

Starting the Conversations[©]

Creating Space to Develop Health
Communication Skills in the Classroom

Grades 4-9 Lesson Plans



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Introduction: Starting the Conversations

Grades 4-9 Lessons

This resource, *Starting the Conversations®: Creating Space to Develop Health Communication Skills in the Classroom, Grades 4-9 Lesson Plans*, has been created for Saskatchewan educators to use with students when discussing topics related to health, support, and substance use. Each module contains lessons to use in your classroom, including module rationale, curricular outcomes, key understandings, materials for activities and handouts, links to further information, and assessment rubrics.

Why Begin These Discussions in Grade 4?

Grade 4 may seem like an early grade to discuss issues related to health behaviours, developing support systems, alcohol use, and alcohol-related harm. However, discussing topics such as self-esteem, healthy relationships, gender identity, seeking support, peer pressure, and healthy communication builds a strong foundation of healthy skills that will be used as children age.

Parental Permission

All lessons in this resource follow the Saskatchewan Curriculum. However, some of the topics presented may still be sensitive for some families. Parents should be aware of the content being covered in each unit so they can have the opportunity to continue conversations with their children.

An informed consent form can be found in [Appendix A](#). Please add outcomes that are specific to the module you are using.

Young Canadians and Alcohol Use

The Saskatchewan Alliance for Youth and Community Well-Being (SAYCW) survey, completed by over 10,000 students across Saskatchewan in 2019, provides a picture of the experiences of youth in Saskatchewan. The responses indicate that both drinking in the past month and binge drinking increased between grades 7 and 12. More specifically, 8% of grade 7 students reported drinking in the last month compared to 55% of grade 12 students; 6% of grade 7 students reported binge drinking compared to 30% of grade 12 students (SAYCW, 2019). Youth from smaller cities were nearly 50% more likely to report ever drinking than youth from large cities (SAYCW, 2019). In addition, informal feedback from youth in the province indicates that some began drinking or sampling alcohol as early as grade 3.

Early alcohol use is associated with an increased likelihood of regular, heavy use of alcohol, developing alcohol dependence, and physical and social problems in young adulthood (CCSA, 2007). Since brains continue to develop into young adulthood, beginning regular, heavy alcohol use in youth can interfere with brain development and cause memory loss and other cognitive deficits (CCSA, 2007; Paradis et al., 2022). In addition, drinking before skills such as coping strategies and forward planning are developed, combined with the fact that some youth are prone to thrill-seeking, can result in risky behaviours that can be harmful to health and safety (Young et al., 2011).

Drinking alcohol can have a wide range of physical and mental health impacts, as well as social and legal consequences. Some potential impacts of drinking alcohol, particularly heavy use, or binge drinking, include:

- poor decision-making
- unwanted and unprotected sexual experiences, including sexual assault, sexually transmitted infections
- alcohol poisoning
- physical injury
- motor vehicle collisions
- suicide
- aggressive or violent behaviour and increased severity of violence
- lower respiratory infections
- gastrointestinal inflammation
- cancers
- cardiovascular disease and death

(Butt et al., 2007; CCSA, 2007; Cochrane Canada, 2022; Paradis et al., 2022)

Development

Saskatchewan Prevention Institute

Founded in 1980, the Saskatchewan Prevention Institute (Prevention Institute) works to reduce the occurrence of disabling conditions in children. By taking a holistic view of health, the Prevention Institute focuses on children's physical, mental, emotional, and social well-being, as well as their health before they are born (prenatal health).

Youth Action for Prevention Program

The Youth Action for Prevention (YAP) Program at the Prevention Institute focuses on the upstream prevention of Fetal Alcohol Spectrum Disorder (FASD) by engaging Saskatchewan youth to focus on alcohol-related harms. Through the YAP Program, youth are supported to foster positive change in their communities by developing personal leadership and communication skills. These skills are used to lead, create, and participate in community, regional, or provincial projects that build awareness of alcohol-related harms, sexual and reproductive health, and related topics, such as mental health, and the promotion of healthy behaviours. Youth also have opportunities to explore how individual health and well-being are tied to community health and well-being.

Youth Engagement: Opening the Door to Difficult Conversations® Toolkit

This resource was adapted from the Prevention Institute's *Youth Engagement: Opening the Door to Difficult Conversations Toolkit®*, *At-Risk to Resilient Toolkit®*, *The Way Forward Toolkit®*, and *Just for Us Toolkit®*. Each toolkit contains activities designed to help young people reflect on their health, the behaviours and conditions that influence their health, the pressures that they may face, and the importance of seeking help.

The original toolkits were designed for use within the school system. Evaluations conducted with adult allies and young people during the development of the *At-Risk to Resilient®* toolkit showed that the use of toolkit activities is a promising practice to transfer knowledge and change health behaviours in youth. Data collected from youth indicated that participation in the included activities was effective at removing the stigma about asking for help as a sign of weakness, helping them feel more comfortable to connect with adults to get support.

Developing the Lesson Plans

The original toolkits were developed for use with youth ages 13-18. However, taking into consideration the development of health, communication, and social skills related to healthy behaviours in adolescence, a decision was made to develop lessons for an audience of children ages 8-13. It is during these years that the foundations for health are set.

Engaging Students

Building Capacity Through Genuine Engagement

This resource, *Starting the Conversations Grades 4-12 Lesson Plans*®, is based on a model of engagement. This approach is different from traditional lecture formats.

Student engagement requires the use of capacity-building and peer education approaches. Students are given the opportunity to experience student-adult partnerships that are equal, without bias, open-minded, judgment free, and where power and roles are shared.

Khanna & McCart (2007) state that engaged students are those who:

- participate in the activity [lesson].
- help lead or organize the activity [lesson].
- talk to their peers about the activity [lesson] and/or what they have learned.

It is important to note that not all students are engaged in the same way or to the same extent. One student may attend and participate by paying close attention to the things that are going on and listening to what others say without necessarily saying anything themselves, while another young person may lead the group and help organize activities. It is important for students to connect to activities [lessons] and find meaning in ways that are comfortable for them (Khanna & McCart, 2007).

Facilitating Student Engagement

An important role in being an adult ally is to help reduce barriers and challenges to students being engaged. For example, it is important to avoid taking control of exercises to have them done “right” or more quickly. Student engagement approaches challenge us to share power with young people and not control activities as well as think about what you can learn from young people, and not just what you can teach them (Khanna & McCart, 2007).

While facilitating these lessons, it is important that you meet students as equals and do not portray yourself as an expert. You are a resource for the students as they address their needs and issues. If you do not know the answer to a question, tell the group that you will find out for them or bring a speaker in with more expertise in this area to help expand their knowledge. It is okay to admit that you do not know something. This is better than providing possible misinformation.

The Role of the Facilitator

When using the lessons in this resource, it is important to take on the role of a facilitator.

Facilitators play a vital role in creating a positive group dynamic by doing the following:

- Listening without interrupting.
- Being honest and authentic.
- Helping the group dig deeper and get more serious, but also helping the group lighten up and have fun when needed.
- Helping to create opportunities for everyone to participate.
- Asking questions and probing for opinions.

- Answering questions and sharing their own opinions if students ask.
- Helping students to articulate their thoughts; offering to summarize; and checking responses or questions for accuracy.
- Working to summarize conversations and opinions for common understanding.
- Refraining from lecturing and remaining mindful that they are there to serve the students.
- Maintaining a group space that is safer and focused on learning and growth.
- Learning alongside students.
- Encouraging students to be authentic with their responses, instead of saying things that they think will please facilitators.
- Knowing the group participants and understanding their unique needs.
- Using language that is inclusive (i.e., gender-neutral language), and not assuming aspects of a person's identity.
- Recognizing that people come from many different backgrounds and a variety of lived experiences.
- Understanding that attitudes and behaviours come from the conditions that surround students and may not represent who the students really are, or who they want to be.
- Encouraging people to share their thoughts and opinions, and regularly acknowledging participation with positive feedback.
- Being mindful of their own lived experience and privilege, and how that can influence their perspective.

Creating a Safe and Positive Group Environment

Good facilitation, combined with engaging activities, are key to creating effective and safe places for students to share information, learn, and engage with one another and the topic. Creating a positive group environment can take some time.

Sharing Circles

Sharing circles provide a safe place for students to share their thoughts. They encourage us to identify and express our ideas. They also teach us how to listen respectfully. All members of the circle have a voice and can openly speak their minds without judgment. Students listen with open hearts and not criticizing minds.

Community (Classroom) Standards

Youth groups are unique spaces where there can be freedom not typical in conventional classrooms. Youth and facilitators work together to create community standards. These standards are established to guide the group on how they are going to work together and function as a small community. These are not rules imposed by the facilitator; rather they are standards suggested by and agreed upon by the group. It is important when doing this work, to have classroom standards as well, and in fact, the classroom is the community for these lessons.

What ends up on a list of community standards is up to the group. To help youth build their list, it often helps to ask the question: What do you need to have in place to make you feel comfortable in this group? A very long list may be impractical, so be mindful of how exhaustive the list becomes.

Some examples are listed below.

- Only one person speaks at a time. Everyone’s voice is important.
- A respectful atmosphere. We may have different opinions, but we don’t judge each other. We listen and hear each other’s thoughts and views to better understand one another.
- No cell phones. Youth may decide to have cell phones placed in a basket at the front of the room to keep themselves from getting distracted, or cell phones placed on ‘silent’ mode.
- Confidentiality. We will often say “what’s said in the circle stays in the circle,” because that allows the group to have deeper conversations without worrying that personal stories will be shared with others. Youth may share a session topic with people outside of the group, but not any personal stories that were told. There is a qualification to this community standard in a school-based session (and other settings). If a teacher/facilitator hears something from youth that leads the teacher to believe that harm could come to the youth or others, it is imperative that the teacher intervenes in the appropriate manner using the procedures set out by the legal [Duty to Report](#).
- Be able to leave the room without permission, if needed.
- Don’t take all the “airtime”. In other words, remember that your comfort in talking may inhibit others in the circle from participating.
- Never say, “You’re too old to understand this,” or “You’re too young to understand this.”
- Youth can articulate their thoughts and opinions in a way that is comfortable and authentic for them. Their language will not be censored, but everyone should still be mindful of their choice of words.
- You are not obligated to contribute to a conversation, but please stay and listen.

Community/classroom standards will help build trust and safety in the group. Once the list is complete, ask everyone in the circle to commit to the standards. Check in regularly with the group to see how everyone is doing in meeting the standards. The community/classroom standards are dynamic and can be revisited and revised at any time.

Icebreakers

Icebreakers that are fun and build familiarity can help students to feel safer in the group and be more willing to interact in the lessons. There are examples of icebreakers that help build positive spaces in [Appendix D](#). You will note that certain icebreakers have subject matter that pertains to certain modules.

Providing Closure

At the end of each lesson make space and time to do a check out. There are many ways that this can be done. Some suggestions include having students journal about how they are feeling or going around the circle and checking in with each student.

Exit slips can also help students to integrate what they have heard and learned, and think about how they are feeling. The answers to these questions can remain private or can be handed in. These can provide some insight into when a student may need you to check in on them. A template exit slip can be found in [Appendix C](#).

Limits to Confidentiality

As an educator, it is important to be aware of your limits of confidentiality. If you believe that a student is, or has been at-risk of being harmed by someone, you are responsible for reporting this to social services. For more information about your Duty to Report, go to [Duty To Report \(saskatchewan.ca\)](https://www.saskatchewan.ca)

Inclusion

Self Reflection

By virtue of your role, you are in a position of power. Your education, culture, ethnicity, religion, marital status, and gender can impact your students' perception of your real or perceived power and the privileges that come with this status. It is important to think about how this position can impact your reactions to students and their reactions toward you.

It is equally important to spend some time considering your own thoughts, values, and beliefs regarding topics and issues related to inclusion. These are shaped by our experiences, our individualism, and the society and communities of which we are a part. We are not, by nature, unbiased, but we can take the time to understand our biases, examine them, and mitigate their impact on our work and interactions with students.

Culture

Culture can play an important role in students' health. While culture can feel hard to define as it is a part of everyday life, it includes everything from customs, social institutions, language, art, song, storytelling, food, and clothing, as well as how individuals in a community interact with others, such as children, youth, adults, and elders (Fletcher, 2022). Cultural beliefs can shape dynamics between students and adults, and the pathways for support and guidance.

Take the time to learn about students' cultures and connection to supports and cultural engagement opportunities in communities and across Saskatchewan. This will help you reference these supports when talking with the youth about continuing, as needed, the conversations you begin with them here through these lessons.

Sexual Identity, Gender Identity, and Gender Expression

Sexual identity, gender identity, and gender expression can be challenging subjects for young people, given the strong societal expectations and messages, stereotypes, and myths surrounding heterosexuality, femininity, and masculinity. Despite this, conversations about these issues are important, especially as youth become more open to and tolerant of exploring sexuality and gender.

As a facilitator, it is important to avoid making assumptions about gender and sexuality. Allow students to have a choice of how, where, what, and when they want to self-disclose their gender or sexual orientation if they want to disclose at all. It is important youth are given the time and space to define these parameters for themselves, with the understanding that self-identification can be fluid and change over time.

Take the time to learn about the various sexual orientations and genders that people may identify as. It is okay to admit that you do not understand and ask for further information. The key is to remain nonjudgmental, calm, and supportive.

Frequently Asked Questions

Appendix B contains several questions that you may have and to which we have provided answers. We understand that you know your classroom best and that you will use and adapt these lessons to have the most positive impact for your students. [Connect here to Frequently Asked Questions.](#)

Modules and Lessons

Module Content

Each module focuses on 1 of 6 topics that are core to this resource, including:

- Module 1: Diversity
- Module 2: Sexual and Gender Diversity
- Module 3: Healthy Relationships
- Module 4: Peer Pressure
- Module 5: Mental Health
- Module 6: Alcohol and Substance Use

Each module provides a rationale, curricular outcomes connected to the module, key understandings, and essential questions.

The content and lessons provided in each module are not exhaustive. Additional resources from the Saskatchewan Prevention Institute, as applicable, have been included in the module description. In some cases, there are additional links from external sources.

Lesson Content

Each lesson provides curricular outcomes, an introduction, details of the lesson (time, materials needed, format, activity instructions, discussion questions, closing exercises), and an assessment rubric. Where needed, handouts are provided immediately following the lesson details. In some cases, activity materials are provided in the appendices. Hyperlinks are included in the lesson outline to these additional materials.

Not all lessons will be appropriate for your class. Please make sure to read over the lesson before deciding to use it in your classroom.

Sexual and Reproductive Health Education

The Saskatchewan Prevention Institute has created downloadable PDFs that connect sexual health topics to the Saskatchewan Ministry of Education Curriculum outcomes. Topics and outcomes are separated into the following categories: 1) Healthy Relationships and Consent; 2) Reproductive Health and Anatomy; 3) Diversity, Identity, Rights, and Values; and 4) Technology and Digital Literacy. Saskatchewan Prevention Institute resources for teachers, students, and parents are included for each topic, along with helpful external resources.

Please click on the following link, <https://skprevention.ca/sexual-health/sexual-health-information-for-educators/>, and scroll down the page to see this information.

