



Personal Wellness

Grades 6-8

Personal Wellness 6-8

Grades 6-7 released: June 2021

Implementation date: June 2022

Grade 8 released: June 2022

Implementation date: June 2023

Fredericton, New Brunswick, CANADA

2021

Department of Education and Early Childhood Development
Curriculum Branch

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Acknowledgments

The Department of Education and Early Childhood Development of New Brunswick (EECD) gratefully acknowledges the contributions of the following groups and individuals toward the development of the New Brunswick Personal Wellness 6-8 curriculum document:

- Lisa Perley-Dutcher, First Nation Consultant, Saint Mary's First Nation
- Brenda Parker, Educator, Campbellton Middle School
- Correen Barrett-Smith, Educator, Hartland Community School
- Heather Bailey, Educator, Cambridge Narrows Community School
- Jocelyn Cliff, Educator, JMA Armstrong/Salisbury Middle School
- Melana Palmer, Educator, Sussex Middle School
- Julie McConaghy, Public Health Nurse, Department of Health
- Renee Smith, Health Promoter, Department of Health
- Mike Richard, Assessment Branch, EECD
- Tanya Thibeau, Curriculum Branch, EECD
- Kate Charette, Curriculum Branch, EECD
- Jennifer Grant, Education Support Services Branch, EECD
- Kathy Whynot, Education Support Services Branch, EECD
- Tricia Berry, Education Support Services Branch, EECD
- Kelly Harris, Curriculum Support Teacher, EECD

Community Partnerships and Consultations:

- Sexual Health Nurses, Department of Health
- University of New Brunswick
- Sexual Violence New Brunswick
- AIDS New Brunswick
- Women's Equality Branch, Executive Council Office
- Students from New Brunswick Anglophone sector schools
- Provincial Curriculum Education Advisory Committee (PCEAC) parent sub-committee
- Dietitians, Department of Health
- Healthy Learner Nurses, New Brunswick

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 7.1.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 7.2

Cross Curricular Literacy and Multilingual Language Learners

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school. All subject-area teachers support all learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations. Supporting documents detailing ways to engage and provide scaffolds for Multilingual Language Learners (MLLs) will be developed in Summer 2022 and will be located in the appendices of this document.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative assessment).

Summative assessment is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment document](#).

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Guidelines for Assessing, Evaluating and Reporting K-8 provide additional information about assessment and evaluation. This can be accessed on the [Personal Wellness SharePoint site](#).

3. Subject Specific Guidelines

3.1 Rationale

The aim of the Personal Wellness Curriculum for grades 6-8 is to enable students to make well-informed, health-enhancing choices; to develop behaviours that contribute to the well-being of themselves and others; and to plan for the future. Health education is integral to EECD’s mission and provides students with the knowledge, skills, attitudes and experiences needed to become successful learners and healthy adults.

The Personal Wellness Curriculum incorporates outcomes from the formally separate Health curriculum and the Personal Development and Career Planning curriculum. Health and wellness education encourage students to manage their own well-being and make well-informed, health-enhancing choices and develop behaviours that contribute to the well-being of themselves and others. Students learn how to: communicate effectively; be resilient; identify and minimize risk; develop strategies for coping with adversity; as well as, access and use support, for themselves and others. They develop an understanding of the attitudes and values that impact well-being, such as respect, care and concern for others. They recognize and explore career options and opportunities and commit to lifelong learning.

New Brunswick’s Wellness Strategy

The [New Brunswick’s Wellness Strategy](#) 2014-2021 provides a framework that will enable any community, school, workplace, organization, family or individual to identify how goals, activities, or mandates are supported by improved wellness and can contribute to enhancing wellness within the province.

The New Brunswick Wellness Strategy supports action on all dimensions of wellness and determinants of health, encourages a comprehensive approach and focuses on inclusiveness and equity. The renewed framework also promotes using a mental fitness approach to wellness, which is critical to motivation and engagement.

As defined in New Brunswick’s Wellness Strategy, wellness is “the optimal state of health and well-being of individuals and groups. It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. The active pursuit of good health and the removal of personal and societal barriers to healthy living are key elements to achieving wellness.”

The seven dimensions have been identified in New Brunswick's Wellness Strategy and considered in Personal Wellness 6-8:

- **Emotional:** understanding ourselves, sharing feelings and coping with the challenges life can bring.
- **Mental/Intellectual:** being open to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.
- **Physical:** taking care of our bodies and getting through our daily activities without undue fatigue or physical stress
- **Social:** relating and connecting with other people.
- **Spiritual:** living meaningful and purposeful lives, and establishing peace and harmony in our lives.
- **Environmental:** recognizing our own responsibility for the quality of the air, the water and the land that surround us.
- **Occupational:** getting personal fulfillment from our jobs or our chosen career fields, working in a healthy environment and maintaining balance in our lives.

Comprehensive School Health

This document is intended to support the implementation of the Comprehensive School Health (CSH) model in the public schools of New Brunswick. CSH is an integrated approach to health that incorporates instruction, services and supports, and the school environment. This model extends curriculum further than has traditionally been the case. Students are expected to fully meet their individual potential, contribute to community and pursue wellness. They will acquire knowledge, skill development, and the development of attitudes and behaviours that are supported by activities and services within the schools and their communities. This curriculum is developed in recognition that health is a shared responsibility among individuals, families, schools and communities.



