrate healthy ways to resolve conflict and disagreement with others by using “I” statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 2: Courage	Courage; confidence; asking for and offering support	2.PL.**3.3** - Develop simple strategies to support personal motivation during physical activities using co-constructed criteria. 2.SE.**1.3** - Use a variety of strategies to promote a calm mind and body. 2.SE.**2.1** - Demonstrate an appreciation and understanding of how the mind and body work. 2.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.**3.3** - Develop strategies to respond to uncomfortable or unsafe situations.
Lesson 3: Encouragement	Positive words; motivation; supporting peers	2.PL.**3.2** - Demonstrate a personal understanding of personal behaviours that are safe and inclusive of others during sports and activities. 2.PL.**3.3** - Develop simple strategies to support personal motivation during physical activities using co-constructed criteria. 2.SE.**1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities.

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Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	**2.SE.1.1** - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. **2.SE.1.2** - Describe how their body reacts to a range of emotions. **2.SE.1.3** - Use a variety of strategies to promote a calm mind and body. **2.SE.1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). **2.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. **2.SE.3.4** - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	**2.HL.3.3** - Explain the positive impacts of physical activity on mental and physical health. **2.SE.1.1** - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. **2.SE.1.2** - Describe how their body reacts to a range of emotions. **2.SE.1.3** - Use a variety of strategies to promote a calm mind and body. **2.SE.1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). **2.SE.2.1** - Demonstrate an appreciation and understanding of how the mind and body work. **2.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. **2.SE.3.4** - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	**2.PL.2.3** - Demonstrate a personal understanding of the modelled strategies (level of enjoyment, comfort level, mood, etc.) utilized to assess how their body and mind are responding to different strategies through verbal check-ins and feedback during various activities. **2.HL.3.3** - Explain the positive impacts of physical activity on mental and physical health. **2.SE.1.2** - Describe how their body reacts to a range of emotions. **2.SE.1.3** - Use a variety of strategies to promote a calm mind and body.

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Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	2.SE.1.1 - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. 2.SE.1.2 - Describe how their body reacts to a range of emotions. 2.SE.1.4 - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.2.2 - Identify different communities they belong to and the role they play in those communities. 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.3.4 - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	2.PL.3.3 - Develop simple strategies to support personal motivation during physical activities using co-constructed criteria. 2.SE.1.1 - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. 2.SE.2.2 - Identify different communities they belong to and the role they play in those communities. 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities.
Lesson 9: Growth Mindset	Growth mindset; mistakes; goal setting; perseverance	2.PL.2.3 - Demonstrate a personal understanding of the modelled strategies (level of enjoyment, comfort level, mood, etc.) utilized to assess how their body and mind are responding to different strategies through verbal check-ins and feedback during various activities. 2.PL.3.2 - Demonstrate a personal understanding of personal behaviours that are safe and inclusive of others during sports and activities. 2.PL.3.3 - Develop simple strategies to support personal motivation during physical activities using co-constructed criteria. 2.HL.3.1 - Demonstrate knowledge of various ways to create and maintain healthy living routines and practices by working with a partner. 2.HL.3.3 - Explain the positive impacts of physical activity on mental and physical health. 2.SE.1.3 - Use a variety of strategies to promote a calm mind and body. 2.SE.1.4 - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.2.1 - Demonstrate an appreciation and understanding of how the mind and body work. 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities.

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Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	2.SE.1.1 - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. 2.SE.1.4 - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.2.2 - Identify different communities they belong to and the role they play in those communities. 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.3.4 - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	2.SE.1.1 - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. 2.SE.1.2 - Describe how their body reacts to a range of emotions. 2.SE.1.4 - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.2.1 - Demonstrate an appreciation and understanding of how the mind and body work. 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.3.4 - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 12: Sorry	Sincere apologies; repairing harm; communication	2.SE.1.1 - Demonstrate an understanding of the basic emotions (anger, joy, sadness, etc.) and how to manage them in a healthy way. 2.SE.1.2 - Describe how their body reacts to a range of emotions. 2.SE.1.4 - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). 2.SE.3.1 - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. 2.SE.3.4 - Demonstrate healthy ways to resolve conflict and disagreement with others by using "I" statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	2.HL.2.3 - Demonstrate an understanding of traditional medicine and healing practises in their community through involvement in class discussions. 2.SE.2.2 - Identify different communities they belong to and the role they play in those communities. 2.SE.2.3 - Explore how the land influences their behaviours and practises.

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Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	**2.PL.2.3** - Demonstrate a personal understanding of the modelled strategies (level of enjoyment, comfort level, mood, etc.) utilized to assess how their body and mind are responding to different strategies through verbal check-ins and feedback during various activities. **2.PL.3.2** - Demonstrate a personal understanding of personal behaviours that are safe and inclusive of others during sports and activities. **2.HL.3.1** - Demonstrate knowledge of various ways to create and maintain healthy living routines and practices by working with a partner. **2.SE.1.3** - Use a variety of strategies to promote a calm mind and body. **2.SE.1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). **2.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. **2.SE.3.3** - Develop strategies to respond to uncomfortable or unsafe situations. **2.SE.3.4** - Demonstrate healthy ways to resolve conflict and disagreement with others by using “I” statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.
Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	**2.PL.2.3** - Demonstrate a personal understanding of the modelled strategies (level of enjoyment, comfort level, mood, etc.) utilized to assess how their body and mind are responding to different strategies through verbal check-ins and feedback during various activities. **2.PL.3.2** - Demonstrate a personal understanding of personal behaviours that are safe and inclusive of others during sports and activities. **2.HL.3.1** - Demonstrate knowledge of various ways to create and maintain healthy living routines and practises by working with a partner. **2.HL.3.3** - Explain the positive impacts of physical activity on mental and physical health. **2.SE.1.2** - Describe how their body reacts to a range of emotions. **2.SE.1.3** - Use a variety of strategies to promote a calm mind and body. **2.SE.1.4** - Demonstrate an understanding of what emotions look like in others and how they should respond verbally and physically using if/then strategies (e.g. If someone is expressing this emotion, then I respond like this). **2.SE.2.2** - Identify different communities they belong to and the role they play in those communities. **2.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq by acknowledging and appreciating the experiences and perspectives of others through various activities. **2.SE.3.4** - Demonstrate healthy ways to resolve conflict and disagreement with others by using “I” statements, listening actively, taking turns talking, brainstorming solutions, practising empathy, being calm, and seeking help if needed.