Module 1: Diversity

Rationale

According to the Canadian Centre for Diversity and Inclusion (2022), diversity and inclusion are defined as follows:

Diversity is about the individual. It is about the variety of unique dimensions, qualities, and characteristics we all possess, and the mix that occurs in any group of people. Race, ethnicity, age, gender, sexual orientation, religious beliefs, economic status, physical abilities, life experiences, and other perspectives can make up individual diversity. Diversity is a fact, and inclusion is a choice. (pp. 8-9)

Inclusion is creating a culture that embraces, respects, accepts, and values diversity. It is a mindful and equitable effort to meet individual needs, so everyone feels valued, respected, and able to contribute to their fullest potential. (p.11)

Everywhere we look – our world, our country, our province, our community – we can recognize diversity and the value that it brings to us. By embracing diversity, and including diversity in our lives, our lives are enriched. We can learn from others, enjoy different foods, cultures, music, arts, sports, and incorporate components of world views that enrich our own.

Sometimes though, differences may be threatening and fear of being different can lead to minimizing one’s opportunity to learn from others and to isolation of groups or individuals. Biases, stereotypes, prejudice, and other negative attributes occur when we view diversity through a “us vs. them” lens.

In this module, students will discuss how we are diverse from one another, that it is important to celebrate diversity, how diversity can lead to bias and prejudice, and why inclusion is important.

Curricular Outcomes (USC5.4, USC8.2)

Grade 5

USC5.4 (Lessons [1](#), [3](#))

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

Grade 8

USC8.2 (Lessons [1](#), [2](#), [3](#))

Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

Additional Resources

- Canadian Centre for Diversity and Inclusion, <https://ccdi.ca/>
- Human Rights: Rights of the Child, <https://skprevention.ca/yap/human-rights/>
- National Centre on Truth and Reconciliation, <https://nctr.ca/education/>

- SaskCulture, Culture Days, <https://www.saskculture.ca/programs/saskculture-programs/culture-days>
- Saskatchewan Teachers Federation, <https://www.stf.sk.ca/teaching-saskatchewan/inclusion-diversity-and-human-rights>
- United Nations Declaration on the Rights of Indigenous People, <https://www.google.com/search?client=firefox-b-d&q=united+nations+aboriginal+rights+declaration>

Key Understandings

1. We all have similarities and differences with our peers.
2. Understanding and respecting diversity is a very positive thing and can enrich our lives.
3. Not understanding or respecting diversity can lead to bias, racism, and bigotry, among other negative outcomes.

Essential Questions

1. How am I different from my peers?
2. If we are all different from one another, why do some differences cause people to be left out or picked on?
3. How can embracing diversity make my life better?

Module 1: Lesson 1 - What is Diversity?

Introduction

Students will be exposed to diversity throughout their lives. Exposure to diversity in the media, education, cultural events, and the community has been beneficial as many students today are more comfortable exploring the topic of diversity than students were in the past.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Pencils
- [Diversity Umbrella Worksheet](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Small groups

Activity

- Ask the class what diversity means to them.
- Brainstorm ways that we are diverse.
 - Race
 - Age
 - Gender
 - Sexual orientation
 - Ethnicity
 - Social-economic status
 - Education
 - Nationality
 - Religion
 - Generation
 - Ability
- Students will use the umbrella template. In small groups, students will brainstorm and write the ways that they are different from one another, for example, wearing glasses, different religions, different cultures, or being an artist.
- Small groups will share their umbrellas with the class.

Discussion

- Everyone in the class has some ways that they are different from other people, even if it is something as simple as a food they do not like. Why is diversity a good thing?
- What can you do to learn about and celebrate other's diversity?

Check Out (Two options)

- Journal Exercise: Have the students write their thoughts on the importance of diversity.
- Alternative: Hand out exit slips for each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that student thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.



Module 1: Lesson 2 - Prejudice and Discrimination

Introduction

Lesson 2 expands the discussion from Lesson 1 and is meant for Grade 8 students. During this lesson, students will have an opportunity to explore the concepts of prejudice and discrimination.

Time

- Introduction (10 min)
- Activity (25 min)
- Discussion (15 min)
- Check out (10 min)
- *Total Time (60 min)*

Materials

- Pencils, markers, coloured pencils
- 1 [Diversity and Anti-discrimination Umbrella Handout, Grade 8](#) for each small group
- 2 eggs (1 white, 1 brown) for each small group (4 students in a group)
- Bowl (1 per group)
- Paper towel
- Internet connection to watch “Don’t Put People in Boxes” (Note: this video has a faith-based element at the end.)
- Journal or 1 [exit slip](#) for each student
- 1 [Diversity and Inclusion Definitions Handout](#) per student

Format

- Whole class
- Divide class into groups of 4

Activity

Part 1

- Take the two eggs; print straight on the white egg and lesbian on the brown egg.
- Ask the class which of the eggs will be more likely to face discrimination.
- Ask each group to crack both eggs into their bowl. Have them discard the shells in the trash.
- Ask the students to identify which egg was the brown one and which egg was the white one?
- Discuss how the eggs may be different on the outside, but, on the inside, they are the same.

Part 2

- Distribute the *Diversity and Inclusion Definitions Handout* and discuss the meanings on the handout as a whole class.
- Using the *Diversity and Anti-discrimination Umbrella Worksheet, Grade 8*, have students fill out 7 types of diversity, such as sexual orientation, age, race, and fill them in on the sections of the umbrella (as shown below).
- In small groups, ask students to think about the consequences for themselves and others of not respecting diversity. Ask students to put these above each of the umbrella parts (as shown below).



Discussion

- Why is diversity important?
- What can you do to understand someone who is different from you?
- What can you do to help stop discrimination?
- Where have you seen or experienced prejudice or racism? What did you do? Would you do anything differently if you could?

Check Out (Three options)

1. Watch the video, *Don't Put People in Boxes*, <https://www.youtube.com/watch?v=zRwt25M5nGw> with the class.
2. Journal Exercise: Why is diversity important in our community? How can you help others to understand the importance of diversity?
3. Alternative: Hand out exit slips to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Showed some evidence that student thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Diversity and Inclusion Definitions Handout

It is important that we are all speaking about diversity and inclusion using the same definitions. The words we use to describe something or someone, should be kind, accepted by the person, and accurate. Sometimes, it might be okay for some words to be used by people within a particular community or culture, but it's not okay to use those words if you are not part of the culture. For example, some people in the 2SLGBTQI+ community may use the word "queer" to identify themselves. It might not be okay for someone else to use that term to describe that person. If you are unsure what word to use to describe someone or something, it is best to ask.

The following list contains terms that are important to understand when discussing diversity and inclusion.

Bias: being for or against something or someone without facts to back it up. This could be based on what we have experienced, what we have heard, or other factors such as whether someone is similar or different from you, or part of the same group as you.

Culture: exists within groups of people who share traditions, language, religion, arts and music, among other things.

Cultural competence: being aware of and understanding different cultures and their customs and practices and being able to accept these differences and have positive relationships with people from other cultures.

Discrimination: Not treating people fairly or equally because of who they are – their skin colour, religion, sexual orientation, and so on.

Diversity: is the variety of unique qualities and characteristics within individuals that make up a group. This includes such things as race, ethnicity, age, religion, gender, sexual orientation, physical abilities, and economic status.

Equality: everyone is treated the same regardless of who they are and what they need.

Equity: people are treated in a way that allows them, according to their diverse needs, to participate to the same extent as others. (Example – a person who uses a wheelchair has access to a ramp to enter a building.)

Human Rights: the basic rights that all people are entitled to. National and provincial human rights are governed by The Universal Declaration of Human Rights from the United Nations.

Inclusion: is a choice we make to accept, respect, and value diversity and to make sure that each individual feels that they are accepted, respected, and valued.

Marginalized: when certain groups or individuals are excluded because of the bias and discrimination of others, resulting in barriers in society and systems.

Microaffirmation: doing small things of kindness and caring to show that groups or individuals are valued and accepted.

Microaggression: doing small things that negatively impact groups or individuals and make them feel like they are not valued or accepted.

Oppression: treating individuals or groups unfairly to keep yourself more powerful and to have more importance.

Prejudice: making judgements about individuals or groups based on stereotypes.

Race: a word used to describe a group of people based on physical characteristics only. People in that group can be very different from one another in many ways.

Racism: discrimination against an individual or group of people based on their perceived race.

Social Justice: believing that all people should have the same human rights and equitable opportunities.

Stereotype: making an assumption about a group of people and then assuming that everyone in that group is the same. (Example – you assume all football players are big and strong but not very smart.)

Tolerance: seeing a person as an individual even though you may not agree with their beliefs or values.

Definitions adapted from: Glossary of Terms, A reference tool, Version 1.1, Canadian Centre for Diversity and Inclusion, January 2022. (<https://ccdi.ca/media/3507/ccdi-glossary-of-terms-v11-eng.pdf>)

Diversity and Anti-Discrimination Umbrella Handout, Grade 8



Module 1: Lesson 3 - Does the Shoe Fit? (USC5.4, USC8.2)

Introduction

The purpose of this activity is to heighten participant awareness about our tendencies to judge people by the way they look on the outside before we get to really know them.

Time

- Introduction (10 minutes)
- Activity (20 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (50 minutes)*

Materials

- 10 shoes; each one different (new, old, runners, flats, heels, boots)
- Copy of [Does the Shoe Fits Worksheet](#) for each group
- Any book, as an example, but preferably a novel with an interesting cover
- Journal

Format

- Whole class
- 10 small groups or dyads

Activity

Part 1

- Show the class the cover of a book. Ask the students what they think this story is about and if it looks like a good book or not?
- Ask the students what they just did and guide them towards the saying that they “*judged a book by the cover.*”

Part 2

- Split the class into small groups or dyads. Give each group a shoe and *Does the Shoe Fit* worksheet.
- Explain that the shoe belongs to a person and that the answers that they give on the worksheet should relate to the type of person who would wear the shoe.
- Each group/dyad will examine the shoe and answer the worksheet questions based solely on their opinion of the shoe.
- Students will be asked to share their answers with the larger group.

Discussion

- Ask the group to develop a definition of stereotyping - an often unfair and untrue belief that many people have about all people or things with a particular characteristic.
- Have you ever been stereotyped?
- What stereotypes have you heard of?
- How can we stop stereotyping?

Check Out (Two options)

- a) Journal exercise: Have you ever stereotyped someone else? What could you do differently next time you meet someone who is different from you?
- b) Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Showed some evidence that student thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Does the Shoe Fit Worksheet

If The Shoe Fits?	
How old do you think the person is who owns and wears this shoe?	
What is their gender?	
What do they do for a living?	
Who do they live with?	
What social class do they belong to?	
What is their ethnic background?	
What is a challenge they faced in their life?	
What successes do they have in their life?	

Adapted from *Whose Shoes are these? Inferencing Activity*. <https://www.teacherspayteachers.com/Product/Whose-Shoes-are-These-Inferencing-Activity-Paper-Digital-Google-Classroom-6122681>

Module 2- Sexuality and Gender Identity

Rationale

Sexual identity, gender identity, and gender expression can be challenging subjects for young people given the strong expectations and messages around heterosexuality. They can also be challenging given the myths and stereotypes that exist, and terminology that is rarely well explained. But the conversations are important because there are connections between the marginalization of Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and other sexuality or gender identifying individuals (2SLGBTQI+), and their health. It is important for students to have a sense of self and understand that each person is unique. Students need to know that everyone has different views about individuals who identify within the 2SLGBTQI+ community.

A glossary of terms has been provided for your information and is found below.

Curricular Outcomes (USC4.5, USC5.4, USC6.5, USC 8.7, USC8.4)

Grade 6

USC6.2 (Lessons [1](#), [2](#))

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

Grade 8

USC8.7 (Lessons [1](#), [2](#))

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

Grade 9

USC9.9 (Lessons [1](#), [2](#))

Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.

Key Understandings

1. Sexual identity is a very individual and personal matter.
2. Every person is unique.
3. We can support people who express their sexuality differently from our own by not discriminating against them, and by practicing inclusion.

Essential Questions

1. What similarities and differences do I have from my peers?
2. How do act when I am in different social situations?
3. How do gender expectations and pressures affect me?
4. Where can 2SLGBTQI+ students get support?
5. How do we debunk 2SLGBTQI+ myths?

Further Resources

- Deepening the Discussion: Gender and Sexual Diversity, <https://publications.saskatchewan.ca/#/products/75989>
- OUT Saskatoon, https://www.outsaskatoon.ca/resource-library/?_sfm_resource_audience=Youth
- Queer Identity, Saskatchewan Teacher's Federation, <https://www.stf.sk.ca/teaching-saskatchewan/inclusion-diversity-and-human-rights/queer-identity>

Glossary for Facilitators

Within the 2SLGBTQI+ community, the ability for individuals to determine their own identity is very important. Please note that the list of terminology is not exhaustive and that some identities may not be represented adequately or at all. It is intended as a jumping-off point for gender and sexuality discussions and not as a complete list.

Asexual: People who experience little or no sexual attraction. Asexuality is distinct from someone who chooses not to have sex.

Bisexual: People who experience sexual or emotional attraction to more than one gender.

Cisgender: A term for people whose gender matches the sex they were assigned at birth.

Gay: A man who experiences sexual and/or emotional attraction to other men. It can also be used to refer to women, but lesbian may be preferred.

Gender Identity: A person's gender identity may be the same or different as their sex assigned at birth. Gender is a sense of being a woman, man, both, neither, or anywhere along the gender spectrum. A person's chosen name and pronoun (he, she, they, ze, or other) are common ways of expressing gender identity.

Gender Expression: How a person presents their gender. This can include behaviour and appearance such as clothing, hair, make-up, body language, and voice.

Heterosexual: A person who is only sexually attracted to someone of the opposite sex.

Lesbian: A woman who experiences sexual and/or emotional attraction to other women.

Monogamous: A person who is in a sexual or dating relationship with one person at a time.

Non-Binary: A person whose gender identity is not clearly male or female. It may be a combination of identities or something other than male or female.

Non-Monogamous or Polyamorous: An individual may be in a sexual or dating relationship with more than one person at one time.

Sexual Orientation/Identity: This describes a person's preferred sexual attraction. For example, a gay man is typically sexually attracted to other men. A different concept is a romantic or emotional attraction. These can be separate attractions, though, and may or may not align with a person's sexual orientation. For example, a straight man may have a romantic or emotional attraction to another man, without having a sexual attraction to the same man, or any man.

Transgender/Trans: A term referring to people whose gender identities do not match their sex assigned at birth.

Two-Spirit: A term used by some Indigenous people in North America to describe people in their communities who are gender and/or sexually diverse. There are different understandings within Indigenous peoples about the exact meaning of Two-Spirit.

Queer: A term for sexual and gender minorities that are not heterosexual or cisgender. Historically this term was used in a negative way, but it is now being reclaimed by many within the 2SLGBTQI+ community.

Definitions adapted from OUTSaskatoon's Queer Terms page: <https://www.outsaskatoon.ca/resource-library/queer-terms/>

Module 2: Lesson 1 - Gender Role Expectations

Introduction

Even though society is more open than ever to gender fluidity, there are still gender role expectations and assumptions that are predominant, such as boys shouldn't cry, or girls shouldn't be mechanics. This lesson allows students to discuss gender role expectations, their validity, and their impact on their lives.

Time

- Introduction (10 mins)
- Activity (25 mins)
- Discussion (15 mins)
- Check out (5 mins)
- *Total Time (55 mins)*

Materials

- Flip chart paper
- Markers
- Journal or 1 [exit slip](#) for each student

Format

- Whole class

Activity

- Discuss how in society, even though people are beginning to understand that gender isn't as easy to define as just being male or female, there are still gender role expectations.
- Brainstorm some of the societal gender expectations. Write these on two flip charts. One for male and one for female. Some examples can be seen below:
 - Boys don't cry.
 - All women like to cook and clean.
 - Men don't hug other men.
 - Women are sweet and innocent, and men are the protectors.
 - Men don't ask for help; women need a man to help them.
 - Men want sex all the time and women are more reluctant.
 - Boys should be muscular; girls should be thin.
 - All women want to have children.
 - Men shouldn't have to help at home because they have worked all day.
- The flipchart sheets will be hung up in the classroom.
- Over the course of a class (or you may choose to extend this to a longer time period), students will be asked to put a dot (using a marker) beside each of the pressures that they have felt, even if it is only a little bit of pressure. For example, a male in grade 8 may not be the breadwinner in his family but may feel like he has to grow up and get a well-paying job so he can take care of his wife and children.

