

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





Table of Contents

Kindergarten Curriculum Alignment with Project 11.....	3
Grade 1 Curriculum Alignment with Project 11.....	8
Grade 2 Curriculum Alignment with Project 11.....	18
Grade 3 Curriculum Alignment with Project 11.....	23
Grade 4 Curriculum Alignment with Project 11.....	28
Grade 5 Curriculum Alignment with Project 11.....	33
Grade 6 Curriculum Alignment with Project 11.....	38
Grade 7 Curriculum Alignment with Project 11.....	44
Grade 8 Curriculum Alignment with Project 11.....	51
Grade 9 Curriculum Alignment with Project 11.....	56
Grade 10 Curriculum Alignment with Project 11.....	59
Grade 11 Curriculum Alignment with Project 11.....	61
Grade 12 Curriculum Alignment with Project 11.....	63

PROJECT 11





Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom. DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 - Examine ways of managing tasks and resources in families and schools.
Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.3 - Explore that who I am includes more than my physical self. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom.
Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.



Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 - Examine ways of managing tasks and resources in families and schools.
Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 - Examine ways of managing tasks and resources in families and schools.
Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.



Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.
Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.
Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 - Examine ways of managing tasks and resources in families and schools.



Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom. DRK.2 - Explore examples of promises made through actions and words, and why it is important to keep promises. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 - Examine ways of managing tasks and resources in families and schools.
Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.3 - Explore that who I am includes more than my physical self. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom.
Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”. APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”. INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. PAK.1 - Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.



Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self". APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self". INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. INK.2 - Describe the diversity of groups represented in the classroom.
Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self". APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self". INK.1 - Demonstrate an understanding of similarities and differences among individuals in the classroom. PAK.2 - Recognize situations in which disagreement may be a part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.
Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment. USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). USCK.3 - Explore that who I am includes more than my physical self. DMK.1 - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self". APK.1 - Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".



Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.1 - Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing.
Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.1 - Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing.

Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. SE1.1 - Investigate characteristics of the five traditional external senses in humans and animals. SE1.2 - Explore how humans use their senses to interact with their environment. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony.
Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. SE1.1 - Investigate characteristics of the five traditional external senses in humans and animals. SE1.2 - Explore how humans use their senses to interact with their environment. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony.

Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony.
Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. SE1.1 - Investigate characteristics of the five traditional external senses in humans and animals SE1.2 - Explore how humans use their senses to interact with their environment. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing.

Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.1 - Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. IN1.3 - Assess ways in which relationships help to meet human needs. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
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Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.3 - Assess ways in which relationships help to meet human needs. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing. RWK.1 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
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Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.3 - Assess ways in which relationships help to meet human needs. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
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Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.1 - Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. IN1.2 - Discuss cultural diversity in the family and classroom, including exploration of similarities and differences. IN1.3 - Assess ways in which relationships help to meet human needs. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
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Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. IN1.1 - Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. IN1.3 - Assess ways in which relationships help to meet human needs. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. RWK.1 - Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal wellbeing. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
Lesson 12: Giraffes Can’t Dance	Perseverance; encouragement; believing in yourself	USC1.1 - Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony.



Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.
Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	USC1.2 - Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy. USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. DR1.1 - Relate family events and stories of the recent or distant past to the student’s place in present day family life. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. PA1.2 - Analyze the causes of disharmony and ways of returning to harmony. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.



Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	USC1.3 - Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school. USC1.5 - Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment. DM1.1 - Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. AP1.1 - Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self. PA1.1 - Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. RWK.2 - Discuss ways in which work may be managed and distributed in families, schools, and groups.
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Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.6 - Examine how communities benefit from the diversity of their individual community members. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.
Lesson 2: Courage	Courage; confidence; asking for and offering support	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.
Lesson 3: Encouragement	Positive words; motivation; supporting peers	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.6 - Examine how communities benefit from the diversity of their individual community members. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.



Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.6 - Examine how communities benefit from the diversity of their individual community members. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.
Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.
Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.



Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.6 - Examine how communities benefit from the diversity of their individual community members.
Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members.
Lesson 9: Growth Mindset	Growth mindset; mistakes; goal setting; perseverance	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.



Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members.
Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members.
Lesson 12: Sorry	Sincere apologies; repairing harm; communication	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.
Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members.

Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.4 - Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members. DM2.1 - Demonstrated how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity. AP2.1 - Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.
Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	USC2.1 - Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. USC2.2 - Determine how healthy snacking practices influence personal growth. USC2.3 - Develop an understanding of how health may be affected by illness and disease. USC2.5 - Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks. USC2.6 - Examine how communities benefit from the diversity of their individual community members.

Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

Lesson 4: Gossip	Power of words; rumours; responsible communication	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.
Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.
Lesson 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.

Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. USC3.6 - Distinguish between examples of real violence and fictional violence and determine the influence of both on health and well-being. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 10: People Search	Visibility; belonging; getting to know classmates; inclusion	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.

Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. USC3.2 - Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it. USC3.3 - Determine how the misuse of helpful and the use of harmful substances affect the health of self and others. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.
Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. USC3.2 - Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.
Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.

Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	USC3.2 - Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.
Lesson 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	USC3.4 - Understanding what it means to contribute to the health of self, family and home. USC3.5 - Evaluate safe behaviours/practices to increase the safety of self and others while at home. DM3.1 - Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. AP3.1 - Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence. PA3.2 - Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions and assess various means of conflict resolution.



Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence. USC4.2 - Illustrate how both traditional healing (including First Nations and Metis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes). USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence. USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	USC4.2 - Illustrate how both traditional healing (including First Nations and Metis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes). USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	USC4.2 - Illustrate how both traditional healing (including First Nations and Metis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes). USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.



Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 9: Empathy	Empathy; recognizing feelings; supporting others	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 10: Trouble Talk	Gossip; rumours; hurtful words; respectful communication	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 11: Reporting vs. Tattling	Reporting; tattling; safety; responsible communication	USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations. DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Lesson 12: Mindfulness	Mindful breathing; body scan; gratitude; self-regulation	USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence. USC4.2 - Illustrate how both traditional healing (including First Nations and Metis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes). USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 13: Working With Others	Cooperation; communication; group work; collaboration	USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
Lesson 14: Stress	Stress awareness; stress responses; coping strategies	USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence. USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Lesson 15: Goal Setting	SMART goals; wishes vs. goals; action steps; personal growth	USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence. USC4.2 - Illustrate how both traditional healing (including First Nations and Metis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes). USC4.6 - Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising). DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. AP4.1 - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
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Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy relationships	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 3: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.



Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	USC5.1 - Analyze personal eating practices. USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Lesson 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	USC5.1 - Analyze personal eating practices. USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	USC5.1 - Analyze personal eating practices. USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. AP5.1 - Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.



Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.4 - Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty. USC5.3 - Analyze how infectious diseases and non-infectious illnesses/diseases challenge holistic well-being. USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community. USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions. DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.



Grade 6 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted.
Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted.
Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community. USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted.



Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.



Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.



Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.5 - Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.



Lesson 12: Support Networks	Support systems; community connections; helping others	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives. USC6.3 - Demonstrate an understanding of how non-curable and serious but treatable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health and the identities of self, family, and community. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.



Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making. USC6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives. USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. USC6.7 - Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted. DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. AP6.10 - Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.



Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Mental Wellness	Mental wellness; physical and mental supports; help-seeking	USC7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 2: Win-Win	Win-win thinking; conflict outcomes; problem solving	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Lesson 3: Attitudes and Behaviours	Positive attitudes; reframing negative thoughts; uniqueness	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.3 - Commit to personal safety practices while acquiring basic first aid knowledge and skills. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 4: Anger	Anger management; calming strategies; self-regulation	USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Lesson 5: Obstacles	Obstacles; problem-solving; overcoming challenges	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 6: Mental and Physical Fitness	Mental health stigma; compassion; mental and physical wellness	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 7: Use and Abuse	Substance use and abuse; addiction; safe medication use	USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure.