Health Literacy

Health literacy is the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across a lifetime (Rootman and El-Bihberty, 2008). It is hoped that the knowledge and skills acquired through this curriculum will enable students to acquire a level of health literacy which allows them to adopt a healthy lifestyle now and lay the foundation for their lifetime.

Quality Health Education

Today's health education curriculum should teach essential knowledge; shape personal values and beliefs that support healthy behaviors; and develop essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. It has clear goals and behavioural outcomes, as well as, instructional strategies and learning experiences that are related to the behavioural outcomes.

Positive Mental Health

Positive mental health is an essential component of overall health and can be developed by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health (Morrison and Peterson, 2013). Children today are experiencing more stress and anxiety than ever before and therefore special attention has been given to this particular dimension of wellness.

According to Morrison and Peterson (2013), the literature on positive mental health approaches include a range of key concepts that describe the nature and characteristics of promising perspectives and practices for the promotion of mental wellness among children. These positive mental health themes include social emotional learning, positive development, protective factors and resiliency, diversity, acceptance and understanding of student mental health needs, connectedness, strength-based perspectives, mental fitness and self-efficacy. Many of these themes have been addressed in the Personal Wellness curriculum.

Career Connected Learning

In most Canadian provinces, career education in schools begins in the early years and increases in depth and specificity over time. At the middle-school level, instruction related to career planning is generally integrated into health. The content at this level is often directly linked to developing a knowledge of self, skills to interact with others and an awareness of the importance of growth and change. The content is also geared towards developing an awareness of the relationship between work and learning, the importance of personal responsibility and good work habits, as well as, how work relates to the needs and functions of society.

Content should also include recognizing the importance and diversity of work and an awareness of the different occupations and changing roles over time.

The Personal Wellness curriculum uses the future focused [best practices](#) as outlined in the [New Brunswick Career Education Strategy](#) as the foundation for student learning outcomes. The career education strategy and its best practices outline the skills, knowledge, and attitudes essential for effectively engaging in life, learning and work today and into the future. Through this course, students will be given the opportunity to explore and further develop these skills to better prepare them for learning opportunities as well as the world of work.

Diversity

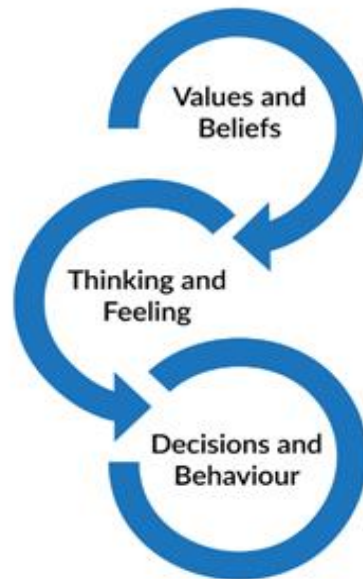
Learning outcomes in the Personal Wellness curriculum were designed to enable teachers to recognize and respect the varying values and experiences that students have in relation to personal wellness. The curriculum enables understanding of the contextual and cultural experiences that influence norms and ways of being and provides opportunities for students to explore how interests, experiences and/or cultural norms connect to health practices. For example, when examining healthy food choices, the curriculum supports teachers and students in recognizing and respecting that healthy food examples will vary across cultures. The curriculum allows space for these different examples to emerge, while retaining a common thread of category definitions for “healthy” and “unhealthy.” Remembering and respecting that not all students share the same knowledge of food options (i.e., some will be familiar with a sandwich in their lunch box and others will be familiar with rice and peas), and some students will only have access to certain foods at home due to food insecurity, enables the teacher to plan for safe and inclusionary learning activities where every student can be involved and share their experience while learning new information.

3.2 Course Description

The Personal Wellness curriculum addresses the physical, mental/intellectual, emotional, social, spiritual, environmental and occupational dimensions of health as identified in the New Brunswick Wellness Strategy (2014). This course is designed to motivate and assist students to maintain and improve their health, reduce health-risk behaviors and gain a better understanding of themselves. In essence, it involves learning about the habits, behaviors, interactions and decisions related to living well and planning for the future. It is personal in nature and involves such topics like healthy eating, physical activity, healthy growth and development, personal safety, emotions, appreciation for diversity, relationships, strengths and personal qualities, and the world of work. The Personal Wellness Curriculum 6-8 intentionally incorporates career development outcomes. Career development can have a significant impact on one’s wellbeing and mental health. To be most effective career development is found throughout all curriculum K-12.

Self-awareness and self-management are central themes that span the outcomes of Personal Wellness 6-8. The Self-Awareness and Self-Managing Model is a pedagogical tool used to support the teaching and learning of the curriculum content. Students will engage in a continuous self-awareness feedback loop by reflecting on the three questions below. The intent of this guided self-reflection is for learners to gain personal awareness of their worldview and how it shapes what they are thinking and feeling as they interact with the content and concepts. The desired outcome of this model is to foster critical thinking that promotes healthy decision-making and behaviours to achieve health and well-being.

Self-Awareness and Self-Managing Model



- How do my values and beliefs align with the content and concepts?
- How is this knowledge influencing my thoughts and feelings?
- How will I use this information to guide my decisions and behaviour?