Discussion Questions

- If the pressures and expectations are like a script about how you're supposed to act, where is the script coming from?
- If you were a parent expecting a baby, and you had the power to remove one of the pressures or expectations before they were born, so they would NEVER have to worry about it, which one would you remove, and why?
- If you could remove one of the pressures and expectations from your life NOW, and never have to worry about it anymore, which would you remove, and why?

Check Out (Two options)

1. Journal Exercise: Which of the pressures discussed today impacts you the most? Do you have a strategy that you might use to relieve that pressure?
2. Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other group members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 2: Lesson 2 - Love is Love

Introduction

The *Love Has No Labels* video provides a starting place for a discussion about love and diversity.

Time

- Introduction (10 minutes)
- Activity (25 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (55 minutes)*

Materials

- *Love Has No Labels* YouTube video, <https://www.youtube.com/watch?v=PnDgZuGIhHs>
- Mechanism for showing video
- Journal or 1 [exit slip](#) for each student
- Paper
- Pencil

Format

- Whole class

Activity

- Watch the video "[Love Has No Labels](#)"
- On a piece of paper have the students write a brief description of how they were feeling while watching the video. It is important that the students know that no one else will see their comments.

Discussion

- Why does love have no labels?
- What challenges does the 2SLGBTQI+ community face?
- How can you help to decrease these challenges?

Check Out

1. Journal Exercise: What does love mean to you?
2. Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that student thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 3: Healthy Relationships

Rationale

Healthy relationships with friends, family, people in the community, and between people who are dating should be based on respect, trust, honesty, and communication. Healthy relationships allow for independence and interdependence. In a healthy relationship, there is a balance of power and both individuals are important to the relationship.

Healthy relationships take two people. Both parties have to work towards maintaining a healthy relationship. Communication, healthy boundaries, and respect are very important parts of healthy relationships.

Healthy relationships should support personal growth and development. Both individuals should be free to have friends and activities outside of the relationship.

Healthy relationships with people who are dating can include a physical aspect that friends do not have. This adds a new dimension to the relationship. However, the important qualities listed above, respect, trust, honesty, and communication play an active role in establishing boundaries and respecting them.

Curricular Outcomes (USC4.3, USC4.5, USC5.2, USC6.2, USC7.4, USC9.4)

Grade 4

USC4.3 (Lessons [4](#), [6](#), [8](#))

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

USC4.5 (Lessons [4](#), [6](#), [8](#))

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

Grade 6

USC6.2 (Lessons [1](#), [2](#), [5,8](#))

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

Grade 7**USC7.4** (Lessons [1](#), [2](#), [3](#), [5](#), [7](#), [8](#))

Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

Grade 9**USC9.4** (Lessons [1](#), [2](#), [3](#), [5](#), [7](#), [8](#))

Analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships to effectively plan for related health promotion.

Key Understandings

1. Students will learn about the many kinds of relationships people can have.
2. Students can identify healthy and unhealthy relationship behaviours.
3. Students understand the importance of a healthy support system and dating relationships.
4. Students will learn how to create healthy boundaries.

Essential Questions

1. Why is it important to understand the difference between healthy and unhealthy relationships?
2. What are the signs of an unhealthy relationship, either with a friend or a dating partner?
3. How can being in an unhealthy relationship affect your health now and in the future?
4. Where can you go for help if you are in an unhealthy relationship?
5. What are boundaries?
6. How do I create boundaries?

Additional Resources

- Saskatchewan Prevention Institute, Building Healthy Relationships: Yes, that includes dating relationships!, <https://skprevention.ca/resource-catalogue/sexual-health/building-healthy-relationships-yes-that-includes-dating-relationships/>
- Saskatchewan Prevention Institute, Tips for Talking With Your Students: How to Build Healthy Relationships, Including Dating Relationships, <https://skprevention.ca/resource-catalogue/pregnancy/tips-for-talking-with-your-students-how-to-build-healthy-relationships-including-dating-relationships/>
- Saskatchewan Prevention Institute, Building Healthy Online Relationships, <https://skprevention.ca/resource-catalogue/sexual-health/building-healthy-online-relationships/>

Module 3: Lesson 1 - Healthy and Unhealthy Friendships

Introduction

During this lesson, students will identify and discuss the difference between healthy and unhealthy behaviours in relationships. It is important for students to understand that the term 'relationship' does not mean that you are in a dating relationship. Everybody has relationships with a lot of different people, like their friends, parents, siblings, teachers, and coaches. This lesson concentrates on relationships between friends.

Time

- Introduction (5 minutes)
- Activities (35 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (65 minutes)*

Materials

- Pencils
- Sticky notes
- 1 [Healthy and Unhealthy Relationships Worksheet](#) per pair
- [Relationship Scenarios](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Students divided into pairs

Activity

Part 1

- Split the class into partners.
- Ask each pair to discuss following questions:
 1. How did you become friends? (Can be their friendship with each other if they are friends or they can discuss their friendship with someone else.)
 2. What makes your friendship work?
 3. How does the friendship make you feel?

Part 2

- Explain that you are going to name some scenarios that might impact the relationship.
- For each scenario, the pair is going to move closer together, stay where they are, or move farther away from each other based on how the scenario would impact their friendship.
- After each scenario, you can pause and ask for feedback on the movements (i.e., ask why they moved the way they did in response to that scenario, or ask them how that scenario made them feel).

Part 3

- Hand out the Healthy and Unhealthy Relationships worksheet to each pair.
- Ask pair to fill out examples of behaviours that are healthy and unhealthy in relationships.

Discussion

- How did this exercise make you feel?
- Why do you think someone might stay friends with someone when the relationship doesn't feel right or healthy?
- What's one thing you would like to change about yourself to make you a better friend?
- What is the difference between a healthy relationship and an unhealthy relationship?

Check Out

- Journal: What makes you a good friend? Would you be your friend?
- Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Relationship Scenarios

1. They start drinking. You don't.
2. They start pressuring you to drink.
3. You start smoking weed. They don't.
4. You start pressuring them to smoke weed.
5. You both start relationships.
6. You have a serious family issue and are upset. Your friend knows about it.
7. You start hanging out with their partner.
8. Your friend starts dating your sibling.
9. One of you does something that angers the other friend, but you talk it out and everything's good afterward.
10. You are in an unhealthy relationship and your friend takes you aside and tells you that you should end it.
11. You both play football. One of you makes the team, and the other doesn't.
12. You go watch your friend play football and cheer him/her on even though you didn't make the team.
13. You go to a movie with some friends and don't bother inviting them.
14. You are going camping or to a cabin for the weekend with your family and you invite them along.
15. You both check in to see how each other is feeling every day.
16. You don't mind telling each other when you've done something stupid or wrong.
17. You tell your friend when they have done something that has hurt your feelings.
18. They trust you with a big secret.
19. The secret your friend trusts you with may mean they are in danger of hurting themselves or others, so you need to tell someone about it.
20. You start a house-painting business together.
21. Both of you take the time to listen to each other.
22. One of you is really dependable, but the other keeps forgetting the plans that you've made.
23. You tease your friend for the clothes they wear, or the way they look.
24. You stick up for each other, even though it might cause problems.
25. You lie to your friend sometimes so that you won't hurt their feelings.
26. You've made fun of your friend in front of other friends.
27. You're not uncomfortable to sometimes tell the other how much their friendship means to you.
28. Both of you are a bit scared of trying something new – like skydiving – but you do it together.
29. You ask for money once to cover a meal or a movie. It becomes a bit of a habit. You feel awkward talking about it.

Healthy and Unhealthy Relationships Worksheet

Healthy Relationships	Unhealthy Relationships

Module 3: Lesson 2 - Healthy Relationships Word Association

Introduction

Healthy relationships, both friendships and dating relationships, are those that are based on respect, trust, honesty, and communication. Healthy relationships allow for independence and interdependence. In a healthy relationship, there is a balance of power and both individuals are important to the relationship.

Healthy relationships take two people. Both parties have to work towards maintaining a healthy relationship. Communication is a very important part of healthy relationships as is respect for one another.

Healthy relationships should support personal growth and development. Both individuals should be free to have friends and activities outside of the relationship.

Healthy relationships between people who are dating can include a physical aspect that friends do not have. This adds a new dimension to the relationship. However, the important qualities listed above, respect, trust, honesty, and communication play an active role in establishing boundaries and respecting them.

Time

- Introduction (5 minutes)
- Activity (10 minutes)
- Discussion (15 minutes)
- Check out (10 minutes)
- *Total Time (30 minutes)*

Materials

- Flipchart or other means to list the words found below following the first part of the activity.
- Students each have pens and paper
- Journal or 1 [exit slip](#) for each student

Format

- Individual
- Whole class

Activity

- Read each word from the following list and give students time to write down the first word that comes to mind when they hear the word. Have the words from the list ready to display once the word association activity is completed.

Healthy	Equal	Open	Respect
Honesty	Trust	Boundaries	Loyal
Satisfying	Dependable	Growth	Companionship
Safe	Communication	Caring	Strong
Love	Humour		

Discussion

- Did you get stuck on any of the words? Which ones? (Define these words together as a class and brainstorm some associations to them.)
- How are the words in this list characteristics of a healthy relationship?
- In your peer group, would you say that these characteristics are seen as important parts of a relationship? Why or why not?
- How are these words portrayed in society? (e.g., family, community, media)
- Can you think of people, including yourself, who demonstrate these characteristics in their relationships with friends and people who they are dating?

Check Out

- a) Journal: How can you introduce these healthy qualities in your relationships?
- b) Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 3: Lesson 3 - Healthy and Unhealthy Dating Relationships

Introduction

Unhealthy relationships do occur, in both friendships and dating relationships. Unhealthy relationships take place when there is an imbalance of power in the relationship. Because of this, physical, emotional, sexual, or spiritual abuse can occur.

Unhealthy relationships can decrease a person's feelings of self-worth and self-esteem. Sometimes, people who are involved in unhealthy relationships begin to believe that love is conditional or that they deserve the treatment that they are receiving. This can lead the person to become involved in other relationships that are abusive.

It is important that youth understand how to recognize the signs of unhealthy relationships. This can, at times, be difficult to recognize. Sometimes, the warning signs are subtle or occur gradually. Sometimes, unhealthy relationships are rampant in a community, school, or group and this makes it difficult to discuss or recognize.

Time

- Introduction (5 minutes)
- Activity (20 minutes)
- Discussion (20 minutes)
- Check out (10 minutes)
- *Total Time (30 minutes)*

Materials

- Flip chart for each group with a healthy and an unhealthy column
- Laminate each of the scenarios in the [Healthy and Unhealthy Relationship Scenarios](#)
- Sticky tack or tape
- [Healthy and Unhealthy Relationship Scenarios Answer Sheet](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class

Activity

- On blackboard or smart board, place the labels 'healthy' and 'unhealthy'.
- Make sure that there is enough room for students to place the situation cards under each category.
- Each student will receive a card with a situation.
- Give students 5 minutes to determine whether their situation is healthy or unhealthy and place their card under one of the categories.
- If there are extra cards, call on the whole class to decide whether the scenario is healthy or unhealthy.

Discussion

- Does abuse in dating relationships just happen to women? Can men be victims, too? Can same-sex dating relationships be unhealthy as well? Why or why not?
- Were there situations that were difficult to label as healthy or unhealthy?
- Does anyone disagree with the placement of any of the situations? Why?
- Were you surprised by any scenarios?
- Who has seen this or heard of this occurring?
- What stops witnesses or bystanders from getting involved when they see this happening?
- Why do you think it is harder to recognize an unhealthy situation when you are the person in an unhealthy relationship compared to when you are sorting through scenarios?

Check Out

- Journal: Can you think of a time when there was an example of unhealthy behaviours within your group of friends? Did you try to intervene?
- Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score	*Participation includes active listening and quiet engagement in activities.				/12

Healthy and Unhealthy Relationship Scenarios Answer Sheet

Healthy	Unhealthy
John and Annie discuss their boundaries around sexual activity.	Serena tells others the secrets that her friend, Alice, told her.
Dave respects his friend's decision not to drink at a party.	Arthur decides Lesley is an easy "lay" because she is drunk.
Andrew asks Anne what she would like to do on their date.	Anne tells William that if he really loves her, he will have sex with her.
Jason is happy when Serena is enjoying time with her friends.	Every time Jason and Andrew hang out, Jason forgets his wallet and Andrew pays for everything.
Darrel's friends support his new hobby, photography.	Dwayne's friends call him a fag because he is not dating anyone.
Erin feels comfortable swimming with her friends. Everyone has different bodies and that is okay.	Joe doesn't tell his current partner about his past sexual relationships.
Joe helps his friend get home safely after a party.	Lilly is called fat and a slob by her friends.
Beth trusts that her boyfriend will be honest with her, and he is.	Twyla is "guilt tripped" into attending a party.
Mary is comfortable talking to her friend about her feelings.	Jackie is afraid to break up with Jed in case he gets mad at her.
Alice doesn't want to date anyone until she gets older. Her friends are okay with this.	When Julie gets angry, she scratches Matthew and throws things at him.
Andrea doesn't think her relationship with Dwayne is working out. She tells him this and has a discussion with him.	Luke is not allowed to hang out with his friends anymore because his girlfriend gets angry.
Ruthanne and her friends work around Sandra's curfew so that she can be included in their night out.	Jake texted half-nude pictures of his girlfriend to his friends.
Travis is okay waiting until Sarah is ready to have a sexual relationship.	Rachel is told she has to have sex with her boyfriend, because she has done it before.
Lucas does not want to go tagging with his friends. They are okay with this.	Zander is made fun of by his friends for practicing his religion.
Kali feels comfortable asking questions in her sex ed class. She knows that no one will make fun of her.	Maureen always gets presents for her boyfriend after he gets angry at her.

Module 3: Lesson 4 - Friendship Ad

Introduction

This lesson helps students think about their ideal friendship and discuss how unhealthy behaviours can become part of friendships.

Time

- Introduction (5 minutes)
- Activity (20 minutes)
- Discussion (15 minutes)
- Check out (10 minutes)
- *Total Time (60 minutes)*

Materials

- Pen, pencil, paper
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Class divided into pairs

Activity

- Each pair creates a “wanted” ad for the ideal friend.
- Each pair will present its ad and talk about why they choose the characteristics that they did.

Discussion

- Think about the relationships you have now, either dating or with friends. What characteristics are the same as those that you have placed in your ad? Which ones are different?
- How do each of these characteristics impact your health?
- What are some characteristics you would use to describe those found in negative relationships?
- How can these impact our health?
- Many people have friends or dating partnerships where both the positive and negative characteristics that we have been talking about are present. How can you tell when these relationships become unhealthy?

Check Out

- a) Journal: Can you think of a time when there was an example of unhealthy behaviours within your group of friends? Did you try to intervene?
- b) Alternative: Hand out [exit slips](#) to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 3: Lesson 5 - Case Study: Healthy and Unhealthy Relationships

Introduction

Identifying the warning signs of unhealthy relationships is an important part of seeking help and support. In this lesson, students will use case studies to identify red flags in relationships and discuss them.