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Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.2.2** - Examine how feelings of belonging can contribute to a positive self-concept. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.).
Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. **3.SE.2.2** - Examine how feelings of belonging can contribute to a positive self-concept. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 4: Gossip	Power of words; rumours; responsible communication	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	**3.PL.3.2** - Demonstrate a personal knowledge about fair play and inclusion in all activities and group sports. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness.

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Lesson 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.).
Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	**3.PL.3.2** - Demonstrate a personal knowledge about fair play and inclusion in all activities and group sports. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.2** - Experiment with a variety of strategies and techniques to regulate emotions. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. **3.SE.2.2** - Examine how feelings of belonging can contribute to a positive self-concept. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	**3.PL.3.2** - Demonstrate a personal knowledge about fair play and inclusion in all activities and group sports. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.2** - Experiment with a variety of strategies and techniques to regulate emotions. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. **3.SE.2.2** - Examine how feelings of belonging can contribute to a positive self-concept. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). **3.SE.3.3** - Investigate different ways that communities make decisions and resolve conflicts.

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Lesson 10: People Search	Visibility; belonging; getting to know classmates; inclusion	3.PL.**3.2** - Demonstrate a personal knowledge about fair play and inclusion in all activities and group sports. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. 3.SE.**1.2** - Experiment with a variety of strategies and techniques to regulate emotions. 3.SE.**1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. 3.SE.**2.2** - Examine how feelings of belonging can contribute to a positive self-concept. 3.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). 3.SE.**3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. 3.SE.**1.2** - Experiment with a variety of strategies and techniques to regulate emotions. 3.SE.**1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. 3.SE.**2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. 3.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.).
Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	3.PL.**3.2** - Demonstrate a personal knowledge about fair play and inclusion in all activities and group sports. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. 3.SE.**1.2** - Experiment with a variety of strategies and techniques to regulate emotions. 3.SE.**1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. 3.SE.**2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. 3.SE.**3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.). 3.SE.**3.3** - Investigate different ways that communities make decisions and resolve conflicts.
Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	3.PL.**2.3** - Apply strategies, designed using a co-constructed checklist, to assess how their body and mind respond to different activities. **3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. 3.SE.**2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth.

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Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.2** - Experiment with a variety of strategies and techniques to regulate emotions. **3.SE.2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth. **3.SE.3.1** - Demonstrate a personal understanding of the concept of Inuuqatigiitsiarniq through active participation in class discussions (taking turns talking, asking if someone is okay if they don't look like they're okay, etc.).
Lesson 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	**3.HL.3.3** - Experiment with making decisions in different situations. **3.SE.1.1** - Explain how emotions provide information about needs, actions, and experiences. **3.SE.1.2** - Experiment with a variety of strategies and techniques to regulate emotions. **3.SE.1.3** - Demonstrate knowledge of the emotional wellness of self and others by creating a checklist of six ways they can support their own and others' personal wellness. **3.SE.2.1** - Create a poster identifying areas of improvement and strength to demonstrate an understanding and knowledge of how to successfully assess their personal strengths and areas for growth.

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Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	**4.PL.3.3** - Apply strategies to support personal or team motivation during physical activities. **4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) **4.HL.3.2** - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. **4.SE.1.1** - Demonstrate an understanding of how external factors can influence personal emotions. **4.SE.1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) **4.SE.2.1** - Select strategies and resources that best support their areas of personal growth. **4.SE.2.2** - Ask questions about their identity and how it contributes to their self-concept. **4.SE.3.2** - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. **4.SE.3.3** - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships.
Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	**4.PL.3.3** - Apply strategies to support personal or team motivation during physical activities. **4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) **4.HL.3.2** - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. **4.SE.1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) **4.SE.2.1** - Select strategies and resources that best support their areas of personal growth. **4.SE.2.2** - Ask questions about their identity and how it contributes to their self-concept. **4.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community. **4.SE.3.2** - Develop assertiveness strategies to stand up for themselves and others using modelled behavior.

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Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	**4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) **4.SE.1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) **4.SE.2.1** - Select strategies and resources that best support their areas of personal growth. **4.SE.2.2** - Ask questions about their identity and how it contributes to their self-concept. **4.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community.
Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	**4.PL.3.2** - Demonstrate an understanding of the barriers and challenges that can make physical activities inaccessible through the creation of a list of five barriers/challenges that they feel are the most important. **4.PL.3.3** - Apply strategies to support personal or team motivation during physical activities. **4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) **4.HL.3.2** - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. **4.SE.1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) **4.SE.1.3** - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. **4.SE.2.1** - Select strategies and resources that best support their areas of personal growth. **4.SE.2.2** - Ask questions about their identity and how it contributes to their self-concept. **4.SE.3.2** - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. **4.SE.3.4** - Apply conflict-resolution strategies in a variety of situations.