3.3 Curriculum Organizers and Outcomes

Personal Wellness 6-8 aims to promote a sense of belonging and well-being as students deepen their understanding of how to contribute to positive and healthy environments now and as adults. Because it builds on the learning presented in Personal Wellness 3-5 curriculum, students will acquire more complex knowledge, motivation, and behavioural skills. They will learn specific content and concepts related to five strands: Personal Wellness, Mental Fitness, Healthy Relationships, and Human Growth and Sexual Health.

Wellness

As stated in New Brunswick’s Wellness Strategy, “wellness is the optional state of health and well-being of individuals and groups. It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. The active pursuit of good health and the removal of personal and societal barriers to healthy living are key elements to achieving wellness.”

Wellness is a balanced state of emotional, intellectual, physical, social, environmental, occupational, and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions.

Under this domain, students gain the knowledge necessary for developing and maintaining a healthy and safe lifestyle. Topics include healthy eating, healthy personal habits, and benefits of physical activity, decision-making and misuse of substances.

Mental Fitness

Mental Fitness means having a positive sense of how to think, feel, and act which affects our ability to enjoy life and deal with challenges. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, civic action, interconnections, and personal dignity. Students will recognize emotions in themselves and in others; identify strategies for understanding and recognizing their emotions; make decisions about responsible behavior, as well as learn how to seek help when necessary.

Relationships

Mental health and physical well-being rely heavily on one’s abilities to form close relationships, a process which begins with families and evolves to the formation of friendships. All relationships help to develop interpersonal skills, create opportunities to practice emotion regulation and affect self-esteem. Healthy relationships are those which are enjoyable and respectful – these relationships are a shared responsibility and require effective communication. In this domain, students learn to value the uniqueness of others, the characteristics of healthy relationships and strategies for resolving conflict. Furthermore, this strand focuses on positive communication which sets the foundation for the Human Growth and Development Strand.

Human Growth and Development

Students and teachers use age-appropriate language and content to increase:

- knowledge (“what is...” or “how do I” ...questions);
- motivation (learn about the impact of social norms and peer pressure); and
- behavioural skills (how to put information into practice – e.g., consent strategies, handling rejection) to help support healthy development.

The Human Growth and Development Strand provides students with opportunities to learn how to keep themselves safe and where to go for support in their community for resources. In middle school Personal Wellness, topics include reproduction, consent, STBBIs, contraceptive, decision making about becoming sexually active, and sexual violence, which includes a range of content such as media messages and human trafficking. By the end of grade eight, students will have knowledge and be able to reflect on their attitudes, manage their well-being, and use skills that will enable them to better navigate adolescence. This curriculum is designed to promote healthy decision-making for personal well-being as well as for the greater good of society.

Career Connected Learning

Career connected learning is an important foundational aspect to enhancing a person’s health outcomes. This strand allows students to learn knowledge, skills and attitudes pertaining to the work planning for now and in the future. A career is the life you want to lead – not just a job, occupation or profession. It involves preparing for possible and preferred futures.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart – Grade 6

Wellness	
GCO 1	Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.
SCO 6.1.1	Students will examine personal health habits and their impact on the seven domains of wellness.
SCO 6.1.2	Students will describe factors that influence food, substance, and screen time use and misuse.
SCO 6.1.3	Students will explain how media and technology influence health and well-being.

Mental Fitness	
GCO 2	Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.
SCO 6.2.1	Students will describe strategies to maintain positive mental health.
SCO 6.2.2	Students will describe how decision-making impacts personal wellness.
SCO 6.2.3	Students will discuss decision-making about money.

Relationships	
GCO 3	Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.
SCO 6.3.1	Students will discuss characteristics of healthy relationships.
SCO 6.3.2	Students will identify differences between conflict and bullying.
SCO 6.3.3	Students will identify ways to promote anti-discrimination.

Human Growth and Development	
GCO 4	Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.
SCO 6.4.1	Students will explain the stages of pregnancy from preconception to childbirth.
SCO 6.4.2	Students will identify sexuality as a natural part of being human throughout one's lifespan.
SCO 6.4.3	Students will identify how media influence individual beliefs about self image.

Career Connected Learning	
GCO 5	Students will identify knowledge, skills, and attitudes needed to pursue career pathways.
SCO 6.5.1	Students will reflect on their own preferred future.
SCO 6.5.2	Students will explore interests, skills, strengths and personal qualities required for specific career pathways and transitions.
SCO 6.5.3	Students will explore the competencies needed to successfully manage learning, work and transitions through authentic experiences.

Learning Outcomes Summary Chart – Grade 7

Wellness	
GCO 1	Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.
SCO 7.1.1	Students will describe the impact of health habits on self and community.
SCO 7.1.2	Students will describe the impacts of food, substance, and screen time use and misuse on health and well-being.
SCO 7.1.3	Students will analyze how media and technology influence health and well-being.

Mental Fitness	
GCO 2	Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.
SCO 7.2.1	Students will analyze the impact of mental health on well-being.
SCO 7.2.2	Students will analyze how decision-making impacts personal wellness.
SCO 7.2.3	Students will describe the five components of financial literacy.