Time

- Introduction (5 minutes)
- Activity (20 minutes)
- Discussion (25 minutes)
- Check out (10 minutes)
- *Total Time (60 minutes)*

Materials

- Pen, pencil, paper
- 1 [case study](#) per group of students
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Class divided groups of 4-6

Activity

- Each small group receives a case study.
- Each group will read the case study and answer the questions below.

Discussion

- What are the unhealthy aspects in this situation? Why?
- How would this situation impact both people in the case study?
- What could the person do to change the situation?
- Where can the person turn to for help?
- Why might the person stay in the relationship/friendship even if there are unhealthy aspects?

Check Out

- a) Journal: Who would you talk to if you recognized unhealthy aspects in one of your relationships?
- b) Alternative: Hand out [exit slips](#) to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Healthy and Unhealthy Relationships Cases Studies

1. Cheryl and Andrew began dating when they were in grade ten. Cheryl's friends at school think that Cheryl is lucky to have someone like Andrew. They seem happy together and Andrew is always with her. Cheryl wishes that she could do things with her friends after school, but Andrew never lets her be alone with her friends. He insists on joining them whenever they get together and, if he cannot come, she is not allowed to go. Cheryl knows that she loves Andrew but doesn't want to be so tied to someone. She is scared to tell him that though because he has said he cannot live without her.
2. Annie and her friends love to party. It started out that they would just drink at each other's houses on the weekend. Now her friends are drinking during weekdays and ditching school the next day. Annie is uncomfortable with this. She wants to go to university next year and cannot afford to have her grades drop. Her friends mock her and have begun to snub her when she sees them. Even on weekends, she does not get invited to hang out as much.
3. Derek isn't interested in dating anyone. It is not that he isn't attracted to people, he would just rather spend time with friends or doing stuff he likes to do. People at school, including his friends, make fun of him and lately, have been calling him a fag. Two weeks ago, he got beat up and his locker has been tagged with an anti-gay message for weeks.
4. Dwayne never knows what to say or not say to his girlfriend. She freaks out at the littlest thing, calling him names, scratching him, and throwing things around. The next minute, she is saying she loves him, touching him, and cuddling. He has seen other girls do this in his friends' relationships too. He just feels confused most of the time.
5. Twyla has had sex with Jake once. She felt like she had to. He kept saying that he loved her, and this is what you do when you love each other. She didn't really enjoy herself and felt awkward. Now he keeps saying that she has to have sex with him again, that she led him on if she doesn't, and that once you have had sex, you cannot just refuse to have sex again.
6. Bekka is questioning their gender identity and has decided to use the pronouns, 'they/them/their'. Their friends start to tease them about the decision and say because they have worn skirts and makeup in the past, there is no way that they should use those pronouns. Bekka starts to get anonymous hate on social media.

Module 3: Lesson 6 - Conflict Resolution

Introduction

Conflict occurs from time-to-time in every relationship. Developing skills to handle conflict in a positive way is important. Learning how to regulate your own reactions to a conflict is one of the most important skills.

Time

Introduction (10 minutes)

Activity (30 minutes)

Discussion (15 minutes)

Check out (5 minutes)

Total Time (60 minutes)

Materials

- 1 copy of [Anger Dragon](#) per student
- 1 copy [Conflict Skills Handout](#) per student
- Markers, pens, pencil crayons
- Journal or 1 [exit slip](#) for each student
- Stress balls, like 4imprint.ca: Smilin' Mood Stress Dude C155173

Format

- Whole class
- Pairs

Activity

Part 1

- Ask your class to help you create a definition of conflict.
- Ask for examples of conflicts that students have experienced.
- Explain that we all have situations where we disagree or have a conflict with others. There are healthy and unhealthy ways to deal with conflict.

Part 2

- In pairs, ask students to brainstorm different ways that they can make themselves feel calm and make their head feel clear when they are in a conflict.
- Students can make images that explain their ideas.
- Students present these to the class.

Discussion

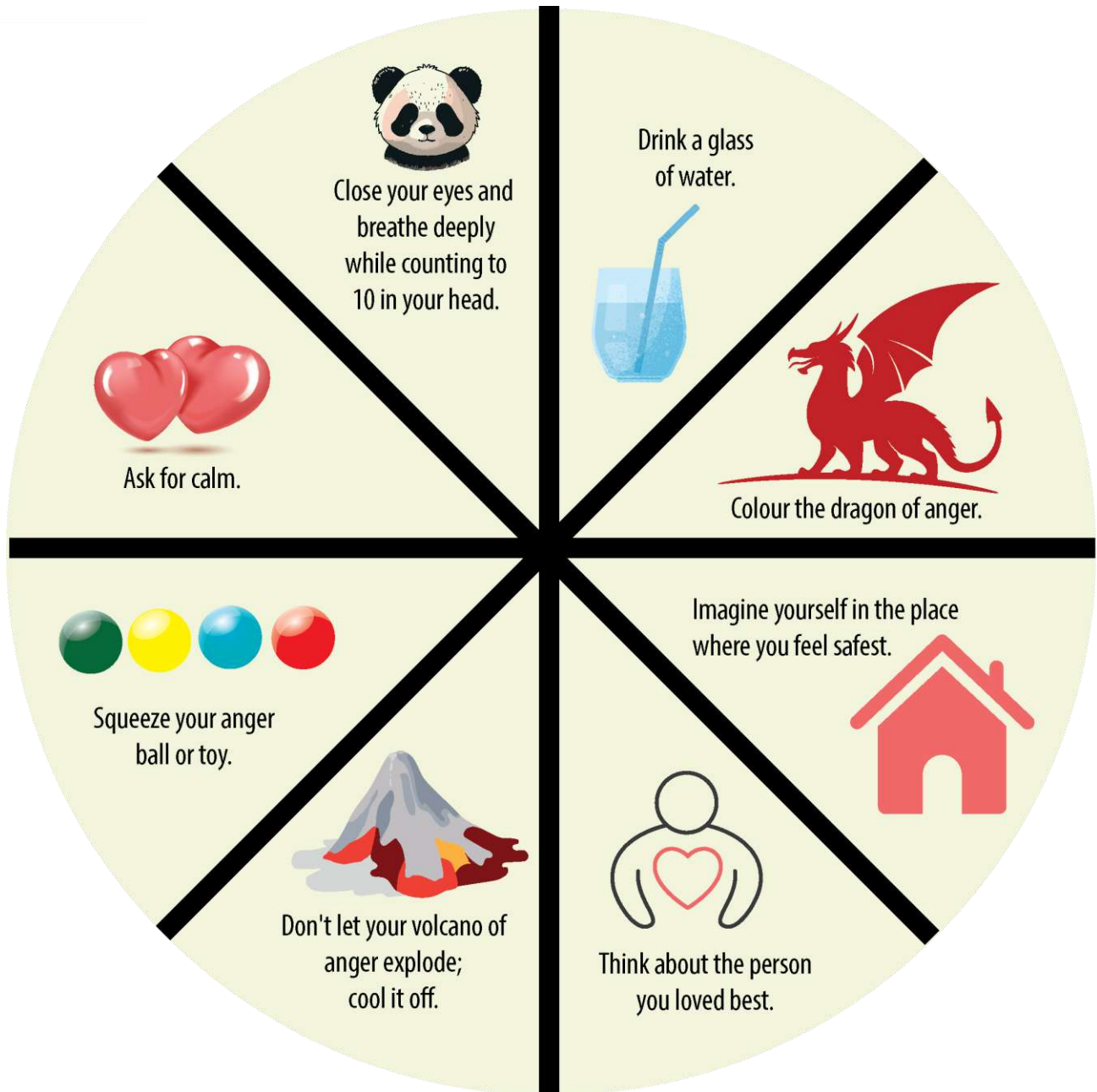
- Why is it important to calm yourself down when you are in a conflict?

Check Out

1. Journal Exercise: What are two ways that you will use to remain calm or get calm during a conflict?
2. Alternative: Hand out exit slips to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.



Adapted and translated from <https://papapositive.fr/roue-exprimer-colere-violence/>

Anger Dragon



Module 3: Lesson 7 - Conflict Resolution

Introduction

Conflict occurs from time-to-time in every relationship. This lesson helps students to develop skills to resolve conflicts.

Time

Introduction (10 minutes)

Activity (35 minutes)

Discussion (15 minutes)

Check out (5 minutes)

Total Time (65 minutes)

Materials

- 1 copy of [Conflict Scenarios Handout](#) per student
- 1 copy [Conflict Resolution Handout](#) per student
- Markers, pens, pencil crayons, paper
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Divide class into groups of 4

Activity

Part 1

- Ask the students to write down their answers to the following questions on a blank piece of paper.
 - Have you experienced a conflict? Think of a conflict you experienced with a friend, family member, teacher, or someone else.
 - What did you do?
 - What was the outcome?
 - What would you change in the future?

Part 2

- In small groups, students will discuss how they would handle each situation in the conflict scenarios.
- Students will use the conflict resolution map to discuss how to work their way through the situation.
- Students will be asked to solve the conflict without escalating it.
- Each group will share one scenario back to the class.

Discussion

- After each scenario, ask the class if they had decided to handle the conflict differently.

Check Out

1. Journal Exercise: Are you currently in a conflict? How can you deal with the conflict, using what you learned from today's lessons?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Conflict Scenarios

<p>Sarah and Kristen were best friends. Sarah has started a new school and spends lots of time with her new friends. Kristen feels neglected. Kristen stops talking to Sarah.</p>	<p>Paul and Eric like the same girl. Eric asks the girl to go out to a movie. Paul loses it on Eric.</p>
<p>Jake's dad loves hockey. Jake does not like hockey, but his dad has pressured him to play. Jake wants to do curling instead but he is afraid to tell his dad.</p>	<p>Becky does not like eating meat (she gets sick thinking about what happens to the animals) and wants to be a vegetarian. Becky's mom does not take her seriously. Her mom makes chicken for supper, Becky screams at her.</p>
<p>Will and Gabe are best friends but sometimes Will makes mean comments about Gabe's weight. Gabe decides that he is sick of these comments.</p>	<p>Allie got a bad mark on her final project, and she believes that she deserves a better mark. She is not sure if there is anything she can do about it.</p>
<p>Luke and Daryl are dating. Luke wants to tell their friends, but Daryl wants to keep it a secret.</p>	<p>Twyla has always held the last school day of the year sleepover at her house. This year, Sally decided to hold one too and half of Twyla's friends are going there instead.</p>
<p>Taylor isn't happy in his new class this year. He doesn't feel like his teacher treats him fairly and is always yelling at him because she says he distracts everyone. He thinks she is the meanest and most boring teacher ever.</p>	<p>Annie does not agree with the dress code at her school. She thinks it is unfair that most of the code deals with the way that the girls are allowed to dress and not the guys.</p>

Conflict Resolution Handout

**JUST LISTEN** 

Listen intently. Say back to the person what you thought they said to make sure you got it right. Ask the other person to listen intently to you too.

**PROBLEM SOLVE** 

There is always more than one way to deal with a conflict. Brainstorm what the options are. Don't judge each other as you come up with ideas.

**? ASK QUESTIONS** 

Together work through all of the scenarios you came up with to solve the problem. What are the pros and cons?

**DECIDE ON A PATHWAY FORWARD** 

Pick an option that works best for everyone involved and that does not harm anyone.

HELP THEM THROUGH IT 

Sometimes you may need help to solve a conflict. If the above steps haven't worked and the conflict still exists, it is okay to ask for help.

Module 3: Lesson 8 - Boundaries

Introduction

Personal boundaries are defined as the “limits and rules we set for ourselves within relationships.” (UCLA Berkeley, 2016). We need these boundaries to keep us safe and healthy in relationships. If, in our friendships and dating relationships, we can communicate our needs and wants, what we will do and what we won’t do, what makes us feel safe and what doesn’t, and the other person understands and respects those things, then the relationship is likely a healthy one.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Pencils
- [Personal Boundaries Handout](#)
- [Setting Boundaries Worksheet](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Divide students into pairs

Part 1

- Draw a road on the board. On the side of the road, draw water, trees, houses, and so on.
 - Ask the students why we have roads?
 - What happens if we go off the road?
 - What happens if we do not have a road? The road is kind of like a boundary. When we have a snowstorm, sometimes we cannot see where the road starts and stops. This may cause us to drive into the ditch.

Part 2

- Discuss the Personal Boundary Handout as a class.
- Ask students to create their own personal boundaries using the Setting Boundaries Worksheet and what they will do if their boundaries are not followed. For example, I deserve to have healthy friendships where my friends are kind to me. If someone is not kind to me, I have the right to end the friendship.

Discussion

- Why are boundaries important?
- How can you set healthy boundaries that will help you in your relationships? Why might these boundaries change?
- What boundaries do you have in your lives?

Check Out

1. Journal Exercise: Why do you deserve to have personal boundaries? How can you let others know what they are?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Setting Boundaries



Personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships.

Know Your Boundaries

Boundaries should be based on your values, or the things that are important to you. For example, if you value spending time with family, set firm boundaries about working late.

Your boundaries are yours, and yours alone. Many of your boundaries might align with those who are close to you, but others will be unique.

Know your boundaries *before* entering a situation. This will make it less likely you’ll do something you’re not comfortable with.

What to Say

You always have the right to say “no”. When doing so, express yourself clearly and without ambiguity so there is no doubt about what you want.

“I’m not comfortable with this”

“Please don’t do that”

“Not at this time”

“I can’t do that for you”

“This doesn’t work for me”

“I’ve decided not to”

“This is not acceptable”

“I’m drawing the line at ___”

“I don’t want to do that”

What to Do

Use Confident Body Language

Face the other person, make eye contact, and use a steady tone of voice at an appropriate volume (not too quiet, and not too loud).

Be Respectful

Avoid yelling, using put-downs, or giving the silent treatment. It’s okay to be firm, but your message will be better received if you are respectful.

Plan Ahead

Think about what you want to say, and how you will say it, before entering a difficult discussion. This can help you feel more confident about your position.

Compromise

When appropriate, listen and consider the needs of the other person. You never *have* to compromise, but give-and-take is part of any healthy relationship.

Setting Boundaries Worksheet

My Boundary	Action if not respected

Module 4: Peer Pressure

Rationale

Peer pressure is something everyone experiences during their lives. A peer is defined as someone who is in the same age group or in the same social position. Most people want to be accepted by their peers and as a result, will sometimes change their behaviours, their styles, their friendships, and other aspects of their lives to fit in. The impact of peer pressure becomes most noticeable during early adolescence, and depending on the family dynamics, self-esteem, and the individual stage of identity development, can continue through to early adulthood and beyond.

Peer pressure can be positive. Peers can encourage others to become involved in positive activities like art, music, sports, clubs, or improving academic standing. Positive peer pressure can help individuals recognize positive attributes within themselves.

Peer pressure can be negative and, in fact, is most often thought of in that regard. Peers can influence many negative behaviours, such as substance use, having sex when not ready, targeting individuals (picking on someone), lying, stealing, vandalism, and so on. It is important that young people recognize what peer pressure is and have strategies for dealing with it.

Peer pressure can also be spoken or unspoken. Spoken peer pressure involves direct conversation to influence the person. Unspoken peer pressure involves observation of trends or actions that makes the person feel that they must do the same thing to fit in.

It is important that young people recognize peer pressure for what it is. Peer pressure often leaves a person feeling like they are not good enough the way they are; that they must change to be accepted. Students need skills to help them to resist the peer pressure that is leading them to become someone that they don't want to be.

Curricular Outcomes

Grade 5

USC5.6 (Lesson [1](#))

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

Grade 7

USC7.6 (Lesson [1](#), [2](#), [3](#))

Demonstrate interpersonal skills, including assertiveness skills, to manage peer pressure effectively and skillfully (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Key Understandings

1. Students will understand what peer pressure is.
2. Students will explore the difference between positive and negative peer pressure.
3. Students will develop an understanding of the difference between positive and negative peer pressure.