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Lesson 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	4.PL.**3.2** - Demonstrate an understanding of the barriers and challenges that can make physical activities inaccessible through the creation of a list of five barriers/challenges that they feel are the most important. **4.PL.3.3** - Apply strategies to support personal or team motivation during physical activities. **4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) 4.HL.**3.2** - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. 4.SE.**1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) 4.SE.**1.3** - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.**2.1** - Select strategies and resources that best support their areas of personal growth. 4.SE.**3.2** - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. 4.SE.**3.3** - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships. 4.SE.**3.4** - Apply conflict-resolution strategies in a variety of situations.
Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	4.HL.**3.2** - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. 4.SE.**1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) 4.SE.**1.3** - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.**3.2** - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. 4.SE.**3.3** - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships. 4.SE.**3.4** - Apply conflict-resolution strategies in a variety of situations.
Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	4.SE.**1.3** - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.**3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community. 4.SE.**3.3** - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships. 4.SE.**3.4** - Apply conflict-resolution strategies in a variety of situations.

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Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	4.SE.1.3 - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.3.1 - Apply strategies to encourage Inuuqatigiitsiarniq within the school community. 4.SE.3.3 - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships. 4.SE.3.4 - Apply conflict-resolution strategies in a variety of situations.
Lesson 9: Empathy	Empathy; recognizing feelings; supporting others	4.PL.3.2 - Demonstrate an understanding of the barriers and challenges that can make physical activities inaccessible through the creation of a list of five barriers/challenges that they feel are the most important. 4.SE.1.3 - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.3.1 - Apply strategies to encourage Inuuqatigiitsiarniq within the school community.
Lesson 10: Trouble Talk	Gossip; rumours; hurtful words; respectful communication	4.HL.3.2 - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them. 4.SE.1.3 - Demonstrate personal knowledge of strategies that can be employed to support others' emotional wellness through personal interactions with classmates. 4.SE.3.1 - Apply strategies to encourage Inuuqatigiitsiarniq within the school community. 4.SE.3.2 - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. 4.SE.3.3 - Develop an awareness of the physical and emotional impacts of negative or unhealthy relationships. 4.SE.3.4 - Apply conflict-resolution strategies in a variety of situations.
Lesson 11: Reporting vs. Tattling	Reporting; tattling; safety; responsible communication	
Lesson 12: Mindfulness	Mindful breathing; body scan; gratitude; self-regulation	4.HL.3.1 - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) 4.SE.1.1 - Demonstrate an understanding of how external factors can influence personal emotions. 4.SE.1.2 - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.) 4.SE.2.2 - Ask questions about their identity and how it contributes to their self-concept. 4.SE.3.1 - Apply strategies to encourage Inuuqatigiitsiarniq within the school community. 4.SE.3.2 - Develop assertiveness strategies to stand up for themselves and others using modelled behavior. 4.SE.3.4 - Apply conflict-resolution strategies in a variety of situations.
Lesson 13: Working With Others	Cooperation; communication; group work; collaboration	4.PL.3.3 - Apply strategies to support personal or team motivation during physical activities. 4.HL.3.2 - Demonstrate a personal understanding of how external factors (peer pressure, availability of healthy foods, environment, etc.) influence decision-making through the creation of a mini poster of four external factors that personally influence them.

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Lesson 14: Stress	Stress awareness; stress responses; coping strategies	**4.HL.3.1** - Develop tools and strategies for setting and achieving personal healthy-living goals (setting SMART goals, celebrating small achievements, keeping a journal, rewarding yourself for little successes, etc.) **4.SE.1.1** - Demonstrate an understanding of how external factors can influence personal emotions. **4.SE.1.2** - Demonstrate an understanding of a variety of healthy strategies that can be used to regulate emotions by creating a poster with a visual representation of three emotions and the strategies used (drawing of a happy face and a list of healthy strategies that can be used to maintain happiness, etc.)
Lesson 15: Goal Setting	SMART goals; wishes vs. goals; action steps; personal growth	**4.SE.1.1** - Demonstrate an understanding of how external factors can influence personal emotions.

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Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy relationships	**5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.
Lesson 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	**5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.
Lesson 3: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	**5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.SE.1.2** - Apply healthy strategies to manage stress and regulate emotions. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.2.1** - Create a poster based on online research on self-advocacy skills to demonstrate an understanding of clearly defined self-advocacy skills that support their personal strengths and areas for growth. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.
Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	**5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.

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Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	**5.PL.3.2** - Demonstrate an understanding of various adaptable strategies by creating strategies to ensure their accessibility for all students as assigned by the teacher (one sport assigned per group of two students), with a resulting adaptability list created. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.2** - Demonstrate an understanding of the harmful effects of bullying and harassment. Show evidence of understanding through research and class presentation. **5.SE.3.3** - Demonstrate an understanding of strategies used to safely respond to bullying and harassment through an essay or a class presentation. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.
Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	**5.SE.3.5** - Assess and adjust conflict-resolution strategies in a variety of situations.
Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	**5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.2** - Demonstrate an understanding of the harmful effects of bullying and harassment. Show evidence of understanding through research and class presentation. **5.SE.3.3** - Demonstrate an understanding of strategies used to safely respond to bullying and harassment through an essay or a class presentation. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities. **5.SE.3.5** - Assess and adjust conflict-resolution strategies in a variety of situations.
Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	**5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.SE.1.1** - Demonstrate an understanding of the internal and external stressors along with healthy strategies that can be used to manage the stress. **5.SE.1.2** - Apply healthy strategies to manage stress and regulate emotions. **5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.2** - Demonstrate an understanding of the harmful effects of bullying and harassment. Show evidence of understanding through research and class presentation. **5.SE.3.3** - Demonstrate an understanding of strategies used to safely respond to bullying and harassment through an essay or a class presentation. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities. **5.SE.3.5** - Assess and adjust conflict-resolution strategies in a variety of situations.
Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	**5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.