Relationships	
GCO 3	Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.
SCO 7.3.1	Students will describe strategies to build and maintain healthy relationships.
SCO 7.3.2	Students will develop skills for responding to conflict, bullying, and violence.

SCO 7.3.3	Students will examine ways to promote anti-discrimination.
Human Growth and Development	
GCO 4	Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.
SCO 7.4.1	Students will describe social, emotional, and cognitive changes associated with adolescence.
SCO 7.4.2	Students will discuss how thoughts, feelings, and behaviours associated with sexuality are natural and can occur throughout one's lifespan.
SCO 7.4.3	Students will discuss how media present messages about sexuality and relationships that can influence body image and self-worth.

Career Connected Learning	
GCO 5	Students will identify knowledge, skills, and attitudes needed to pursue career pathways.
SCO 7.5.1	Students will reflect on their own preferred future.
SCO 7.5.2	Students will examine personal strengths, interests, and skills required for specific career pathways and transitions.
SCO 7.5.3	Students will examine the competencies needed to successfully manage learning, work and transitions through authentic experiences.

Learning Outcomes Summary Chart – Grade 8

Wellness	
GCO 1	Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.
SCO 8.1.1	Students will evaluate the impact of healthy habits on personal and community well-being.
SCO 8.1.2	Students will evaluate evaluate the impacts of food, screen time, and substance use and misuse on self and community.
SCO 8.1.3	Students will evaluate how media and technology influence the health and well-being of self and community.

Mental Fitness	
GCO 2	Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.
SCO 8.2.1	Students will evaluate behaviours/environments that help foster positive mental health and build resilience.

SCO 8.2.2	Students will assess how decision-making impacts personal wellness.
SCO 8.2.3	Students will explore the five elements of financial literacy.
Relationships	
GCO 3	Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.
SCO 8.3.1	Students will apply strategies to build and maintain healthy relationships.
SCO 8.3.2	Students will evaluate factors and influences that contribute to a safe society.
SCO 8.3.3	Students will assess ways to promote anti-discrimination.

Human Growth and Development	
GCO 4	Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.
SCO 8.4.1	Students will discuss care, sensitivity, and respect for the changes during adolescence that are unique and occur at different rates for everyone.
SCO 8.4.2	Students will examine the knowledge, responsibility, and skills necessary to make informed decisions about becoming sexually active.
SCO 8.4.3	Students will analyze how media introduce messages about bodies, sexuality, and relationships.

Career Connected Learning	
GCO 5	Students will identify knowledge, skills, and attitudes needed to pursue career pathways.
SCO 8.5.1	Students will reflect on their own preferred future.
SCO 8.5.2	Students will develop further interests, skills, strengths and personal qualities required for career pathways and transitions.
SCO 8.5.3	Students will develop the competencies needed to successfully manage learning, work and transitions through authentic experiences.

4. Curriculum Outcomes

Wellness		
GCO 1 Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.		
SCO 6.1.1 Students will examine personal health habits and their impact on the seven domains of wellness.		
Concepts and Content		I Can Exemplars:
<p>Personal Hygiene Practices: oral health, keeping external reproductive organs clean, use of hygiene products, regular clothing changes, benefits of sleep and sleep routines.</p> <p>Healthy Eating</p> <ul style="list-style-type: none"> • Food marketing • Food security • Healthy drink choices <p>Physical Well-being</p> <ul style="list-style-type: none"> • Active versus sedentary lifestyle (e.g., benefits of daily physical activity) • Domains of wellness (e.g., emotional, intellectual, physical, social, spiritual, environmental, occupational) • Sleep habits (e.g., routines and barriers) • Connection to the environment (e.g. impact of nature benefit and deficits on health) <p>Health Care Prevention</p> <ul style="list-style-type: none"> • Communicable and non-communicable diseases 		<p>I can explain the relationship between personal health habits (nutrition, cleanliness, sleep, physical activity, nature benefits, and screen time) and well-being.</p> <p>I can discuss how finances can impact a person’s health and well-being.</p> <p>I can examine ways to prevent communicable and non-communicable diseases.</p> <p>I can discuss the seven domains of wellness.</p>
Resources		
Multimedia	Website	Document
6.1.1 Choose Water Video 6.1.1 Unlockfood.ca video library	6.1.1 Marketing Can Influence Your Food Choice 6.1.1 Healthy Drinks 6.1.1 The Juicy Story on Drinks 6.1.1 Food Security 6.1.1 Mindful Eating	6.1.1 Human Body Series - Sleep 6.1.1 Kids in the Know: What Makes us Strong and Safe 6.1.1 Make It Count Financial Literacy 6.1.1 NB Wellness Dimensions (p. 6-7)

Grade 6: GCO 1, Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.