Essential Questions

1. Who are your peers?
2. What does 'peer pressure' mean to you?
3. Is there a difference between positive and negative peer pressure?
4. What are examples of negative peer pressure?
5. What are examples of positive peer pressure?
6. How do I say 'no' to peer pressure?

Module 4: Lesson 1 - Bag of Tricks; Bag of Strategies

Introduction

Developing skills to resist negative peer pressure is important. The current lesson helps students to name the skills that they have that can help with this. The 'bag of tricks' refers to actions or words that may be used to pressure someone to do something. The 'bag of strategies' refers to strategies that may be used to avoid peer pressure.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- 1 paper bag (bag of strategies) per student
- Small pieces of paper
- Pen or pencils
- Journal or [exit slip](#)
- 1 paper bag (bag of tricks) that will hold the slips identifying types of 'tricks' used for peer pressure. Copy and cut out tricks from the [Peer Pressure Bag of Tricks](#) sheet below and put as many as needed for the number of students in the class.

Format

- Whole class
- Divide students into small groups

Activity

- As a class, brainstorm the meaning of peer pressure, both positive and negative, and some examples.
- Send the bag of tricks around and have each student pull one trick out and read it out loud. Have the class brainstorm strategies to counter each trick.
- Ask students to put strategies to avoid negative peer pressure into their bag of strategies.
 - Write one strategy per paper and put them into the paper bag. Some examples are:
 - walk away
 - say no
 - avoid the situation
 - tell an adult
 - say you need the washroom
- Split the class into small groups and have them share their bag of strategies with each other.

Discussion

- What strategies would you add to those you have already written down?
- What should you do if peer pressure turns into violence, or the persons pressuring will not let up?

Check Out

1. Journal Exercise: Ask students to pick one slip out of the peer pressure bag (bag of tricks). Ask them to write about how they would deal with peer pressure around the topic on the slip. Make sure you have one piece of paper for each student.
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Peer Pressure Bag of Tricks

(adapted from <https://www.poehealth.org/wp-content/uploads/2012/03/The-Peer-Pressure-Bag-of-Tricks.pdf>)

<p><u>The put down</u> – someone is calling you names or insulting you</p>	<p><u>The huddle</u> - A group of people will stand together, talking or laughing, perhaps looking at their phones, and you are pretty sure it is about you or your friends</p>
<p><u>Reasoning</u> – someone is giving reasons why you should do something you don't want to do and why it is okay to do it</p>	<p><u>The example</u> - “popular” kids will do something to make others want to be like them</p>
<p><u>Rejection</u> – someone is threatening that they will no longer have a friendship with you if you don't do what they want</p>	<p><u>The look</u> - the “popular” kids will give you a look that says, “we are cool and you are not”</p>
<p><u>The put down</u> – someone is calling you names or insulting you</p>	<p><u>The huddle</u> - A group of people will stand together, talking or laughing, perhaps looking at their phones, and you are pretty sure it is about you or your friends</p>
<p><u>Reasoning</u> – someone is giving reasons why you should do something you don't want to do and why it is okay to do it</p>	<p><u>The example</u> - “popular” kids will do something to make others want to be like them</p>
<p><u>Rejection</u> – someone is threatening that they will no longer have a friendship with you if you don't do what they want</p>	<p><u>The look</u> - the “popular” kids will give you a look that says, “we are cool and you are not”</p>

Module 4: Lesson 2 - Positive and Negative Peer Pressure

Introduction

Peer pressure is an important topic for students to explore because this will impact decision-making and behaviours throughout their lives. Peer pressure refers to doing something because you think that it will make you more accepted or valued by your friends or peer groups. This activity helps students differentiate between positive and negative peer pressure; helping them to understand the benefits and harms.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Pencils
- Sticky notes
- Journal or 1 [exit slip](#) for each student
- 1 [Peer Pressure Card](#) to each group (cut beforehand)

Format

- Whole class
- Small group

Activity

- Discuss the difference between positive and negative peer pressure. Provide examples of each.
 - Positive peer pressure - this type of peer pressure is pressure that is in your best interest. It influences you to do the right thing.
 - Studying
 - Telling the truth
 - Volunteering
 - Helping others
 - Negative peer pressure - this type of peer pressure is not in your best interest. It can be dangerous or encourages you to break rules at home, school, or in the community.
 - Doing drugs
 - Lying
 - Skipping school
 - Stealing
 - Bullying
 - Drinking alcohol
 - Vandalism
 - Disrespecting people

- Following discussion:
 - Split the students into small groups.
 - Give each group a peer pressure scenario.
 - Each group will act out different peer pressure scenarios for the class.
 - The class must vote if it is positive or negative peer pressure. If there is a disagreement, students should be encouraged to debate and explain the reasoning for their opinions.

Discussion

- When is peer pressure a good thing?
- What could you do if you encounter negative peer pressure?
- Are there situations where you might be more willing to accept negative peer pressure?

Check Out

1. Journal Exercise: Write a personal example of both positive and negative peer pressure that they have faced. They can then journal about what they have learned about peer pressure and how they can deal with it on a personal level.
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
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Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Peer Pressure Cards

<p>You are at a sleepover at your friend's house. They take a beer out of the fridge and tell you to drink the beer.</p>	<p>You have a big test coming up. Your friend does not want to study for the test. You decide to make a game out of studying and invite your friend to play the game with you.</p>
<p>You didn't complete your homework for math class and your teacher made you miss PE class to finish your homework. PE is your favorite class. This made you mad, and it felt unfair. After school, you and a friend are walking by the teacher's parking lot. You convince your friend to throw a rock at the math teacher's windshield.</p>	<p>You get to go to a party with your older brother. This is the first party you have been to. Your brother and his friends say the only way you will be cool is if you smoke marijuana.</p>
<p>You see someone struggling to carry out groceries. Your sister tells you to go help them. She says you will make their day.</p>	<p>You stole a pair of sunglasses from the store. Your friend encourages you to take them back and own up to stealing them.</p>

You and your friend received gifts from your friends' parents. You are about to leave when your friend stops to say thanks. You quickly say it too.

You see someone at school wearing an outfit that is ten years out of style. You snap a picture and send it to your friend with a derogatory comment and encourage them to continue to share it.

Module 5: Mental Health

Rationale

Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community (Canadian Association of Mental Health, 2023). Mental health is about living a healthy life, whether you have a mental illness or not.

Mental health is about overall well-being, which might look different for different people. Six generally agreed upon factors that contribute to good mental health and well-being include:

1. A sense of purpose
2. Strong relationships
3. Feeling connected to others
4. Having a good sense of self
5. Coping with stress
6. Enjoying life (Canadian Mental Health Association, 2020)

Mental health is as important to our overall health as physical health. It is becoming much easier and much more acceptable to talk about mental health. Developing positive mental health begins in early childhood and continues throughout life. It is guaranteed that each of us will experience stress, transitions, change, and problems throughout our lives. Some may also experience serious adversity and/or mental health concerns.

How students learn to deal with pressures affects not only their present health but also their future health. Looking for help to deal with life's pressures should be seen as a sign of strength, not weakness. All people have the potential to have problems. It is important that people are given the tools to know how to reach out for help. If they don't seek help, there's a chance their mental health issues will become more complex, and more difficult to treat.

Curricular Outcomes

Grade 6

USC6.4 (Lessons [1](#), [2](#), [3](#))

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

Grade 9

USC9.7 (Lessons [4](#), [5](#), [6](#))

Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.

Key Understandings

1. Students will understand the meaning of good mental health and experiencing mental health concerns.
2. Students will learn that their mental health is as important as their physical health.
3. Students will build a foundation of skills that can be used to support their mental health.
4. Students will understand how, who, and where to reach out for support.

Essential Questions

1. What is stress and what are the signs?
2. How can I take care of my mental health?
3. How can I get support if I need it?
4. How can I holistically focus on my mental health?

Module 5: Lesson 1 - What Makes Me Awesome?

Introduction

Self-esteem helps children to accept themselves, see the good in themselves, and meet the challenges they will face in their lives. This lesson helps students to explore what they love about themselves; what makes them awesome.

Time

- Introduction (5 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Pencils, pencil crayons, markers
- [My I'm Awesome Worksheet](#)
- Journal or 1 [exit slip](#) for each student
- Video, "What is Self-Esteem: How To Feel Awesome About You"
<https://www.youtube.com/watch?v=M6H0w03GJrQ>

Format

Whole class

Activity

- Begin the lesson by watching the video, "What is Self-Esteem: How To Feel Awesome About You", together: <https://www.youtube.com/watch?v=M6H0w03GJrQ>
- Ask the students why it is important to think of themselves as awesome.
- Ask the students to list the "five steps to building awesomeness" from the video. (5. Try Your Best; 4. Pitch In; 3. Have an "I Can" Attitude; 2. Practice. Practice. Practice; 1. Make a List)
- Hand out the *My I'm Awesome* worksheet. Students can fill in each of the areas with words and pictures. This can even be completed as a collage.

Discussion

- What happens if you do not think that you are awesome?
- Is there such a thing as a perfect person?
- Which one of the five steps to building awesomeness can you work on?

Check Out

- a) Journal topic: Make a list of all the ways that you are awesome. This list is private but will always be there when you need to look at it. We all have days when we doubt our awesomeness.
- b) Alternative: Hand out exit slips to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

My I'm Awesome Worksheet

Name: _____

Try your best!

What are some things that you try hard to do well?

Pitch in!

What are some ways you help others?

Have an "I CAN" attitude!

Have you ever thought you couldn't do something and surprised yourself and did it? What was it and how did it feel?

Practice, Practice, Practice!

What is a something you are good at? How can you get even stronger?

Make a list!

Make a list of the many things that you are good at.

Module 5: Lesson 2 - Who am I When Everyone is Looking?

Introduction

Whether adult or child, we all have personas (how we present ourselves) that are used in different settings. For the most part, by the time we are adults, our public and private personas are closer together. However, for youth, these are sometimes very different and can be impacted by self-esteem, perceived expectations of others (like parents or teachers), and peer pressure.

The *Impacts of the Herd* activity explores the influence of groups on the behaviours of individuals, often referred to as herd mentality. When someone is influenced by peer group attitudes, behaviours, and actions, their subsequent behaviour may not match their behaviours in other situations.

Time

- Introduction (10 minutes)
- Activity (20 minutes)
- Discussion (15 minutes)
- Journalling (5 minutes)
- *Total Time (50 minutes)*

Materials

- 1 [Impacts of the Herd Activity Sheet](#) per student
- 1 [Impacts of the Herd Work Sheet](#) per student
- Journal or 1 [exit slip](#) for each student
- Pencils

Format

- Whole class

Activity

Part One

- Create a circular boundary in your space, ensuring that any furniture or objects that could pose a risk to the players are moved out of the way.
- One person is designated as “it.” This person is chosen at random by drawing a name out of a hat or choosing a number. Everyone else moves freely within the circular boundary.
- The person who is “it” has to tag someone. Once they do this, they are “frozen” in the middle of the room and link arms with the person they tagged. The remainder of the students must keep moving within the circular boundary.
- The tagged person then tries to tag another person.
- This continues until everyone is tagged.
- Discuss the following questions:
 - *How much control did you have at the beginning, compared to when the last person was tagged?*

- Do you feel like you have more control over what you do and “who you are” when you are with one friend or with a group of friends?

Part 2

- Ask for a volunteer who will read the *Impacts of Herd* Activity Sheet during the activity.
- Hand out the *Impacts of Herd* Work Sheet.
- Explain that the student volunteer will read one sentence on the activity sheet at a time and students should think about the statement and check off one of the boxes on the activity sheet, THIS IS THE REAL ME, THIS IS THE PRETEND ME and THIS IS THE ME I PRETEND TO BE SOMETIMES. For example, for the same statement “When young people are together, they get louder and more obnoxious”, students must decide if that is the real them, if this is who they pretend to be because they are with their peers, or if they sometimes pretend to be a loud person when with peers.

Discussion Questions

This is an opportunity for students to reflect on the time they spend pretending they are someone else compared to the time they are being authentic.

- Do you know when you’re “the pretend you” when you’re with your peers?
- What are some of the consequences of being the real you all the time?
- In what situations do you find yourself most distant from the real you?
- In what situations can you be the real you?
- How does it feel when you’re pretending to be someone else compared to being your real self?
- How can you support your friends to be themselves?
- Do you think we celebrate sameness more than individuality? Explain your answer.
- In what cases do you think it’s okay to be a bit of a different person?

Check Out

- a) Do you think it is more important to be the real you or to pretend to be someone else to fit in with the crowd? Have students journal how this activity made them feel.
- b) Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Impacts of the Herd Activity Sheet

1. When I get together with people who are my age, I get louder and more obnoxious.
2. When I get together with people who are my age, I gossip and talk about others.
3. When people who are the same age as me get together, there are more likely to be sexist, racist, or homophobic comments.
4. When I get together with people who are my age, I am more likely to be a demon than an angel.
5. When I get together with people who are my age, I am more likely to overeat.
6. When I get together with people who are my age, I am more likely to drink more alcohol.
7. When I get together with people who are my age, I am less likely to express my individuality.
8. When I get together with people who are my age, I am more likely to change my appearance.
9. When I get together with people who are my age, I am more likely to do something risky.
10. When I get together with people who are my age, I am more likely to say 'yes' to a fight or to make fun of someone.

Impacts of the Herd Work Sheet

	This is the Real Me	This is the Pretend Me all the Time	I Pretend to Be this Person Sometimes
1.			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Module 5: Lesson 3 - Myself and My Shell

Introduction

This lesson focuses on self-image, self-appreciation, and societal expectations. The aim is for students to learn about societal messages and consider how they identify with the expectations and pressures they are confronting. Students will determine who they are when they are alone or with very trusted people and how they present themselves to others who are not as close to them. This presentation of themselves may be referred to as the “shell” that they use to protect themselves. Most people can identify the differences between their “real selves” and their “shell”, but it may be difficult for some.

Time

- Introduction (10 min)
- Activity (60 min)
- Discussion (30 min)
- Journalling (20 min)
- *Total Time (120 min)*

Materials

- Magazines
- Scissors and glue/tape for each student
- Markers, crayons, pencil crayons
- 1 [Myself and My Shell activity sheet](#) for each student
- Journal or 1 [exit slip](#) for each student

Format

- Whole class discussion
- Individual activity

Activity

- Explain to students that they will be making a collage; a piece of art where you choose pictures and words that have a meaning for you and affix them to a piece of paper. Ensure students that there is no right or wrong way to make a collage and they get to choose what works best for themselves. They will be creating their collage on a sheet that has two circles (one inside the other).
- Ask students to create a collage inside of the first circle using pictures and words that describe their inside self, e.g., quiet, reader, cat lover, energetic, artist.
- Once students have completed the inside collage, ask them to fill the outside with pictures and words that show how they allow other people to see them or their shell. For example, tough guy, joker.
- Ask students if anyone would like to share their inner and outer collages. It is important that only the students who want to share, do so, and the other students understand that they are not obligated to share.

Discussion

- Why do you think people have an outer shell?
- Can you have the same inner self and outer shell?
- Do you think it is important that you have someone whom you can share your inner self with?