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Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	**5.SE.3.1** - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities. **5.SE.3.5** - Assess and adjust conflict-resolution strategies in a variety of situations.
Lesson 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	**5.PL.3.2** - Demonstrate an understanding of various adaptable strategies by creating strategies to ensure their accessibility for all students as assigned by the teacher (one sport assigned per group of two students), with a resulting adaptability list created. **5.HL.3.1** - Demonstrate an understanding of one of the three (personal, social, economic) factors that influence healthy living through group presentations around one of the three factors. **5.HL.3.2** - Demonstrate knowledge and understanding of five decisionmaking strategies that are personally used, along with the reason why they think they work through a poster presentation. **5.SE.1.1** - Demonstrate an understanding of the internal and external stressors along with healthy strategies that can be used to manage the stress. **5.SE.1.2** - Apply healthy strategies to manage stress and regulate emotions. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.2.1** - Create a poster based on online research on self-advocacy skills to demonstrate an understanding of clearly defined self-advocacy skills that support their personal strengths and areas for growth.
Lesson 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	**5.HL.3.2** - Demonstrate knowledge and understanding of five decisionmaking strategies that are personally used, along with the reason why they think they work through a poster presentation. **5.SE.1.1** - Demonstrate an understanding of the internal and external stressors along with healthy strategies that can be used to manage the stress. **5.SE.1.2** - Apply healthy strategies to manage stress and regulate emotions. **5.SE.1.3** - Demonstrate an understanding of the community-based resources that can support their emotional wellness through researching one specific resource (community wellness center, aquatic center, school library, etc.) and presenting it to the class. **5.SE.2.1** - Create a poster based on online research on self-advocacy skills to demonstrate an understanding of clearly defined self-advocacy skills that support their personal strengths and areas for growth.
Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	**5.SE.1.1** - Demonstrate an understanding of the internal and external stressors along with healthy strategies that can be used to manage the stress. **5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities.
Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	**5.SE.3.4** - Demonstrate an understanding of their responsibilities within relationships highlighting the importance of fulfilling said responsibilities. **5.SE.3.5** - Assess and adjust conflict-resolution strategies in a variety of situations.
Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	**5.SE.3.2** - Demonstrate an understanding of the harmful effects of bullying and harassment. Show evidence of understanding through research and class presentation.

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Grade 6 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	**6.HL.2.3** - Engage in Pijitsirniq by designing strategies or community initiatives to support good health and prevent illness. 6.HL.3.1 - Demonstrate a personal understanding of healthy living goals by creating a list of three goals and a plan to achieve them. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	**6.HL.2.3** - Engage in Pijitsirniq by designing strategies or community initiatives to support good health and prevent illness. 6.HL.3.1 - Demonstrate a personal understanding of healthy living goals by creating a list of three goals and a plan to achieve them. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others.

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		6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	**6.HL.2.3** - Engage in Pijitsirniq by designing strategies or community initiatives to support good health and prevent illness. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.2 - Demonstrate knowledge of abusive and/or exploitative behaviours and/or situations by creating an information board (such as a Bristol board).
Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	**6.HL.2.3** - Engage in Pijitsirniq by designing strategies or community initiatives to support good health and prevent illness. 6.HL.3.2 - Demonstrate knowledge of various decision-making and refusal strategies related to the use of tobacco products, drugs, and alcohol through role play of said assigned strategy. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.2.2 - Demonstrate an understanding of how stereotypes can influence a person's self-concept by writing a personal essay showing evidence of research. 6.SE.3.2 - Demonstrate knowledge of abusive and/or exploitative behaviours and/or situations by creating an information board (such as a Bristol board). 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	6.PL.3.3 - Design and implement strategies to support personal motivation and participation in physical activity. 6.HL.3.1 - Demonstrate a personal understanding of healthy living goals by creating a list of three goals and a plan to achieve them. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.3 - Examine and appreciate their role in creating positive relationships. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.

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Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others.
Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	6.PL.3.3 - Design and implement strategies to support personal motivation and participation in physical activity. 6.HL.3.1 - Demonstrate a personal understanding of healthy living goals by creating a list of three goals and a plan to achieve them. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.3 - Examine and appreciate their role in creating positive relationships. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	6.HL.3.1 - Demonstrate a personal understanding of healthy living goals by creating a list of three goals and a plan to achieve them.
Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.3.3 - Examine and appreciate their role in creating positive relationships. 6.SE.3.4 - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 12: Support Networks	Support systems; community connections; helping others	**6.HL.2.3** - Engage in Pijitsirniq by designing strategies or community initiatives to support good health and prevent illness. 6.SE.1.1 - Explore the role of resilience in emotional wellness. **6.SE.1.2** - Demonstrate comprehension of healthy strategies in their daily lives by creating a list of personal strategies used to manage stress and build resilience. **6.SE.1.3** - Design and implement practises and routines to support the emotional wellness of themselves and others. 6.SE.2.2 - Demonstrate an understanding of how stereotypes can influence a person's self-concept by writing a personal essay showing evidence of research. 6.SE.3.1 - Apply strategies to encourage Inuuqatigiitsiarniq within the school community and beyond. 6.SE.3.3 - Examine and appreciate their role in creating positive relationships.