[6.1.1 Food Allergies and Sensitivities](#)

[6.1.1 Food Security Brochure](#)

[6.1.1 Sweetcarolinefoundation.ca](#)

[6.1.1 Food Allergy Canada](#)

[6.1.1 Five Ideas for better sleep](#)

[6.1.1 Active Versus Sedentary Lifestyles](#)

[6.1.1 Physical Activity for Children and Youth](#)

[6.1.1 Plants to Plate – Ecology Action Centre](#)

[6.1.1 Kids Boost Immunity](#)

[6.1.1 Non-communicable diseases \(WHO\)](#)

SCO 6.1.2 Students will describe factors that influence food, substance, and screen time use and misuse.		
Concepts and Content		I Can Exemplars:
<p>Influences (e.g., peers, social media, cultural norms, traditions, addiction, use and misuse of substances, food, or screen time)</p> <p>Use and Misuse</p> <ul style="list-style-type: none"> Define Behaviours that lead to addiction <p>Strategies to Cope with Daily Stressors</p> <ul style="list-style-type: none"> Stress management (e.g., do something enjoyable, physical activity, mindfulness) Positive mental health strategies (e.g., talk to a person you trust, take part in a hobby, develop a strength or talent) Learn how to manage emotions (e.g., calming strategies such as count to ten, walk away) Taking healthy risks (e.g., try a leadership role, join a new club, volunteer) 		<p>I can explain the difference between use and misuse.</p> <p>I can identify how marketing can influence choices.</p> <p>I can give examples of positive and negative peer pressure.</p> <p>I can demonstrate decision-making and refusal skills to deal with pressures in various scenarios.</p> <p>I can discuss behaviours that could lead to addiction.</p> <p>I can give examples of healthy coping strategies for stressors.</p>
Resources		
Multimedia	Website	Document
<p>6.1.2 Cell Phone Addiction Tanner Welton TEDxLangleyED - Bing video</p> <p>6.1.2 Vaping is not without risks. Let's talk about it now! Vitalité (vitalitenb.ca)</p>	<p>6.1.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> Lesson 2 - Emotional Range Category <p>6.1.2 Cannabis -Teen Mental Health</p> <p>6.1.2 Substance Abuse, Opioids, Quit Smoking</p> <p>6.1.2 Hot Topics: e-cigarettes and vaping</p> <p>6.1.2 Resources Library – Prevent Smoking – Children</p> <p>6.1.2 Vaping resource for school</p> <p>6.1.2 Types of Stressors: Eustress</p> <p>211</p>	<p>6.1.2 Define Positive Mental Health-p.8</p> <p>6.1.2 Positive Mental Health Toolkit - JCSH</p>

SCO 6.1.3 Students will explain how media and technology influence health and well-being.		
Concepts and Content		I Can Exemplars:
<p>Digital Citizenship</p> <p>Fluency</p> <ul style="list-style-type: none"> • Fact versus opinion in online sources • Digital tools (e.g., knowing when to use them) • Search strategies for gathering reliable information (e.g., search content, is the first link the best, Wikipedia, validating information) <p>Rights and Responsibilities (e.g., how you present yourself online/offline)</p> <ul style="list-style-type: none"> • Protecting yourself/everyone online and in the real world (e.g., personal information, secrets) • Rights to privacy and respecting privacy (e.g., setting personal online boundaries, decision making about sharing images) • Dealing with suspicious or uncomfortable content (e.g., violation of rights, risks and responsibilities of interacting with unknown people online – strangers are not your friends) • Define luring (e.g., reporting online, talk to an adult when you need support) • Similarities and differences between “in real life” and “digital life” personas and behaviours (e.g., content you are posting, personal information, pros and cons) <p>Health and Well-being</p> <ul style="list-style-type: none"> • Screen time (e.g., shut off your device) • Personal safety behaviours for using a digital device (e.g., do not text and drive, limited access, protecting your device, accounts, passwords) 		<p>I can list strategies to identify reliable information online.</p> <p>I can describe personal boundaries while online.</p> <p>I can discuss the impact of the information they share online.</p> <p>I can describe what it means to be a responsible digital citizen.</p> <p>I can identify how a person’s identity or personality can be different online.</p> <p>I can describe online safety strategies.</p>
Resources		
Multimedia	Website	Document
6.1.3 Teen Voices: Who You’re Talking to Online	6.1.3 KidsintheKnow Online Resource:	

Grade 6: GCO 1, Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.

[6.1.3 Being Safe on the Internet](#)

*EECD has created three professional learning modules for teachers on Civics topics including Digital Citizenship and Civil Discourse. To access the modules, go to <https://nbvlc.nbed.nb.ca>. Once there, click on the Discover link in the navigation bar and search for **PL for Civics EECD 2021-22**. Once you find it, you will need to click on a button that says "Enroll in Course". Once you have enrolled you will be able click on the "Open Course" option to access the modules.

- Lesson 2: What Seven Root Safety Strategy Am I?
- Lesson 3: Circle of Protection
- Lesson 6: Common Lures/Lure Names
- Lesson 7: Online Safety/Internet Anticipation Guide
- Lesson: Be Smart, Strong & Safe - Activity Book, 11+

Resources for Optional Use:

6.1.3 [Civic Engagement and Communication as Digital Community Members | Learning for Justice](#)

[6.1.3 Media Smarts – Digital and Media Literacy – Digital Issues](#)

[6.1.3 Media Smarts – Digital and Media Literacy – General Information – Internet and Mobile](#)

[6.1.3 Kids Help Phone - Online Safety 211](#)