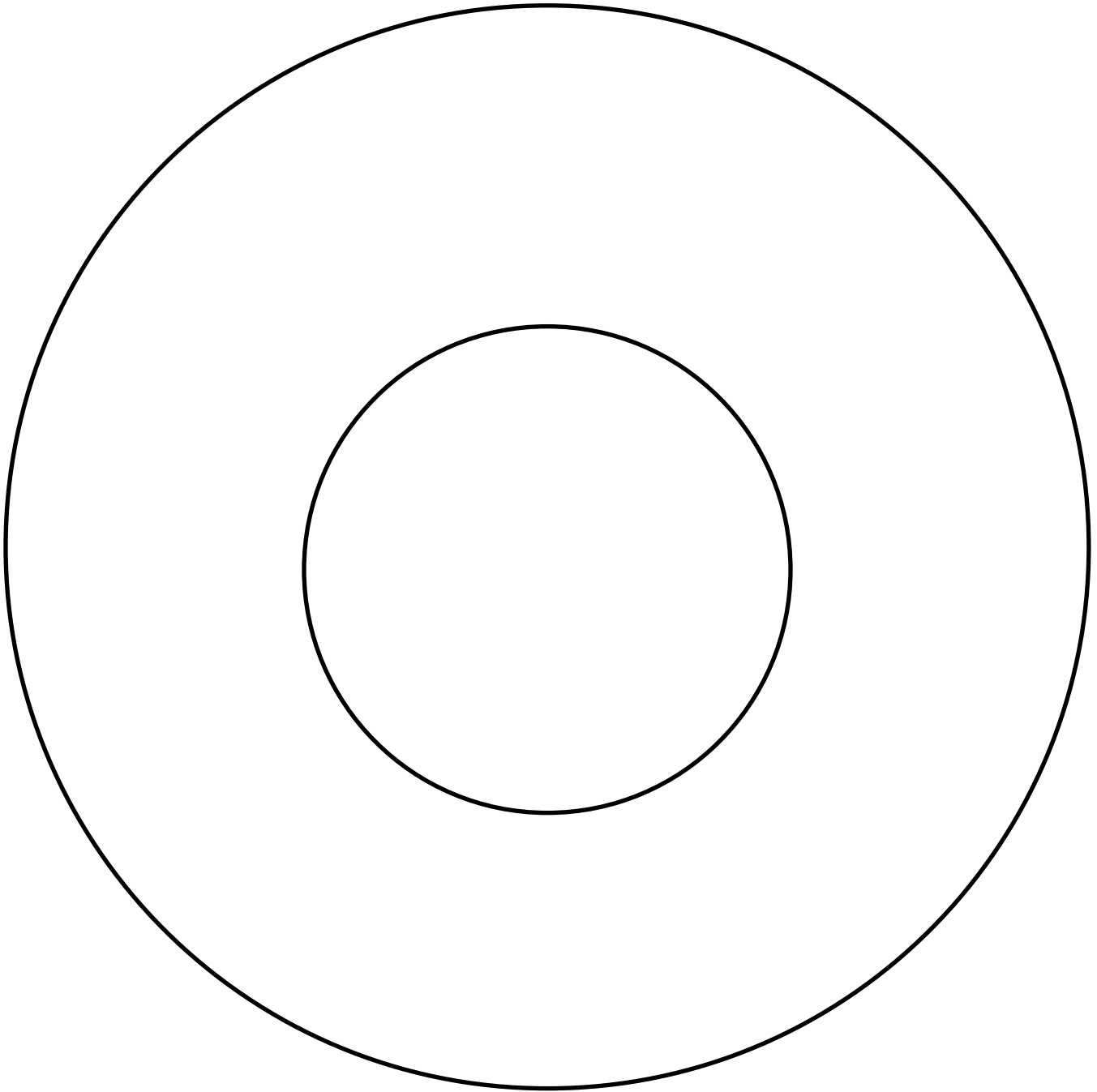
Check Out

- a) Ask students to answer the following questions in their journal:
- Describe your collage in words.
 - What part of you do you like the best?
 - Is the part you like best a part of your inner self or your shell? Maybe it is a part of both?
 - Are there parts of your inner self that you wish you could show others? Who can you show them to?
- b) Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.



Module 5: Lesson 4 - Finding Support

Introduction

People help each other every day. You might help someone carry an object that is heavy, open a door for someone whose hands are full, or someone might make your lunch or give you a ride. Sometimes we need support to help us deal with problems in our lives. Maybe we need someone to listen to our problem and give us advice on how to handle it. It might be a small problem that has been troubling you for awhile or a big problem that could have a serious outcome if it is not solved quickly. Everyone needs support sometimes and it is okay to seek it. For some, this is hard to do. Knowing where to go for support can make it easier to reach out.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Laptop or other device for each student (if possible)
- Access to Internet
- [Saskatchewan Supports Worksheet](#)
- 1 copy of [Mental Health Cards from the Saskatchewan Prevention Institute](#) for each student (order ahead of time)
- Journal or 1 [exit slip](#) for each student

Format

Individual

Activity

- Individually, each student will research places that they can go for support, answering the questions on the Saskatchewan Supports Worksheet.
- When students are finished, have them share their findings.

Discussion

- Everyone needs support sometimes. What does it mean to get support?
- What are some issues that might cause someone to turn to a person or agency for support?
- Are there people or places in your area you can turn to for support?
- Did you identify any barriers to getting support?

Check Out

1. Journal Exercise: What are some things that would stop you from reaching out for support? What would help you reach out for support?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Saskatchewan Supports Worksheet

1. In your community, where can you go for support if you:
 - a. Are being bullied.
 - b. Are hungry.
 - c. Need friends for you and your family.
 - d. Need help with homework.
 - e. Are new to Canada.
 - f. Are feeling depressed.
 - g. Have thought about hurting yourself.

h. Have self-harmed.

i. Need medical attention.

j. Lost your pet.

k. Need a place to sleep.

l. Are being abused.

2. What provincial and national hotlines can you call to get help?

Module 5: Lesson 5 - Help-Seeking Behaviours

Introduction

It is important to ask for help when it is needed.

In order to seek help, the person:

- is aware of a problem and recognizes that help, including that of a professional, may be needed
- is able to express what the problem is in a way that is understandable by others
- is aware of available sources of help
- is willing and able to disclose the problem to the source of help (Rickwood, Deane, Wilson, & Ciarrochi, 2005).

In other words, the person knows there is a problem, and that help is needed, they can tell the support person what the problem is, they know where to go for help, and they are willing to talk about the problem.

The lesson asks students to consider which health issues can be resolved without support, and which health issues should be addressed by professional help. Seeking help for problems is a sign of strength.

Sometimes, it can be a challenge to seek help for problems connected to mental and emotional health. Stigma about these issues still exists among the uninformed and so there may be hesitancy to disclose a problem. It is difficult to change people's attitudes around mental health issues, but students need to be reminded that one out of every five people will have a mental health problem or illness during their lifetime and that all of us have mental health.

Time

- Introduction (10 minutes)
- Activity (40 minutes)
- Discussion (20 minutes)
- Check out (5 minutes)
- *Total Time (5 minutes)*

Materials

- [Help-Seeking Part 1 sheets](#)
- [Help-Seeking Part 2 sheets](#)
- Chairs placed in a circle and tables moved to the sides of the room
- Journal or 1 [exit slip](#) for each student

Format

- Whole class

Activity

Part 1: Help-Seeking Reality Check

- Place the Help-Seeking Part 1 sheets on the floor in a random pattern.
- Ask students to help you make three piles of small, medium, and large problems.
- Ask students how they would deal with the small problems.
 - Small problems can generally be solved on your own. They are minor problems that would rarely need help, and rarely distract you from daily life. There's nothing wrong with asking for help though, if you've never encountered the problem. Just be prepared to be told to take care of it yourself.
- Ask students how they would deal with medium problems.
 - Medium problems may be solved by you, but you may also need help, so you should pay attention to the problems to see if they get worse and start to significantly impact your life. You should already be thinking about where to go and who to see if the problem becomes more serious and is disrupting your life. It is never a bad thing to ask for help, and the earlier the better.
- Ask students what they would do to deal with large problems.
 - Large problems can't be managed on your own and you need the help of professionals, as well as support from friends and family. These problems distract you from everything else that is going on in your life.

Part 2: Seeking Help for Mental Health

- Display the Help-Seeking Part 2 sheets on the floor in random order.
- Ask students to put in order of small, medium, and large problems.
 - Mental Illness requiring support and/or treatment – Large. Needs treatment from a doctor or mental health professional. Part of the brain is sick or injured.
 - Mental Health Problem – Medium/Large. Needs support from a therapist or counsellor.
 - Everyday Stress – Small/Medium. May need support from friends or family, or sometimes a therapist or counsellor, who can help the person work to solve the issues on their own.
 - No Mental Health Distress, Problem, or Illness – No help is required but the situation for the person can change.

Check Out

1. Journal Exercise: Who would you turn to for support if you had a mental health problem? Would you feel safe to talk to your friends and caregivers about how you are doing?
2. Alternative: Hand out exit slips to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 5: Lesson 6 – Superpowers

Introduction

In this lesson, students will identify what they value in their lives and set personal goals that contribute to their health and value system. They will also analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- [Superpowers/Life Skills Activity sheets](#)
- [Health-Related Issues Activity sheets](#)
- Chairs in a circle and desks moved to side of room
- Journal or 1 [exit slip](#) for each student

Activity

Part 1

- Lay out the Superpowers/Life Skills Activity Sheets in the middle of the circle.
- Ask students one at a time to pick a superpower from the middle of the room and explain how they got their superpower and how they use it.

Part 2

- Lay out the Superpowers/Life Skills sheets in a large circle.
- Make an inner circle of the Health-Related Issues sheets.
- Ask for volunteers to move into the circle and share with the class which health issues they're worried about happening to them.
- Ask the student to name the superpowers/life skills they have that will help protect them, as well as the powers and skills they think they need to work on given the health issues they identified.

Check Out

1. Journal Exercise: What are your most important superpowers? How do you use them to benefit your life and the lives of others?
2. Alternative: Hand out exit slips to each student to complete.

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Module 6: Alcohol and Substance Use

Rationale

Starting as early as grade 4, some students begin to experiment with alcohol, drugs, and tobacco. Even though there are large public campaigns about the dangers of tobacco and drugs, these substances are used widely in our society. It is important to have conversations about the impact that alcohol, drugs, and tobacco have on our communities, our families, and ourselves. Substance use is closely connected with impulsive behaviours, violence, unprotected sexual activity, unplanned pregnancies, and sexual assault.

Canadian students have high rates of tobacco use. Some adolescents start smoking or chewing as early as 10 to 12 years of age. For more information, please go to: <https://lunghealth.ca/support-resources/digital-learning-centre/talking-about-series/> The long-term health effects of tobacco use are well known and can be devastating. Yet, despite efforts to educate youth about these risks, there are still high rates of initiation.

Addiction (or substance use disorder – SUD) is defined as a treatable medical condition that affects the brain and involves compulsive and continuous use despite negative impacts to a person, their family, friends, and others (Government of Canada, n.d.). For more information, and to help answer questions that students may have, a resource is available in PDF format at <https://www.canada.ca/content/dam/hc-sc/documents/services/publications/substance-use-spectrum-infographic/pub-eng.pdf>.

Curricular Outcomes (USC4.5, USC6.7, USC9.6)

Grade 4

USC4.5 (Lesson 1 and Lesson 4)

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

Grade 6

USC6.7 (Lesson 1 and Lesson 2)

Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as ‘replacement’ smokers) are targeted.

Grade 9**USC9.6** (Lesson 1 and Lesson 3)

Analyze the health, economic, and social supports, and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

Key Understandings

1. Students will determine how companies target youth with their advertising.
2. Students will identify reasons that individuals use substances.
3. Students will propose coping mechanisms that are alternatives to using substances.
4. Students will understand the risks associated with substance use.

Essential Questions

1. What are the reasons that some people use substances?
2. What can you do to cope with a problem besides using substances?
3. What are some of the negative outcomes that happen because of substance use?

Module 6: Lesson 1 – Rethink the Drink

Introduction

In this activity students are prompted to think about how advertising might influence people’s decision to drink. They are also asked to think about various reasons why people drink alcohol. Discussion includes how drinking can lead to problems, and the students are encouraged to brainstorm other things that people can do instead of drinking when they are having difficulties.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time (60 minutes)*

Materials

- Pencils
- [Rethink the Drink Handout](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class

Activity

Part 1

- Encourage students to recall alcohol advertisements that they have seen on TV, on billboards, or online.
- Brainstorm how advertisement can influence the way we perceive alcohol.

Discussion

- What did the ad look like? Did it have any pictures or words that caught your attention?
- What do you think the main idea of the ad was?
- Do you think the ad was meant to make you feel a certain way about alcohol?
- Who do you think the ad was meant for?
- Why do you think alcohol companies make some of their ads appealing to young people, even children?

Part 2

- Hand out the Rethink the Drink sheet.
- Ask students to brainstorm and write down the different reasons why people may drink alcohol in the “Reason” column of the activity sheet.

Discussion

- What situations or occasions do you think might lead someone to drink?
- How do feelings like happiness or sadness affect why someone might want to drink?
- What good things do people think happen when they drink?
- Does being with others who drink make someone more likely to drink too?
- What might make someone decide to drink when they are not sure they want to?
- People drink for a variety of reasons. How do these reasons lead to the possibility of becoming addicted?

Part 3

- Explain that alcohol can cause problems and that it is good to learn other ways to deal with difficult emotions.
- Brainstorm and list other ways to cope instead of using a substance. Have students write other ways of coping in the “Rethink It” column of the Rethink the Drink activity sheet.

Discussion

- What can people do rather than use alcohol or other substances to cope with the struggles of life?
- How do you deal with stress or tough times? What things make you feel better when you are upset?
- Do you enjoy any sports or activities that help you feel calmer?
- Who do you talk to when you are feeling sad?
- Have you heard about any coping strategies that sound like they might be helpful, even if you haven’t tried them yet?

Check Out

1. Journal Exercise: What coping mechanisms would work for you to help you avoid substance use?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Rethink the Drink Handout

Reason	Rethink It

Module 6: Lesson 2 - Types of Drinking

Introduction

In this activity, students will discuss the different types of drinking. It is important to note that the legal drinking age in Saskatchewan is 19. It is also best to avoid alcohol before the age of 25 because the brain is still developing, making it more sensitive to alcohol's negative effects. Sometimes alcohol consumption can lead to high-risk drinking. Social media often portrays an idea of how much we should drink.

Time

- Introduction (10 minutes)
- Types of Drinking Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- *Total Time: (60 minutes)*

Materials

- [Types of Drinking Activity Sheet](#) for each student
- [Types of Drinking Descriptions](#) (optional)
- Piece of paper
- Journal or 1 [exit slip](#) for each student

Format

Whole class

Activity

Part 1

- Ask students to think of someone they know who drinks alcohol or uses substances, and with that person in mind answer the following questions.
 - a) How old are they?
 - b) How often do they drink or use this substance?
 - c) Does their drinking or substance use cause problems for them?
 - d) Does it cause problems for other people?

Part 2

- Hand out the [Types of Drinking Activity Sheets](#) to each student.
- If you would like, you can post the descriptions of the 6 [Types of Drinking](#).
- Define each category of drinking with the students:
 - Non-Drinking – This means exactly what it says. For whatever reason, a person has chosen not to drink alcohol. Maybe they used to drink and decided to stop. Maybe there are religious or cultural reasons why they don't drink.
 - Experimental Drinking – A person tries alcohol to see what it is like, but they may not drink again for a long time.