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Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	**6.HL.3.2** - Demonstrate knowledge of various decision-making and refusal strategies related to the use of tobacco products, drugs, and alcohol through role play of said assigned strategy. **6.SE.2.2** - Demonstrate an understanding of how stereotypes can influence a person's self-concept by writing a personal essay showing evidence of research. **6.SE.3.2** - Demonstrate knowledge of abusive and/or exploitative behaviours and/or situations by creating an information board (such as a Bristol board). **6.SE.3.3** - Examine and appreciate their role in creating positive relationships. **6.SE.3.4** - Demonstrate an understanding of real-life conflict resolution strategies and their applications in everyday life through the creation of two lists, one for strategies and the other for applications.
Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	**6.PL.3.3** - Design and implement strategies to support personal motivation and participation in physical activity. **6.HL.3.2** - Demonstrate knowledge of various decision-making and refusal strategies related to the use of tobacco products, drugs, and alcohol through role play of said assigned strategy. **6.SE.2.2** - Demonstrate an understanding of how stereotypes can influence a person's self-concept by writing a personal essay showing evidence of research. **6.SE.3.2** - Demonstrate knowledge of abusive and/or exploitative behaviours and/or situations by creating an information board (such as a Bristol board). **6.SE.3.3** - Examine and appreciate their role in creating positive relationships.
Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	**6.SE.2.2** - Demonstrate an understanding of how stereotypes can influence a person's self-concept by writing a personal essay showing evidence of research. **6.SE.3.2** - Demonstrate knowledge of abusive and/or exploitative behaviours and/or situations by creating an information board (such as a Bristol board). **6.SE.3.3** - Examine and appreciate their role in creating positive relationships.

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Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Mental Wellness	Mental wellness; physical and mental supports; help-seeking	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2, 3, 4, 5) **Alcohol & Other Drugs** - drugs; alcohol; cannabis; well-being. (Lesson No. 11, 12) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 5, 6, 7, 9, 10) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-1.1.3** - Describe and assess personal language use and revise personal goals to enhance language learning and use. **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-2.1.1** - Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media). **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques.
Lesson 2: Win-Win	Win-win thinking; conflict outcomes; problem solving	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2, 3, 4, 5) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 5, 10) **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.

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Lesson 3: Attitudes and Behaviours	Positive attitudes; reframing negative thoughts; uniqueness	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-1.1.3** - Describe and assess personal language use and revise personal goals to enhance language learning and use. **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.1.3** - Evaluate group processes and personal contributions according to pre-established criteria. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.
Lesson 4: Anger	Anger management; calming strategies; self-regulation	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2, 3, 4, 5) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways.
Lesson 5: Obstacles	Obstacles; problem-solving; overcoming challenges	**Alcohol & Other Drugs** - drugs; alcohol; cannabis; well-being. (Lesson No. 11, 12) **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-3.2.2** - Use criteria to evaluate usefulness and reliability of sources. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity.

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Lesson 6: Mental and Physical Fitness	Mental health stigma; compassion; mental and physical wellness	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2) **Growth & Development** - integumentary system/immune system common health problems of adolescence; health behaviours which help prevent adult health problems. (Lesson No. 3, 4, 5) **Career Awareness: Concept Development** - self discovery; quality of life. **7-2.1.1** - Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media). **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-4.2.2** - Revise ideas and organizational structures to meet criteria. **7-5.1.3** - Evaluate group processes and personal contributions according to pre-established criteria. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.
Lesson 7: Use and Abuse	Substance use and abuse; addiction; safe medication use	**Alcohol & Other Drugs** - drugs; alcohol; cannabis; well-being. (Lesson No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

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Lesson 8: Personal Goal Setting	Long-term goals; SMART goals; self-monitoring	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2) **Growth & Development** - integumentary system/immune system common health problems of adolescence; health behaviours which help prevent adult health problems. (Lesson No. 4, 5) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.1.3** - Describe and assess personal language use and revise personal goals to enhance language learning and use. **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-2.1.1** - Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media). **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-3.1.3** - Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-4.2.2** - Revise ideas and organizational structures to meet criteria. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.1.3** - Evaluate group processes and personal contributions according to pre-established criteria. **7-5.2.1** - Compare personal ways of responding and thinking with those of others.

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Lesson 9: Problem Solving	Accept/ignore/make a change; problem-solving choices	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2, 3, 4, 5) **Alcohol & Other Drugs** - drugs; alcohol; cannabis; well-being. (Lesson No. 11, 12) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 5, 6, 7. 9, 10) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-1.1.3** - Describe and assess personal language use and revise personal goals to enhance language learning and use. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-2.2.3** - Identify ideas, points of view, and bias in text. **7-3.2.2** - Use criteria to evaluate usefulness and reliability of sources. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-4.2.2** - Revise ideas and organizational structures to meet criteria. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.1.3** - Evaluate group processes and personal contributions according to pre-established criteria. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity.
Lesson 10: Decisions That Affect Our Future	Serious decisions; consequences; decision-making reflection	**Alcohol & Other Drugs** - drugs; alcohol; cannabis; well-being. (Lesson No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) **Growth & Development** - integumentary system/immune system common health problems of adolescence; health behaviours which help prevent adult health problems. (Lesson No. 3) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 5, 6, 7, 9, 10) **Career Awareness: Concept Development** - self discovery; quality of life. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity.
Lesson 11: Compliments	Meaningful compliments; positive peer support; self-worth	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 3, 4, 5) **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.

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Lesson 12: Healthy Communication	Passive, aggressive, and assertive communication	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 3, 4, 5) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 5, 7, 10) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-3.1.1** - Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry. **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-3.1.3** - Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.

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Lesson 13: Mental Skills	Mental skills; calm breathing; mindfulness	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 1, 2) **Career Awareness: Concept Development** - self discovery; quality of life. **7-1.2.1** - Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings. **7-1.2.2** - Summarize, explain and represent personal viewpoints in clear and purposeful ways. **7-2.1.1** - Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media). **7-2.2.2** - Respond to oral, print, and other media texts creatively and critically. **7-2.2.3** - Identify ideas, points of view, and bias in text. **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-3.1.3** - Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry. **7-3.2.2** - Use criteria to evaluate usefulness and reliability of sources. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-4.2.2** - Revise ideas and organizational structures to meet criteria. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.1.3** - Evaluate group processes and personal contributions according to pre-established criteria. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.
Lesson 14: Reciprocal Relationships	Support networks; reciprocal friendships; emotional support	**Mental & Emotional Well-Being** - self-esteem; conversations; criticism; personal plan to enhance self-esteem. (Lesson No. 3, 4, 5) **Family Life** - family decisions; family communication; potentially dangerous situations. (Lesson No. 1, 7, 10) **7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-3.1.2** - Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry. **7-3.1.3** - Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.3** - Select and use context-appropriate language and form to celebrate events and accomplishments.