Mental Fitness	
GCO 2 Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.	
SCO 6.2.1 Students will describe strategies to maintain positive mental health.	
Concepts and Content	I Can Exemplars:
<p>Positive Mental Health (e.g., ability to enjoy life, work through life challenges, emotional and spiritual well-being, equity, respect for cultures, dignity within social environments)</p> <p>Indicators of Poor Mental Health (e.g., persistent sadness, feelings of overwhelm, feeling consistently unlike oneself, constant feelings of isolation)</p> <p>Mental Fitness Needs</p> <ul style="list-style-type: none"> • Relatedness (e.g., welcome those around you, have positive interactions, use check-ins) • Competency (e.g., recognize your strengths, use your strengths, build confidence) • Autonomy (e.g., express your voice, have your voice heard, be able to make choices, learn how to say yes and no to things, work with partners, teams etc.) <p>Ways to Develop Mental Fitness</p> <ul style="list-style-type: none"> • Individual strengths (e.g., use strengths, gifts and talents) • Self-awareness and reflection • Social supports (e.g., get involved with community organizations and reach out to caring adults) • Voice (e.g., express needs, wants, and opinions) <p>Sources of Stress (e.g., food insecurity, responsibilities, requests from parents and friends, discuss student concerns)</p> <p>Positive Mental Health Strategies (e.g., physical activity, doing activities you enjoy, healthy relationships, mindfulness, gratitude practice, autonomy support, spending time in nature, spiritual</p>	<p>I can define <i>positive mental health</i>.</p> <p>I can discuss ways to improve mental fitness.</p> <p>I can describe strategies to manage stress.</p> <p>I can identify the connection between career development and positive mental health.</p> <p>I can discuss where to get support to improve mental health (e.g., call 211).</p>

Grade 6: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

<p>practices, sacred drumming, smudging. Note: any Indigenous ceremony must have Elder guidance)</p> <p>Career and Mental Health (e.g., livelihood improves positive mental health – discuss connection, goals, sense of purpose, passion)</p> <p>Seeking Support (e.g., supports for building resilience within home, school, and community - 211)</p>	
<p>Resources</p>	
<p>Multimedia</p>	<p>Website</p> <p>6.2.1 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 2: Emotional Range Words • Lesson 2: Feelings Range of the Day <p>6.2.1 Teen Mental Health</p> <p>6.2.1 Teach Resiliency/PHECanada</p> <p>6.2.1 Schoolresourcesnb.com</p> <p>6.2.1 PositiveMentalHealthToolkit/JCSH-cces.ca</p> <p>6.2.1 Kids Help Phone: Stress Busters</p> <p>6.2.1 Teen Talk – Mental Health Topics</p> <p>6.2.1. Kids Help Phone: How can we help?</p> <p>6.2.1 The Link Program</p> <p>6.2.1 Self Care Tips</p> <p>6.2.1 Student PMH Strategies</p> <p>211</p> <p>Document</p> <p>Teacher Resource: Positive Mental Health, p.7, p.17</p> <p>6.2.1 Hope Wheel Teach ResiliencyPHECanada</p>

<p>SCO 6.2.2 Students will describe how decision-making impacts personal wellness.</p>	
<p>Concepts and Content</p> <p>Health Promotion</p> <ul style="list-style-type: none"> • Injury Prevention (e.g., concussions, falls, collisions, crashes, prevalence of risk) • Allergies and sensitivities (e.g., allergies can be fatal, awareness and concern for the safety of people with allergies, show kindness to people with allergies and sensitivities by treating them with dignity and respect) 	<p>I Can Exemplars:</p> <p>I can identify risks encountered at home, school, and play.</p> <p>I can discuss ways to prevent various forms of harm and promote safety for self and others.</p> <p>I can discuss ways to demonstrate respect for people with diverse needs.</p>

Grade 6: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

<ul style="list-style-type: none"> Promote personal safety (e.g., physical, emotional, online) <p>DECIDE Model (e.g., decision making models can be used across all contexts of life, for big and small decisions, for safety prevention or otherwise, ‘not making a decision’ can be more harmful)</p> <p>D – Define the decision to be made E – Explore your options C – Consider the consequences I – Identify your values D – Decide and act E – Evaluate the results</p> <p>Seeking Support (e.g. safe adult, online reporting tools, community resources)</p> <p>Decision-making (e.g., define refusal skills)</p>	<p>I can use a decision-making model when presented with various situations.</p> <p>I can list where to get support in their community for various needs.</p>
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Resources

Multimedia

- [6.2.2 Concussion Awareness](#)
- [6.2.2 Health Education Skills 101: How to Make Healthy Decisions - YouTube](#)

Website

- 6.2.2 **KidsintheKnow** Online Resource:
- Lesson 1: 7 Root Safety Strategies
 - Lesson 4: Healthy Boundaries 3, 2, 1, +1 Activity
 - Lesson 8: Babysitter’s Safety
- [6.2.2 Link Program \(decision making tool\)](#)
 - [6.2.2 Injury prevention: Parachute Canada](#)
 - [6.2.2 NB Trauma Program: Winter Safety and Concussion Safety](#)
 - [6.2.2 Safety Guidelines for Physical Education in NB](#) – p. 223

Document

- [6.2.2 Decision making model - D.E.C.I.D.E](#)
- [6.2.2 SEL Core Competencies: decision making](#)
- [6.2.2 Kids Health.org: Summer Safety](#)
- [6.2.2 Injuries are not accidents](#)

<p>SCO 6.2.3 Students will discuss decision-making about money.</p>	
<p>Concepts and Content</p>	<p>I Can Exemplars:</p>