- Occasional Drinking – A person drinks alcohol sometimes, but not on a regular basis. This happens at a special occasion or at social events. They only drink alcohol a handful of times a year, and not a lot on one occasion.
 - Regular Drinking – A person drinks alcohol regularly, such as having a drink every day or several days a week, but they do not get drunk.
 - High-Risk Drinking – A person drinks alcohol in a way that could be dangerous or harmful, like drinking too much at once.
 - Alcohol Use Disorder/Dependence – A person drinks alcohol all the time and can't stop easily, even if it causes problems.
- Have students write the ages in each row of the Types of Drinking sheet that they think pertains to that level of alcohol consumption. If you wish, you could indicate that the categories of ages they should use are: their current age, age 16-17, 18, 19, 20-24, 25-29, 30s, 40s, 60s, and 70+. Some students will indicate that certain categories are never okay or always okay and therefore, an age cannot be given.

Discussion

- Did the ages on your Types of Drinking sheet change for the categories of drinking? Why?
- Why did you think that was a reasonable amount for that age?
- Did social media and commercials help you decide your answers?
- When do you think most young people start drinking? *Explain that the Canadian Alcohol and Drugs Survey (2019) found that 54% of youth (15- 19 years) do not drink.*

Check Out

1. Journal Exercise: Do you think that you might ever have a problem with substances? Why or why not? What can you do to prevent a problem with substances?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Types of Drinking

Type of Drinking	What age do you think it starts?	What age do you think this is okay?
Non-Drinking		
Experimental Drinking		
Occasional Drinking		
Regular Drinking		
High-Risk Drinking		
Alcohol Use Disorder/Dependence		

Module 6, Lesson 3 - Impacts of Alcohol

Introduction

Many students know the impact of alcohol use on the body. However, this lesson looks at the broader impacts of use. It is important for students to understand there are both long-term and short-term consequences of alcohol.

Time

Introduction (10 minutes)

Discussion (15 minutes)

Check out (5 minutes)

Total Time (30 minutes)

Materials

- [Impacts of Alcohol Use Handout](#)
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Divide students into small groups of 3-4

Activity

- Distribute the Impacts of Alcohol Use Handout. Read through together as a group.

Discussion

1. What do you think about the different consequences of alcohol use? How do they make you feel?
2. Have you ever seen, heard of, or experienced any of these consequences?
3. Which of these consequences will impact a person's life for the short-term? Which will impact a person's life for the long-term?
4. How else could alcohol use affect your life?

Check Out

- Journal Exercise: What will you do to protect yourself from the many consequences of substance use? Think about practical solutions that will work for your life.
- Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Impact of Alcohol Use Handout

1. Affected thought process – Alcohol can affect decision making, reduce coordination, and cause slower reaction times.
2. Reduced self-control – Affected thought process can cause a person to engage in risky situations. For example:
 - *Unprotected sex* – Lowered decision-making ability may lead to engaging in unprotected sex. Unprotected sex can increase the risk for acquiring sexually transmitted infections and unintended pregnancies.
 - *Vandalism* – Reduced self-control can lead to reckless behaviours and vandalism. Vandalism can have legal consequences.
 - *Violent or aggressive behaviours* – Lowered inhibitions, impaired judgement, and personal factors can increase the risk of violent and aggressive behaviours while under the influence.
3. Slurred speech – While under the influence of alcohol, speech can be slower and difficult to understand.
4. Risk of fall and injury – Alcohol can increase the risk of fall or injury because of its effect on balance, coordination, reaction time, and risk-assessment.
5. Car crashes – Alcohol is a major cause of car crashes. Decreased focus and slowed reaction times can increase the likelihood of getting in crashes. Driving while under the influence is illegal.
6. Alcohol poisoning – When someone drinks high amounts of alcohol in a short period of time, it can cause poisoning. Alcohol poisoning is a medical emergency and can be life-threatening if untreated.
7. Vomiting/Diarrhea – Alcohol can irritate the digestive system and lead to vomiting and diarrhea.
8. Hangover – Drinking too much alcohol in a short period of time can cause fatigue, problems thinking clearly, muscle ache, headache, thirst, nausea, and light and sound sensitivity the next day.
9. Trouble remembering things – A person may be unable to remember part or all of what happened when they were drunk.
10. Social dysfunction – Alcohol can increase the risk of conflicts with friends and family and social isolation.
11. Worsening academic/professional performance – Alcohol use can cause challenges that strain academic and professional performance.
12. Vitamin deficiency – Alcohol can affect the body's ability to absorb vitamins.
13. Overweight and obesity – Alcohol has a lot of calories. Drinking often can cause weight gain.
14. High risk of infections – Drinking alcohol often can weaken the body's ability to fight off infections.
15. Brain damage – Alcohol can affect brain health and function. Young people who drink alcohol are at high risk of brain damage because their brains are still developing.

16. Cancer – Alcohol can cause many types of cancer like colon, breast, throat, and liver cancers.
17. Heart disease – Alcohol can increase the risk of developing diseases of the heart muscle and blood vessels.
18. Prenatal problems – When a pregnant person drinks alcohol, it reaches the developing baby and affects their developing brain and body – this causes fetal alcohol spectrum disorder (FASD), a life-long disability.

Module 6, Lesson 4 - Driving under the Influence

Introduction

Car crashes are the leading cause of death for teenagers, ages 15-19 in Canada (Yao et al., 2019). In many crashes involving youth, some form of impairment has been a factor in the incident (alcohol or some other drug, impairment by fatigue, or impairment by distraction). This lesson includes an activity that can open discussions regarding driving under the influence.

Time

- Introduction (10 minutes)
- Activity (30 minutes)
- Discussion (15 minutes)
- Check out (5 minutes)
- Total Time (60 minutes)

Materials

- 5-8 chairs set up like the seats in a car or van
- [Reflection Questions](#) (post on blackboard or whiteboard)
- Paper for each student
- Journal or 1 [exit slip](#) for each student

Format

- Whole class
- Volunteers

Activity

Part 1

- Have the students make a big circle, and then ask them to step into the circle if:
 - You've ever driven any kind of motor vehicle while impaired, including a car, an ATV, a jet ski, a motorbike, a motorboat, or a snowmobile. (Impaired on alcohol or other drugs, or too sleepy)
 - You've ever driven one of those vehicles recklessly, for example, too fast or in the wrong place.
 - You've ever been on a bike, a skateboard, or roller blades without a helmet.
 - You've ever been in a car where the driver was talking on a cell phone (including hands-free) or was driving while impaired.
 - You've ever dived into water without knowing how deep it was.
 - You've ever fallen asleep in a chair or couch or in bed while smoking a cigarette or a joint.
 - You've ever been in a boat without a life jacket or PFD.
 - You've ever been in a car, boat, or on an ATV or motorbike and were racing against someone else.
 - You've ever climbed up on top of a roof or up some scaffolding, or even up a power pole or power line tower.
 - You've ever gone swimming alone, with no one else around.

Part 2:

- Ask for volunteers to act out each scenario below.

Scenario 1

Car One Set-up – “Alcohol Car”: Describe the first car (six students only, three in the front and three in the back). A driver is heading home with friends after an all-night party. The front seat is overloaded, with one passenger on the lap of the passenger riding “shotgun”. In the back, one of the students is stretched across the back seat trying to sleep. The driver has a seat belt on, but none of the passengers have seat belts on. Everyone in the car is drunk and tired. The car crashes on a rural road traveling 80 kilometres per hour. The driver walks away unharmed. Three of the passengers are dead. One of the passengers has a spinal cord injury and the last passenger has a brain injury.

Scenario 2

Car Two Set-up – “Cannabis Car”: Describe the third car (five students if it is a car, more students if it is a minivan or SUV). This time there are no distractions, no alcohol, and no fatigue. Everyone is really chilled out. It doesn’t matter what time of day it is either. In this case, the driver and all the passengers are really high on cannabis. Ask the driver to put both hands on the wheel, his foot on the pedal, and have everyone role-play being under the influence of cannabis. The car is going significantly slower than the speed limit. The driver thinks they see something in the road and swerves to miss it, misjudging the speed of an oncoming half-ton truck and crashes into it. No one is injured in the truck but the driver and passenger(s) in the front seat of the car are all thrown against the windshield and experience concussions and the driver has rib fractures and a punctured lung.

After completing the scenarios, have the students go through the reflection questions on their own. Then in a whole class discussion, ask students to share their thoughts and discuss various options for avoiding situations like those presented in the scenarios.

Discussion

1. What makes each of these scenarios risky?
2. What should you do if you are in a car with someone who is under the influence of alcohol or drugs?
3. What options do you have for safe rides?

Check Out

1. Journal Exercise: What can you do to plan ahead so that you can avoid driving while impaired or being a passenger with an impaired driver?
2. Alternative: Hand out exit slips to each student to complete.

Assessment Rubrik

Category	Exemplary (4)	Meeting (3)	Developing (2)	Beginning (1)	
Content	Participated* fully in classroom discussions and group activity.	Participated somewhat in classroom discussions and group activity.	Participated reluctantly in classroom discussions and group activity.	Did not participate in classroom discussion or group activity.	/4
Inquiry and topic knowledge	Showed a high level of understanding of the subject and how it related to his/her personal life.	Some evidence that students thought about the topic.	Showed some understanding of the subject and how it related to his/her personal life.	Showed little evidence that the topic was understood and synthesized.	/4
Citizenship	Respected other group members' thoughts and feelings.	Respectful of other members.	For the most part, respectful of other group members.	Disregards other members.	/4
Total Score					/12

* Participation includes active listening and quiet engagement in activities.

Reflection Questions

For Car Scenarios 1 and 2:

1. What happened?
2. How could this have been prevented?
3. What would you do if you were a passenger?
4. What would you do if you were the driver?
5. How would you feel if you were an uninjured or injured survivor?

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Appendix A: Informed Consent Form Template

In our health class we will be discussing topics about _____ in our upcoming unit.

The outcomes we will be learning about include:

The purpose of these lessons is to educate our students and provide knowledge for them to make healthy choices, reach out for support, if needed, and develop skills to handle life's challenges.

The environment for these lessons and the ensuing conversations will be safe. Students do not need to speak in the class if they do not feel comfortable. Many of the lessons include self reflection and do not require students to share their answers with others.

I encourage you to contact me whenever you have questions, input, or concerns, or would like an update on your child's progress.

Child's Name _____ Grade _____ Teacher _____

As the parent/guardian I understand that the lessons within the unit will provide information to help the students learn about and understand the outcomes listed above. I understand that the content of these lessons is important for my child to learn as it is part of the Saskatchewan curriculum. I acknowledge that my child may have questions and comments about these lessons.

I, _____, am the legal parent/guardian of _____.

I have read, understand, and agree to the terms of the attached **Informed Consent**.

Parent/Guardian (Signature)

Date

Appendix B: Frequently Asked Questions

In my classes, I think the freedom to swear is a license for chaos. How can the freedom around language impact behaviour during the sessions?

Young people step up and share what's really going on in their lives when they are given the freedom to be themselves. Of course, you may have to check in from time-to-time to evaluate how everyone is doing with the community standards, but there have been no issues in our groups with youth taking advantage of the freedom with language.

Dress codes can be another concern. Some schools are very strict with dress codes (e.g., demanding that students take off their sunglasses or remove their hoodies). In our experience, if given the freedom to be themselves, students may take off their sunglasses and remove hoodies from covering their heads on their own, when they feel safe and comfortable in the group. However, some students with mental health problems or sensory issues may use these items to help them feel safe and comfortable. What is most important is that the youth feel safe and engaged in the group.

What do I do if a session goes off the rails?

The first question to ask is how well prepared were you to run the lesson? Secondly, how did you present yourself in the circle? A bad day for a teacher/facilitator can translate into a bad session for the students. Sometimes a group can be very quiet. That's not necessarily a sign that something was wrong. A group, or individuals within the group, could be quiet during a session because the content was less relevant to them, or they felt uncomfortable with the topic. A group can be quiet through many sessions and still be learning and enjoying the sessions.

A group can be quiet because they don't know each other very well, or past issues between some members of the group have created an uncomfortable dynamic. It may be helpful to run some trust-building activities or games during one session, or multiple sessions, to create more comfort in the group. Playing games is a great way to create teachable moments while the group members bond and have a good time (Ragsdale & Saylor, 2007).

Sometimes there may be one or more students who are being disruptive during sessions. Different students have different learning styles. Some students may also be living with conditions that make it difficult for them to sit and pay attention for very long. Break discussions up by playing a game or energizer. Some students may have literacy issues and feel challenged with some of the material that they have to read during the modules. Teachers should be mindful of students who have trouble reading. Reading the slides out loud can engage the group and help those having problems.

If one or more students are behaving badly and other class management strategies are not working, you may have to take the students aside and talk to them about what's not working for them during the sessions and how things can be improved. It may take some extra work outside of the sessions with an individual or group of students who are disruptive, but some extra effort to strengthen the relationship between the students and teacher/facilitator can help resolve issues during the sessions.

How do you handle situations where the community standards set for your class are broken?

A breach in community standards should be dealt with quickly so that the relationship between group members can be repaired. It is important that the students are involved in problem-solving how to move forward.

How much personal information is a facilitator expected to disclose in a circle?

Participants report that it is meaningful to hear from teachers/facilitators that they have had similar struggles as young people, or even deal with some issues now. Some teachers are reluctant to share anything personal about themselves in a classroom for fear that youth will use the information against them. Teachers and other facilitators do not have to disclose personal information to build a trusting relationship with youth. How much or how little you share is your choice.

How do you ensure a safer space if participants have the freedom to share opinions that may be homophobic, racist, misogynist, or transphobic?

We acknowledge that with students' freedom of expression, there may be authentic feelings that can hurt other people (e.g., a student expressing their homophobia or transphobia when there are 2SLGBTQI+ individuals in the circle). The circle is a place for people to listen to each other and learn from each other. Facilitators have reported that they have seen misogynist and homophobic opinions expressed during group, and through discussion students have begun to change their views.

While individuals have the right to express their opinions, ideas, and beliefs; it is important to balance freedom of speech with the need to address hate speech. Hate speech is commentary that promotes or incites violence, discrimination, and hostility towards individuals of a specific group. Hate speech is not protected under freedom of speech because it can cause harm.

We use the word "safer" as no one can guarantee a space that is completely safe and free from every form of discrimination. Teachers/facilitators can help youth understand when responses are discriminatory and how they may impact other people. Thoughts and opinions that are shared can be used as teachable moments in future sessions.

How do you handle disclosures from students when the information they share reveals they have broken the law?

In public health, there is an approach called harm reduction. Harm reduction refers to health education and interventions that help to reduce the harmful consequences associated with behaviours, like drinking or sex. For example, we often talk with youth about alcohol. Even though it is illegal for youth in Saskatchewan under the age of 19 to drink, we also know it is happening.

Telling youth not to drink is not an evidence-based practice when trying to change youth attitudes and behaviours around alcohol. Instead, we use an evidence-based harm reduction approach which says, we know it's illegal for you to drink but we also know you're doing it, so let's at least talk about some of the scenarios where you could be at risk and how to mitigate these risks.

A similar approach can be used with marijuana. It's a judgement call whether hearing about youth drinking and other drug use is a reason to break confidentiality and talk with administrators or caregivers. In most cases, these disclosures are opportunities to talk to a youth outside the circle and offer support if they ever want to talk more about their alcohol and drug use. In some situations, the line is clear (e.g., hearing that a youth routinely drinks and drives warrants further conversation). The behaviour risks harm to the individual and to others and there's an obligation to intervene.

It is important that young people clearly understand the laws around pornography and the sharing of nude images. However, it is equally important to have authentic conversations with youth about pornography, recognizing that many youth access pornographic materials and that this may be impacting their health and their relationships. The short- and long-term consequences of sexting (i.e., sexually explicit text messages) and sharing nude images via text message or social media are important to include in discussions on pornography and healthy relationships.