Lesson 8: Personal Goal Setting	Long-term goals; SMART goals; self-monitoring	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 9: Problem Solving	Accept/ignore/make a change; problem-solving choices	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.3 - Commit to personal safety practices while acquiring basic first aid knowledge and skills. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Lesson 10: Decisions That Affect Our Future	Serious decisions; consequences; decision-making reflection	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.3 - Commit to personal safety practices while acquiring basic first aid knowledge and skills. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 11: Compliments	Meaningful compliments; positive peer support; self-worth	USC7.3 - Commit to personal safety practices while acquiring basic first aid knowledge and skills. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure.

Lesson 12: Healthy Communication	Passive, aggressive, and assertive communication	USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 13: Mental Skills	Mental skills; calm breathing; mindfulness	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Lesson 14: Reciprocal Relationships	Support networks; reciprocal friendships; emotional support	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.2 - Examine critically and use purposefully blood-borne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or coinfection. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
Lesson 15: Social Factors	Media/social influences; positive and negative influences on teens	USC7.1 - Establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control. USC7.4 - Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships, and apply effective strategies to re/establish harmony when conflict arises. USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure. USC7.7 - Investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the commitment to the well-being of self, family, community, and the environment. DM7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. DM7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. AP7.10 - Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.



Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.9 - Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.



Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.
Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.3 - Investigate and analyze the impact of in/formal supports and services. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.



Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.



Lesson 14: Relationships	Healthy/unhealthy relationships; self; crush/love; friendship foundation	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.
Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	USC8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours. USC8.2 - Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. USC8.3 - Investigate and analyze the impact of in/formal supports and services. USC8.4 - Demonstrate an understanding of the impact of violence on the well-being of and the supports needed for self, family, and community. USC8.5 - Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. USC8.7 - Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. DM8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. DM8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. AP8.10 - Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.



Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	USC9.1 - Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making. USC9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.
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.	DM9.10 - Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health. DM9.11 - Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health. AP9.12 - Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.
Lesson 3: Time Management	Effective time management; prioritizing tasks and responsibilities through weekly schedules and learning to balance competing demands to achieve a healthier more balanced lifestyle.	DM9.10 - Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health. DM9.11 - Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health. AP9.12 - Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.
Lesson 4: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. DM9.11 - Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.

Lesson 5: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	USC9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. USC9.3 - Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them. USC9.4 - Analyze the norms and expectations associated with romantic relationships as a means to effectively plan for related health promotion. USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. USC9.8 - Assess the ways self, family, and community facilitate healthy living for people with chronic illness. USC9.9 - Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.
Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies. Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	USC9.4 - Analyze the norms and expectations associated with romantic relationships as a means to effectively plan for related health promotion. USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. USC9.8 - Assess the ways self, family, and community facilitate healthy living for people with chronic illness.
Lesson 7: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	USC9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. USC9.3 - Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them. USC9.4 - Analyze the norms and expectations associated with romantic relationships as a means to effectively plan for related health promotion. USC9.6 - Analyze the health, economic, and social supports and challenges of addictions on self, family, community, and the environment. USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. USC9.9 - Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.

Lesson 8: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	USC9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. USC9.4 - Analyze the norms and expectations associated with romantic relationships as a means to effectively plan for related health promotion. USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. DM9.11 - Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, noncurable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.
Lesson 9: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	USC9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues. USC9.8 - Assess the ways self, family, and community facilitate healthy living for people with chronic illness.
Lesson 10: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	USC9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. USC9.6 - Analyze the health, economic, and social supports and challenges of addictions on self, family, community, and the environment. USC9.9 - Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.
Lesson 11: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	
Lesson 12: Substance Use & Addictions Awareness	Risks of substances; addictive behaviours.	
Lesson 13: Local Mental Health Resources	Explore local mental health resources.	

Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W3 - Plan for and engage in movement activity to increase confidence, competence, and sustainability in self-selected individual and/or partner movement activities from each of the following categories: Body Management activities, Alternative Environment Activities, Target games and net/wall games. W4 - Assess the impact of mental health on overall well-being of self, family, and community. W8 - Assess how relationships influence all dimensions of wellness. W9 - Assess challenges related to community well-being and take action to address these challenges. W12 - Investigate the connection to and importance of spirituality on wellness.
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.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W4 - Assess the impact of mental health on overall well-being of self, family, and community. W8 - Assess how relationships influence all dimensions of wellness. W12 - Investigate the connection to and importance of spirituality on wellness.
Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W2 - Assess, through participation in service-learning opportunities and other means, how service learning enhances the well-being of the volunteer and to the individual or organization/community. W3 - Plan for and engage in movement activity to increase confidence, competence, and sustainability in self-selected individual and/or partner movement activities from each of the following categories: Body Management activities, Alternative Environment Activities, Target games and net/wall games. W4 - Assess the impact of mental health on overall well-being of self, family, and community. W8 - Assess how relationships influence all dimensions of wellness. W9 - Assess challenges related to community well-being and take action to address these challenges. W12 - Investigate the connection to and importance of spirituality on wellness.
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W8 - Assess how relationships influence all dimensions of wellness.
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.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W8 - Assess how relationships influence all dimensions of wellness.

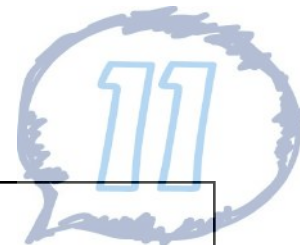


Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W8 - Assess how relationships influence all dimensions of wellness.
Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness.
Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W8 - Assess how relationships influence all dimensions of wellness.
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..	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness.
Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness. W4 - Assess the impact of mental health on overall well-being of self, family, and community. W9 - Assess challenges related to community well-being and take action to address these challenges.
Lesson 11: Local Mental Health Resources	Explore local mental health resources.	W1 - Evaluate one's understandings of wellness while participating in various learning opportunities that balance the dimensions of wellness.



Grade 11 Curriculum Alignment with Project 11

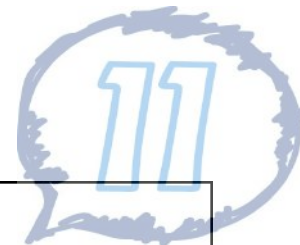
P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	P20.6 - Assess impacts of individual behaviour on relationships and society.
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	P20.7 - Investigate connections between mental health and personal environment in relation to holistic development and behaviour.
Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	P20.7 - Investigate connections between mental health and personal environment in relation to holistic development and behaviour. PE20.10 - Personal Mental Health- Investigate the benefits of physical activity on mental health.
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.	P20.7 - Investigate connections between mental health and personal environment in relation to holistic development and behaviour.
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.	P20.7 - Investigate connections between mental health and personal environment in relation to holistic development and behaviour.
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.	P20.6 - Assess impacts of individual behaviour on relationships and society. MS20.6 - Analyze the influence and impact of social media on individuals and society.



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.	P20.6 - Assess impacts of individual behaviour on relationships and society. P20.9 - Investigate contemporary social psychology issues.
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.	P20.6 - Assess impacts of individual behaviour on relationships and society. P20.7 - Investigate connections between mental health and personal environment in relation to holistic development and behaviour.
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.	

Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Saskatchewan Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build realistic schedules that align with personal wellness goals.	
Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	P30.6 - Investigate ways in which biological influences affect thoughts, feelings and emotions in relation to development. P30.9 - Investigate various sociocultural factors that influence adulthood. PE30.7 - Nutrition – Analyze the role of nutritional choices to support participation in self-selected physical activities.
Lesson 5: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	
Lesson 6: Responsible Digital Media Use	Responsible digital media choices and their role in wellness; reflect on personal digital media habits; develop strategies with digital media.	
Lesson 7: Sense of Self	Discover identity development over time; reflect on family and community influences on identity development; core values and beliefs; learn how to build connections that support your authentic self.	P30.5 - Investigate factors that influence development of the four dimensions from adolescence to early adulthood. P30.9 - Investigate various sociocultural factors that influence adulthood.



Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	P30.9 - Investigate various sociocultural factors that influence adulthood.
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.	P30.5 - Investigate factors that influence development of the four dimensions from adolescence to early adulthood. P30.9 - Investigate various sociocultural factors that influence adulthood.
Lesson 10: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	P30.11 - Design and carry out a detailed exploration of one or more topics of personal interest relevant to Psychology 30 using an ethical perspective.
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.	