Grade 6: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

<p>Financial institutions and organizations</p> <ul style="list-style-type: none"> • Banks • Credit Unions • The Bank of Canada <p>How taxation works</p> <p>Why do we use and trust financial institutions?</p> <p>Formal and informal means of earning money</p> <ul style="list-style-type: none"> • Full- and part-time jobs • Seasonal employment • Self-employment <p>Barriers and risks</p> <ul style="list-style-type: none"> • Understanding and managing wants vs. needs • Practice using models for budgeting and decision-making • Systemic issues such as poverty, housing, hunger 	<p>I can discuss how to balance saving and spending money.</p> <p>I can identify barriers and risks to responsible financial decision-making.</p> <p>I can list where to find support for financial decision-making.</p>	
<p>Resources</p>		
<p>Multimedia</p> <p>6.2.3 FinLit 101</p> <p>6.2.3 NB Career Connected Learning Modules: Financial Wellness</p> <p>6.2.3 About Your Money Students – a free financial education seminar program for Canadian students About Your Money Students – a free financial education seminar program for Canadian students (cba.ca)</p> <p>6.2.3 Reality Check (reality-check.netlify.app)</p>	<p>Website</p> <p>6.2.3 FCNB Financial and Consumer Services</p> <p>6.2.3 My Blueprint Financial Literacy</p> <p>6.2.3 Money Sense</p>	<p>Document</p> <p>6.2.3 Make It Count Financial Literacy</p>

Relationships		
GCO 3 Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.		
SCO 6.3.1 Students will discuss characteristics of healthy relationships.		
Concepts and Content	I Can Exemplars:	
<p>Healthy Relationship Characteristics (e.g., look like, sound like, feel like; respect, empathy, trust, honesty, support, equality, communication etc.)</p> <p>Unhealthy Relationship Characteristics (e.g., disrespect, neglect, pressure, inequality, violence, yelling, manipulation etc.)</p> <p>Relationship Changes (e.g., family dynamics, friendships, dating, pressures from peers)</p> <p>Communication (e.g., three types - passive, assertive, aggressive, healthy ways to express feelings, understand and respond to the feelings of the people you interact with)</p> <p>Define Personal Boundaries (e.g., space, belongings, body, feeling – uneasy, unsafe, common lures)</p>	<p>I can describe characteristics of healthy and unhealthy relationships.</p> <p>I can give examples of how relationships change.</p> <p>I can discuss how peers and family members influence relationships.</p> <p>I can demonstrate listening with empathy to understand and learn from a peer about something they have experienced.</p> <p>I can describe how to communicate in a positive way.</p> <p>I can identify healthy personal boundaries.</p>	
Resources		
<p>Multimedia</p> <p>6.3.1 Teacher Resource: Relationship Skills</p> <p>6.3.1 Healthy vs Unhealthy Relationships</p>	<p>Website</p> <p>6.3.1 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 2: Emotional Range • Lesson 3: Safe vs. Unsafe Behaviour • Lesson 4: Relationship Characteristics • Lesson 4: Relationship Sensory Triangle <p>Resources for Optional Use:</p> <p>6.3.1 Kids Help Phone: Healthy Friendships</p> <p>6.3.1 Kids Help Phone: Making Friends</p> <p>211</p>	<p>Document</p> <p>6.3.1 Kids in the Know: Healthy and Unhealthy Relationships</p> <p>6.3.1 Kids in the Know: Respecting or breaking personal boundaries</p> <p>6.3.1 How healthy is your friendship? - Kids Help Phone</p> <p>6.3.1 Learning for Justice: Developing Empathy</p>

Grade 6: GCO 3, Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 6.3.2 Students will identify differences between conflict and bullying.		
Concepts and Content		I Can Exemplars:
<p>Conflict Versus Bullying</p> <ul style="list-style-type: none"> • Bullying (e.g., imbalance of power, intent to harm, repetition, stressful, provocation, recognize if you are using hurtful or bullying behaviour) • Upstander role (e.g., take action against inappropriate treatment) • Types (e.g., verbal, physical, cyber, social such as identity-based bullying - gender) • Effects of bullying (e.g., physical, social, emotional, psychological harm) <p>Conflict Resolution Strategies (e.g., be honest, have an open mind, talk it out, listen carefully, find an agreement, give support, forgive, own your mistake, hold your end of the deal, disagree in a positive way, have a support network)</p> <p>Strategies for Upstanding to Harmful or Hurtful Behaviour (e.g., say no, redirect the conversation, walk away, avoid the person, stay close to your friend(s), be confident, defend yourself or someone else, ask for help, report)</p> <p>Seeking Support (e.g., if you need help with a bully or if you need help to stop bullying behaviour, go to a teacher, guidance counsellor, family member or trusted adult, keep asking for help until you get it)</p>		<p>I can explain the difference between conflict and bullying.</p> <p>I can identify actions that contribute to unkind behaviour, bullying, leaving people out, etc.</p> <p>I can describe the impact of bullying.</p> <p>I can describe strategies to resolve conflict and stand up to bullying behaviours.</p> <p>I can explain how to build a support network.</p>
Resources		
Multimedia	Website	Document
	<p>6.3.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 5: Healthy/Unhealthy Boundaries • Lesson: Be Smart, Strong & Safe <p>6.3.2 Teaching Communication Skills</p> <p>6.3.2 Guide to Separation and Divorce 211</p>	<p>6.3.2 Kids in the Know: Boundaries and Instincts</p> <p>6.3.2 Kids in the Know: Who are Safe Adults</p> <p>6.3.2 KidsHealth.org: Conflict Resolution</p> <p>6.3.2 Kids Help Phone: Bullying</p>