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Lesson 15: Social Factors	Media/social influences; positive and negative influences on teens	**7-1.1.1** - Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts. **7-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **7-5.1.1** - Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups. **7-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **7-5.2.1** - Compare personal ways of responding and thinking with those of others. **7-5.2.2** - Identify and describe barriers to the acceptance or honouring of diversity.

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Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Career Awareness: Concept Development** - self discovery; quality of life.
Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Career Awareness: Concept Development** - self discovery; quality of life.
Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	**Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **8-2.2.3** - Identify and compare ideas, points of view, and bias, in and across texts. **8-3.3.3** - Explain relevance, importance, perspectives, and gaps in information within and across sources. **8-5.2.2** - Identify and describe social issues related to diversity.
Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **8-1.1.1** - Listen critically and discuss the differences in interpretations and understandings. **8-1.2.1** - Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise understandings. **8-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print and other media texts. **8-2.2.3** - Identify and compare ideas, points of view, and bias, in and across texts. **8-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry. **8-3.1.2** - Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry. **8-3.2.1** - Identify relevant primary and secondary sources to answer inquiry or research questions. **8-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources. **8-3.3.3** - Explain relevance, importance, perspectives, and gaps in information within and across sources.
Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Career Awareness: Concept Development** - self discovery; quality of life.

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Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	**8-1.1.1** - Listen critically and discuss the differences in interpretations and understandings. **8-1.2.1** - Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise understandings. **8-1.2.2** - Summarize, explain, and represent personal viewpoints in clear and purposeful ways. **8-2.1.1** - Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media). **8-2.1.2** - Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understandings of texts (oral, print, and other media). **8-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print and other media texts. **8-2.2.3** - Identify and compare ideas, points of view, and bias, in and across texts. **8-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry. **8-3.1.2** - Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry. **8-3.2.1** - Identify relevant primary and secondary sources to answer inquiry or research questions. **8-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources. **8-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **8-3.3.3** - Explain relevance, importance, perspectives, and gaps in information within and across sources.
Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	
Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	**Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **Career Awareness: Concept Development** - self discovery; quality of life. **8-1.1.1** - Listen critically and discuss the differences in interpretations and understandings. **8-1.2.2** - Summarize, explain, and represent personal viewpoints in clear and purposeful ways. **8-3.1.2** - Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry. **8-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources. **8-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **8-4.2.2** - Revise ideas and organizational structures to meet criteria. **8-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **8-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **8-5.1.3** - Evaluate the quality of personal contributions to group processes, and set goals and plans for development. **8-5.2.1** - Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others. **8-5.2.2** - Identify and describe social issues related to diversity.

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Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	**Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **Career Awareness: Concept Development** - self discovery; quality of life. **8-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **8-5.2.2** - Identify and describe social issues related to diversity.
Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	**Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence.
Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Career Awareness: Concept Development** - self discovery; quality of life.
Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **8-1.2.2** - Summarize, explain, and represent personal viewpoints in clear and purposeful ways. **8-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print and other media texts. **8-2.2.3** - Identify and compare ideas, points of view, and bias, in and across texts. **8-3.2.1** - Identify relevant primary and secondary sources to answer inquiry or research questions. **8-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources. **8-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **8-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **8-5.1.3** - Evaluate the quality of personal contributions to group processes, and set goals and plans for development. **8-5.2.1** - Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others. **8-5.2.2** - Identify and describe social issues related to diversity.
Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	

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Lesson 14: Relationships	Healthy/unhealthy relationships; self; crush/love; friendship foundation	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **Career Awareness: Concept Development** - self discovery; quality of life. **8-1.1.1** - Listen critically and discuss the differences in interpretations and understandings. **8-1.2.2** - Summarize, explain, and represent personal viewpoints in clear and purposeful ways. **8-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print and other media texts. **8-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **8-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **8-5.1.3** - Evaluate the quality of personal contributions to group processes, and set goals and plans for development. **8-5.2.1** - Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others. **8-5.2.2** - Identify and describe social issues related to diversity.
Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	**Mental Health & Emotional Well-Being** - characteristics of effective working groups; reasons for forming groups; depression; suicide; stress. **Family Life** - family structures change; positive health behaviours related to pregnancy; sexually transmitted diseases; family violence. **Career Awareness: Concept Development** - self discovery; quality of life. **8-1.2.2** - Summarize, explain, and represent personal viewpoints in clear and purposeful ways. **8-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print and other media texts. **8-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources. **8-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **8-4.2.2** - Revise ideas and organizational structures to meet criteria. **8-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **8-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **8-5.1.3** - Evaluate the quality of personal contributions to group processes, and set goals and plans for development. **8-5.2.1** - Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others. **8-5.2.2** - Identify and describe social issues related to diversity. **8-5.2.3** - Select and use context-appropriate language and form to participate in public events or traditions.