It is important for students to understand the facilitator's limits of confidentiality at the beginning of the group. Legally, facilitators have to break confidentiality if the student is at risk of harm, or the student is at risk of harming someone else.

For more information about Canadian Child Pornography laws, please go to <https://laws-lois.justice.gc.ca/eng/acts/C-46/section-163.1.html>. For more information about Canadian laws regarding the sharing of intimate images, please go to <https://laws-lois.justice.gc.ca/eng/acts/C-46/section-162.1.html>.

It is important to note that the legal issues around youth sharing of sexually explicit images for private use are less clear. In 1999, the Supreme Court of Canada introduced a "private use exception" (R v Sharpe, 1999) that acknowledges youth have a right to sexual expression and can create and share expressive materials if the exchange is consensual and recipients are close in age. For more information about youth sexting and the law, see <https://skprevention.ca/sexual-health/#reports>.

What if I make a mistake during the session?

Teachers/facilitators and youth are all participants in the circle and if you feel you passed along incorrect information or shared an opinion you regret, simply do what you'd expect anyone else in the circle to do. Acknowledge it, correct the information, apologize when appropriate, and move on. If you're asked a question that you can't answer, let the participants know you'll do your best to find an answer.

It is most important for the youth to have a trusted adult who can facilitate the sessions with sensitivity and fairness.

Appendix C: Exit Slip

Name: _____

Thinking about today's lesson . . .

How are you feeling after what you learned today?

What was the most important thing you learned today?

What question do you have that wasn't answered today?

Appendix D: Icebreakers

Get to Know You Bingo

Time

- Introduction (5 minutes)
- Activity (30 minutes)
- *Total Time (35 minutes)*

Materials

- Pencils, markers, stamps, stickers
- 1 bingo card for each student

Format

- Whole class

Introduction

Discuss that in this icebreaker the students will think about drugs and alcohol. The activity will show how common these topics are, and we all know someone that has done them. This activity is not to pass judgement but to explore the commonality of some of these topics.

Activity

- The students are going to play a type of Bingo. The goal is to fill up the Bingo card. The students will approach others in the classroom to find someone who can answer 'yes' to each statement on the bingo sheet. When someone answers 'yes' to the question, the student will write the person's name in the correlating square.

Discussion

- How difficult was it to get every box on the bingo card filled in. Could some of the boxes have had multiple people say 'yes' to the statement? What does that mean?

Bingo Card

I have younger siblings.	I am an only child.	I have seen commercials about alcohol.	I have an older sibling that can drive.
I have felt a type of pressure in my life.	I have tried to make someone in my life happy.	I do not always agree with the choices of my friends/ family.	I know some of the effects of drug and alcohol.
I know what driving under the influence means.	I know someone who drinks alcohol.	I know someone who smokes cannabis.	I know someone who smokes or chews tobacco.

Get to Know Me Dice Roll

Introduction

The activity lets students get to know one another in an interactive, fun, and safe way. Students will learn that it is okay to share personal information with each other, and that they all have similarities and differences.

Time

- Introduction (5 min)
- Activity (30 mins)
- *Total Time (35 mins)*

Materials

- Multiple die (dice)
- *Get to Know Me Dice Roll* worksheet (found on following page)







Format

- Small groups

Activity

- Separate the students in groups of 3 or 4.
- Give each group one die and a *Get to Know Me Dice Roll* worksheet.
- Students will take turns rolling the dice and answering the questions.
- If time allows, every student should answer each question on the sheet.






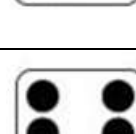
Get to Know Me Dice Roll Grades 4-5

	What languages do you know how to speak?
	What is your favourite food?
	What is something about you that other people don't know?
	If you could paint this classroom, what color and design would you use?
	What is your favourite thing to do after school?
	What is one thing you like about yourself?

Retrieved from *Back to School: Getting to Know You Dice Roll*.

<https://www.teachstarter.com/us/teaching-resource/back-to-school-getting-to-know-you-dice-roll/>

Get to Know Me Dice Roll Grades 6-9

	If you could go anywhere in the world, where would you go?
	If you were stranded on a desert island, what three things would you want to take with you?
	If you could only eat one food for the rest of your life, what would it be?
	If you won a million dollars, what is the first thing you would buy?
	If you could spend the day with one fictional character, who would it be?
	If you had a magic lantern and a genie gave you three wishes, what would you wish?

Retrieved from *Training Wheels, Creative Resource for Building Teams*. <https://training-wheels.com/virtual-icebreakers-and-connection-activities>

Move into the Circle

Introduction

This activity lets students get to know one another in an interactive, fun, and safe way. Students will learn that it is okay to share some personal information with each other, and that they all have similarities and differences.

Time

- Introduction (10 min)
- Activity (30 min)
- Check out (5 min)
- Total Time (45 min)

Materials

- Pencils
- Sticky notes
- Chart paper
- Circle Movement Question sheet

Format

Whole class

Activity

- Move into the Circle is a simple activity that asks students to respond to a statement by moving forward into the circle if they agree with the statement, backwards if they disagree, or remaining in place if they're unsure of their response, or not comfortable responding to the statement.
- Start with light, easier questions and move into deeper, more difficult questions.
- If there are strong reactions or interesting reactions to the statements, have everyone freeze and ask questions to find out why and provide relevant information as necessary.
- If no one or very few youth move in, ask some volunteers why they didn't move in. If lots of youth move in, ask some volunteers why they think so many moved in. Use the responses to generate some quick discussion.

Adaption

You can adjust questions based on age and demographics.

Circle Movement Question Sheet

Light

Move into the circle if...

1. You have brothers or sisters.
2. You like your brothers or sisters.
3. You are active in sports.
4. You play video games.
5. You play an instrument.
6. You think you're a good kisser.
7. You think you're a good singer.
8. You think you're a good dancer.
9. You've ever thrown up on someone.
10. You've ever had a conversation with a pet.
11. You've dreamed about flying.
12. You've dreamed about falling.
13. You like walking in the rain.
14. You eat fast food at least once a week.
15. You eat fast food almost every day.
16. You've ever broken a bone.
17. You've got any scars.
18. You usually look at your reflection when walking by a mirror or window.
19. You help care for someone.
20. You believe in Santa Claus.
21. You're looking forward to having a driver's license.
22. You are ticklish.
23. You've ever gone camping.
24. You were born somewhere other than Saskatchewan.
25. You've ever been so scared watching a movie that you covered your eyes.
26. You know how to cook a few things.
27. You've ever taken more than twenty selfies to get one just right for posting.
28. You still like playing with LEGO.
29. You like broccoli.
30. You're an amazing cook.
31. You still sleep with a stuffed animal.
32. A parent or guardian has ever caught you swearing.
33. You like lying down outside and watching the stars.
34. You think there's a perfect age to be in life.
35. You would eat bugs.
36. You were scared of something as a kid, but not anymore.
37. You've ever been sad throwing away a worn out but favourite piece of clothing.

Medium

Move into the circle if...

1. You have ever felt awkward and out of place.
2. You think you're a risk taker.
3. You would try skydiving.
4. You've ever shoplifted.
5. You've told a parent or guardian you're going someplace, and you went to another place.
6. You've ever been lost.
7. You've ever run away from home.
8. You've ever physically assaulted an object (kicked a door, smashed a bottle).
9. You are from a single parent home.
10. You think kids your age are having a tough time in our society.
11. It's okay to talk about sex in your family.
12. You feel comfortable talking to a parent or guardian about personal problems.
13. You feel comfortable talking to friends about personal problems.
14. You think you're someone who can be trusted.
15. You're feeling weird or self-conscious right now.
16. You feel uncomfortable around anyone in this circle.
17. You've gotten so angry that you've hit another person.
18. You're worried about someone in your life.
19. You think you'll ever be powerful (not so much physical power, but influence).
20. You think you're a role model to anyone.
21. You treat people the way you'd want people to treat you.
22. You think you're good at getting what you want.
23. You know someone who's gay, lesbian, bisexual, or transgender.
24. You've ever had to spend a night in the hospital.
25. You miss someone in your life who's no longer here.
26. You miss someone in your life who's here, but you're not in contact with that person anymore.
27. You have some adults in your life that you can trust.
28. You think you get enough sleep.
29. The opposite sex confuses you sometimes.
30. You think you'll feel comfortable talking to your kids about sex.
31. You've ever had doubts about your abilities and skills.
32. You have a habit of holding anger inside.
33. You wished you acted differently sometimes.
34. You think you could restart/reboot/redo a relationship with someone.
35. You're more likely to think about the future than reflect on the past.
36. You're more likely to follow than lead.
37. You're more likely to compliment people, than insult them.
38. You think it would be cool to have a twin.

Deep

Move into the circle if...

1. For any reason, you've cried about something in the past year or so.
2. You ever worry about something so much you can't get to sleep.
3. You are in a relationship.
4. You're comfortable hugging someone of the same sex.
5. You think you're happy most of the time.
6. You have been a victim of a bully.
7. You've bullied someone.
8. You ever feel lonely.
9. You've ever been drunk.
10. You've ever been stoned.
11. You have nightmares sometimes.
12. You have a habit of calling things, people, someone you don't like, "gay".
13. You have ever stood up against something that is unfair, wrong, or hurtful to someone else.
14. You wish you were closer to a parent or guardian.
15. You think life is going the way you want it to go.
16. You think you're in control of who you are as a person.
17. You believe you can help a friend become healthier.
18. You think you're trying to live up to the reputation of another person in your family.
19. You would like to change things about your body.
20. You've ever been pressured into trying alcohol or other drugs.
21. You've ever pressured someone else to try alcohol or other drugs.
22. You're worried about your future.
23. You think you'll be a good parent.
24. You think you can change the world.
25. You'd say yes to a gay friend who needed a date to a wedding or an event (just as friends).
26. You think you can be powerful without being mean.
27. You're in the process of/or thinking about changing something about yourself.
28. You think people have the wrong impression of you, or don't understand you.
29. You're proud of who you are right now.
30. You ever stir up drama on purpose.
31. You sometimes have problems in your life, and you don't know how to deal with those problems.
32. You've got a bad habit that you'd like to change.
33. You think you know what love feels like.
34. There's a female characteristic that you admire and would like to have.
35. You're good at cheering someone up.
36. You think your life, so far, would make a good movie.
37. You think young men have trouble expressing certain emotions.
38. You enjoy being alone sometimes.
39. You're secretly an alien, and you're just here to spy on us.

John and Annie discuss their boundaries around sexual activity.

Jason is happy when Serena is enjoying time with her friends.

Andrew asks Anne what she would like to do on their date.

Dave respects his friend's decision not to drink at a party.

**Darrel's friends support his new hobby,
photography.**

Erin feels comfortable swimming with her friends. Everyone has different bodies and that is okay.

Joe helps his friend get home safely after a party.

Beth trusts that her boyfriend will be honest with her, and he is.

Alice doesn't want to date anyone until she gets older. Her friends are okay with this.

Mary is comfortable talking to her friend about her feelings.

Andrea doesn't think her relationship with Dwayne is working out. She tells him this and has a discussion with him.

Ruthanne and her friends work around Sandra's curfew so that she can be included in their night out.

Kali feels comfortable asking questions in her sex ed class. She knows that no one will make fun of her.

Travis is okay waiting until Sarah is ready to have a sexual relationship.

Serena tells others the secrets that her friend, Alice, told her.

Lucas does not want to go tagging with his friends. They are okay with this.

Arthur decides Lesley is an easy “lay” because she is drunk.

Anne tells William that if he really loves her, he will have sex with her.

Twyla is “guilt tripped” into attending a party.

Joe doesn't tell his current partner about his past sexual relationships.

Lilly is called fat and a slob by her friends.

Every time Jason and Andrew hang out, Jason forgets his wallet and Andrew pays for everything.

Dwayne's friends call him a fag because he is not dating anyone.

Jackie is afraid to break up with Jed in case he gets mad at her.

When Julie gets angry, she scratches Matthew and throws things at him.

Luke is not allowed to hang out with his friends anymore because his girlfriend gets angry.

Jake texted half-nude pictures of his girlfriend to his friends.

Rachel is told she has to have sex with her boyfriend, because she has done it before.

Zander is made fun of by his friends for practicing his religion.

Maureen always gets presents for her boyfriend after he gets angry at her.

Appendix F: Help-Seeking Part 1

I cut my finger. It's bleeding.

**Something bit my finger and now my
finger is swelling up.**

**I cut my finger off. The stump is
bleeding.**

I stubbed my toe.

**I have a large sliver in my foot that I am
having a hard time taking out.**

I stepped on a nail.

I have a headache.

My head is hurting so much and nothing's helping. I have blurry eyes and feel like throwing up.

**I was in a car accident and hit my head
against the window.**

**I think I sprained my ankle playing
basketball.**

I have a nosebleed.

**I fell off my bike and think
I broke my arm.**

Your allergies are really bad today.

You are having chest pains.

You are having trouble breathing.

You have a bee sting.

**You can't see the words on the
blackboard.**

Mental Illness

A disturbance in thoughts, feelings and perceptions causing significant and persistent distress and difficulty functioning.

Examples: Schizophrenia, Depression, Bipolar Disorder

Happens to one in five of us

Treatment by a doctor or mental health professional may be required

Mental Health Problem

*Distress experienced as a result of
difficult experiences*

Examples:

- Death of family member or friend
 - Divorce
 - Severe bullying

**No treatment required, but support is
highly recommended**

Everyday Stress

Emotions experienced in response to everyday life

Examples:

- Stress from exams
- Something important is lost or stolen
- Relationship issues
- Disappointment

No treatment required, but support can be helpful

Adapt, learn, and cope

No Mental Health Distress, Problem, or Illness

*This can change from
one day to the next*

Relaxation Techniques

Dealing with Stress

Dealing with Anger

Dealing with Difficult People/Situations

Having Great Relationships with Friends

Having Great Relationships with Family

Knowing How to Cook

Being Able to Say No When There's Pressure to Say Yes

Knowing How to Protect Yourself

Being Yourself

Knowing How to Listen

Knowing Your Values – What’s Right and Wrong for You

Setting Goals

Asking for Help

Understanding How Advertising Influences and Manipulates People

Knowing How to Eat Healthy

Knowing How to Stay Active

Seeing Things from Another Perspective

Connecting with Your Culture

Connecting with Your Spirituality

Other

Dealing with Anxiety

Dealing with Depression

Difficulty with Time Management

Injury

Depression

Stress

Mental/ Emotional Health Problems

Anxiety

Risk of Pregnancy

Risk of STIs

Sexual Health Risks

Pressure to Have Sex

Relationship Problems Related to Porn

Tobacco Use

Alcohol Use Disorder

Daily Cannabis Use

Misuse of Prescription Drugs

Eating Disorder/ Body Image Issues

Inactivity

Unhealthy Eating

Other

Six Drinking Categories

Alcohol Use Disorder/ Dependence

A person drinks alcohol all the time and can't stop easily, even if it causes problems.

High-Risk Drinking

A person drinks alcohol in a way that could be dangerous or harmful, like drinking too much at once.

Regular Drinking

A person drinks alcohol regularly, such as having a drink every day or several days a week, but they do not get drunk.

Occasional Drinking

A person drinks alcohol sometimes, but not on a regular basis. This happens at a special occasion or at social events. They only drink alcohol a handful of times a year, and not a lot on one occasion.

Experimental Drinking

A person tries alcohol to see what it is like, but they may not drink again for a long time.

Non-Drinking

This means exactly what it says. For whatever reason, a person has chosen not to drink alcohol. Maybe they used to drink and decided to stop. Maybe there are religious or cultural reasons why they don't drink.