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Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: 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.	**Mental Health & Emotional Well-Being** - future career choices; job seeking; assessment of personal lifestyles; personal plan to improve lifestyle. **Family Life** - sex-role stereotyping; support systems for families; positive lifestyle practices related to family life; constructive relationships. **9-1.2.2** - Review and refine personal viewpoints through reflection, feedback, and self-assessment. **9-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose for focus for own and group inquiry. **9-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **9-3.3.4** - Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches. **9-5.2.1** - Recognize that differing perspectives and unique reactions enrich understanding. **9-5.2.2** - Identify and describe social issues related to diversity, and recognize that some perspectives may be missing. **Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 2: 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.	**Mental Health & Emotional Well-Being** - future career choices; job seeking; assessment of personal lifestyles; personal plan to improve lifestyle. **9-1.1.3** - Describe, assess, monitor, and reflect on attainment of personal goals. **9-3.1.3** - Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry. **9-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **9-3.3.4** - Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches.

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Lesson 3: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation.	**Mental Health & Emotional Well-Being** - future career choices; job seeking; assessment of personal lifestyles; personal plan to improve lifestyle. **Family Life** - sex-role stereotyping; support systems for families; positive lifestyle practices related to family life; constructive relationships. **9-1.1.3** - Describe, assess, monitor, and reflect on attainment of personal goals. **9-1.2.1** - Structure and restructure ideas and information to extend current understandings, reflect on new understandings, and broaden perspectives of the world. **9-2.1.1** - Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media). **9-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose for focus for own and group inquiry. **9-3.1.2** - Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry. **9-3.1.3** - Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry. **9-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **9-3.3.4** - Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches. **9-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 4: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	

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Lesson 5: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	**9-1.1.1** - Listen critically and integrate others' interpretations and understandings to develop personal understandings. **9-2.1.1** - Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media). **9-2.1.4** - Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts. **9-2.2.2** - Respond to oral, print, and other media texts creatively and critically. **9-2.3.3** - Evaluate effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts. **9-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose for focus for own and group inquiry. **9-3.1.2** - Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry. **9-3.1.3** - Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry. **9-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **9-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **9-5.1.3** - Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development. **9-5.2.1** - Recognize that differing perspectives and unique reactions enrich understanding. **9-5.2.2** - Identify and describe social issues related to diversity, and recognize that some perspectives may be missing. **9-5.2.3** - Select and use context-appropriate language and form to plan and participate in celebrations.
Lesson 6: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	**Mental Health & Emotional Well-Being** - future career choices; job seeking; assessment of personal lifestyles; personal plan to improve lifestyle. **9-1.1.3** - Describe, assess, monitor, and reflect on attainment of personal goals. **9-1.2.1** - Structure and restructure ideas and information to extend current understandings, reflect on new understandings, and broaden perspectives of the world. **9-3.1.3** - Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry. **9-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **9-5.2.2** - Identify and describe social issues related to diversity, and recognize that some perspectives may be missing.

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Lesson 7: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	**9-1.1.1** - Listen critically and integrate others' interpretations and understandings to develop personal understandings. **9-3.1.1** - Identify prior knowledge of, and prior experiences and issues related to, a topic to choose for focus for own and group inquiry. **9-3.1.3** - Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry. **9-5.1.1** - Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups. **9-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation. **9-5.2.1** - Recognize that differing perspectives and unique reactions enrich understanding. **9-5.2.2** - Identify and describe social issues related to diversity, and recognize that some perspectives may be missing.
Lesson 8: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	**9-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives and biases within, sources. **9-3.2.3** - Use text features and reference tools to identify relevant information.
Lesson 9: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	**Mental Health & Emotional Well-Being** - future career choices; job seeking; assessment of personal lifestyles; personal plan to improve lifestyle. **Family Life** - sex-role stereotyping; support systems for families; positive lifestyle practices related to family life; constructive relationships.
Lesson 10: Substance Use & Addiction Awareness	Risks of substances; addictive behaviours.	**Alcohol & Other Drugs** - drugs; alcohol, well-being.
Lesson 11: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	**9-5.1.2** - Adjust listening, viewing, and speaking behaviours according to the situation.
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	**9-3.2.1** - Identify primary and secondary sources to answer inquiry or research questions. **9-3.2.2** - Develop and use criteria to evaluate usefulness and reliability of, and perspectives and biases within, sources. **9-3.3.1** - Organize information and ideas using a variety of strategies and techniques. **9-3.3.4** - Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches. **9-5.2.1** - Recognize that differing perspectives and unique reactions enrich understanding.

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Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	**C10-1** - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. **C10-5** - Develop and apply practices that contribute to teamwork. **C10-6** - Identify and demonstrate positive behaviours that show respect for self and others. **5.1** - Respect others and strengthen community. **5.1.2** - Appreciate diversity of expression, opinion and perspective. **5.2.1** - Cooperate with others, and contribute to group processes. **Communications 10-2 (The Essentials of Working with Others)** - Students will increase self awareness by: discussing and exploring how others perceive them in relation to how they perceive themselves. **Communications 10-3 (The Essentials of Working with Others)** - Students will examine through the use of media the factors that affect inclusive, respectful communication by: observing, discussing and reflecting on non-verbal communication, specifically body language. **Communications 10-4 (The Essentials of Working with Others)** - Students will compare the impact of attitudes on communication by: identifying related vocabulary; creating, discussing and role playing positive and negative attitudes from media-derived images. **Communications 10-9 (The Essentials of Working with Others)** - Students will identify cultural and social factors related to working with others by: identifying and describing the principles of Inuit Qaujimajatuqangit in a variety of texts and contexts. **Communications 10-10 (The Essentials of Working with Others)** - Students will apply skills of working with others by: participating in summative, collaborative tasks using media technology. **Communications 10-2 (Oral Communication Essentials)** - Students will gather information using various forms of media by: interviewing others using listening and 'good questions' strategies.
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.	**Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives. **C10-6** - Identify and demonstrate positive behaviours that show respect for self and others.
Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	**C10-6** - Identify and demonstrate positive behaviours that show respect for self and others.
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	**C10-6** - Identify and demonstrate positive behaviours that show respect for self and others.

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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.	**C10-6** - Identify and demonstrate positive behaviours that show respect for self and others.
Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	**C10-1** - Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity. **C10-5** - Develop and apply practices that contribute to teamwork. **5.1** - Respect others and strengthen community. **5.1.2** - Appreciate diversity of expression, opinion and perspective. **5.2.1** - Cooperate with others, and contribute to group processes. **Communications 10-3 (The Essentials of Working with Others)** - Students will examine through the use of media the factors that affect inclusive, respectful communication by: observing, discussing and reflecting on non-verbal communication, specifically body language. **Communications 10-4 (The Essentials of Working with Others)** - Students will compare the impact of attitudes on communication by: identifying related vocabulary; creating, discussing and role playing positive and negative attitudes from media-derived images. **Communications 10-10 (The Essentials of Working with Others)** - Students will apply skills of working with others by: participating in summative, collaborative tasks using media technology. **Communications 10-2 (Oral Communication Essentials)** - Students will gather information using various forms of media by: interviewing others using listening and 'good questions' strategies.
Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	**B10-4** - Acknowledge and analyze the media and peer influences on body image. **Communications 10-3 (The Essentials of Working with Others)** - Students will examine through the use of media the factors that affect inclusive, respectful communication by: observing, discussing and reflecting on non-verbal communication, specifically body language. **Communications 10-4 (The Essentials of Working with Others)** - Students will compare the impact of attitudes on communication by: identifying related vocabulary; creating, discussing and role playing positive and negative attitudes from media-derived images. **Communications 10-10 (The Essentials of Working with Others)** - Students will apply skills of working with others by: participating in summative, collaborative tasks using media technology. **Communications 10-2 (Oral Communication Essentials)** - Students will gather information using various forms of media by: interviewing others using listening and 'good questions' strategies.
Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	**C10-6** - Identify and demonstrate positive behaviours that show respect for self and others.
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..	**B10-5** - Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity.

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Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	
Lesson 11: Local Mental Health Resources	Explore local mental health resources.	**5.1** - Respect others and strengthen community.

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Grade 11 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	**5.1** - Respect others and strengthen community. **5.1.2** - Appreciate diversity of expression, opinion and perspective. **5.2.1** - Cooperate with others, and contribute to group processes. **Communications 11-1 (The Essentials of Working with Others)** - The students will identify the interpersonal skills required to work successfully with others by: completing a problem-solving task with a small group of classmates. **Communications 11-3 (The Essentials of Working with Others)** - Students will examine the factors that affect inclusive, respectful communication by: evaluating and enacting helpful body language that invites listening and speaking. **Communications 11-4 (The Essentials of Working with Others)** - Students will compare the impact of positive and negative attitudes by: experiencing, reflecting on and discussing the contagious nature of attitudes. **Communications 11-4 (The Essentials of Working with Others)** - Students will identify cultural and social factors related to working with others by: reflecting on outcomes related to cultural and social misunderstandings; synthesizing information and creating an alternative point of view. **Communications 11-9 (The Essentials of Working with Others)** - Students will examine personal responsibility in a group setting by: engaging in team-building activities that contribute to group monitoring and evaluation; analyzing the Working with Others skill component of northern occupations. **Communications 11-10 (The Essentials of Working with Others)** - Students will apply their skills of working with others by: participating in and completing a group decision making process (Coloured Hats).
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	**Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	**Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	

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Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	**Communications 11-7 (The Essentials of Working with Others)** - Students will explore the role of communication in conflict situations by: outlining the use of effective communication to deal with conflict; using tactful language for clarity in communication. **Communications 11-4 (The Essentials of Working with Others)** - Students will identify cultural and social factors related to working with others by: reflecting on outcomes related to cultural and social misunderstandings; synthesizing information and creating an alternative point of view.
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.	**Communications 11-2 (The Essentials of Working with Others)** - Students will increase self awareness by: exploring social media for examples of personal presentation; identifying and reporting on the factors contributing to image. **Communications 11-3 (The Essentials of Working with Others)** - Students will examine the factors that affect inclusive, respectful communication by: evaluating and enacting helpful body language that invites listening and speaking. **Communications 11-4 (The Essentials of Working with Others)** - Students will identify cultural and social factors related to working with others by: reflecting on outcomes related to cultural and social misunderstandings; synthesizing information and creating an alternative point of view.
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.	
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.	
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.	
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.	**Communications 11-7 (The Essentials of Working with Others)** - Students will explore the role of communication in conflict situations by: outlining the use of effective communication to deal with conflict; using tactful language for clarity in communication. **Communications 11-4 (The Essentials of Working with Others)** - Students will identify cultural and social factors related to working with others by: reflecting on outcomes related to cultural and social misunderstandings; synthesizing information and creating an alternative point of view.

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Lesson 11: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	

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Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Nunavut Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	**5.1** - Respect others and strengthen community. **5.1.2** - Appreciate diversity of expression, opinion and perspective. **5.2.1** - Cooperate with others, and contribute to group processes. **Communications 12-9 (The Essentials of Working with Others)** - Students will explore and analyze issues of diversity by: examining assumptions and expectations based on appearance and gender; applying the principle of *tunnganarniq* (being welcoming and inclusive); developing an anti-racism video.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	**Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build realistic schedules that align with personal wellness goals.	**Physical Education Goal 5** - The physical education program will assist the student to develop positive personal attributes. **Physical Education Goal 6** - The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.
Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	**5.1** - Respect others and strengthen community. **5.1.2** - Appreciate diversity of expression, opinion and perspective. **5.2.1** - Cooperate with others, and contribute to group processes.
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.	

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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.	**Communications 12-2 (The Essentials of Working with Others)** - Students will increase self awareness by: developing an inventory of their interpersonal skills and assessing their strongest and weakest skills.
Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	
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.	
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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