Grade 6: GCO 3, Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 6.3.3 Students will identify ways to promote anti-discrimination.		
Concepts and Content		I Can Exemplars:
<p>Identities</p> <ul style="list-style-type: none"> World view (e.g., What is world view and how does it shape our identities?) Exploring our role as treaty peoples (e.g., strengths, empathy, mutual respect, reconciliation, myths, bias) <p>Types of Diversity (eg. ethnic, cultural, linguistic, religious, age, ability, neurodiversity, sexual orientation and gender identity)</p> <p>Gender and Sexual Diversity</p> <ul style="list-style-type: none"> Gender is a complex concept consisting of three parts (gender biology, gender expression and gender identity) Gender biology (e.g., sex assigned at birth) Gender identity (e.g., how we feel inside, cisgender, transgender, non-binary, two-spirit, emerging identities) Gender expression (e.g., how we dress and act, social perceptions) Sexual orientation is not the same as gender. It is about who you are attracted to romantically (e.g., lesbian, gay, queer, bisexual, two spirit, asexual, pansexual, heterosexual (straight), emerging orientations) <p>Celebrating and Appreciating Diversity</p> <p>Define</p> <ul style="list-style-type: none"> Bias, discrimination, and stereotypes Inclusive and affirming language (e.g., use of desired pronouns) 		<p>I can describe how my life experiences (e.g., race, family, history, cultural background, and where I live or have lived) have influenced and continue to influence my identities.</p> <p>I can give examples of personal values, beliefs and attitudes.</p> <p>I can discuss how identities can be impacted by the values, beliefs and attitudes of others.</p> <p>I can identify bias, discrimination, and stereotypes in the school and wider community.</p> <p>I can discuss gender identity, gender expression and sexual orientation.</p> <p>I can discuss the importance of showing acceptance and celebrating differences.</p>
Resources		
Multimedia	Website	Document
<p>6.3.3 Student Toolkit: Identity Iceberg Sutori</p> <p>6.3.3 Gender Identities</p> <p>6.3.3 Gender Roles and Stereotypes</p> <p>6.3.3 Bill C-16: Gender Identity and Expression</p>	<p>6.3.3 We Are All Treaty People - Canada's History (canadashistory.ca)</p> <p>6.3.3 I Am From Poems EL Education</p>	<p>6.3.3 Canadian Charter of Rights and Freedoms</p> <p>6.3.3 Truth and Reconciliation Calls to Action</p> <p>6.3.3 NB LGBTQ Inclusive Education Resource</p>

Grade 6: GCO 3, Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

[6.3.3 Teacher Resource: NB Inclusive Education Resource - LGBTQIA2S+](#)
[6.3.3 Sexual Orientation Explained](#)

[6.3.3 Lesson: Confirmation and Other Biases | Facing History](#)
[6.3.3 Inclusive and Affirming Language – Egale Canada](#)
[6.3.3 The Foundations of Worldview](#)
[6.3.3 Mediasmarts.ca - Gender Stereotypes](#)
[6.3.3 SIECCAN – SHE in School QandA](#)
[211](#)

[6.3.3 GNB Policy 713: Sexual Orientation and Gender Identity \(2020\)](#)
[6.3.3 SIECCAN – Sexual Orientation](#)
[6.3.3 SIECCAN – Gender Identity in Schools](#)

Human Growth and Development

GCO 4 Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 6.4.1 Students will explain the stages of pregnancy from preconception to childbirth.

Concepts and Content

Physical Changes of Puberty:

- Changes in voice, body size and weight, production of body odour, hair growth, skin gets oily, acne, onset of menstruation and nocturnal emissions (wet dreams), erections, ejaculations, ovulation (eggs released from ovaries), start producing sex hormones, start producing sperm, sweat glands develop, vaginal discharge.

Reproductive Systems (e.g., menstruation and the production of sperm)

Menstruation (e.g., normal and natural part of being human, stigma and inequities toward people with bodies who menstruate)

Pregnancy and Childbirth (e.g., preconception, fertilization, gestation, childbirth, parenting, breastfeeding and especially important is colostrum – first milk which contains a high concentration of nutrients and antibodies)

I Can Exemplars:

I can discuss changes and challenges that occur during puberty at different times for different people.

I can explain the structures and functions of the female reproductive system.

I can explain the structures and functions of the male reproductive system.

I can discuss the stigmatization around menstruation.

I can explain the stages of pregnancy including preconception, fertilization, gestation, and childbirth.

Resources

Multimedia

[6.4.1 Puberty Videos](#)

[6.4.1 Preconception Video](#)

[6.4.1 Fetal Development](#)

[6.4.1 Pregnancy and Reproduction](#)

[6.4.1 Stages of Pregnancy](#)

[6.4.1 Period Myths](#)

Website

[6.4.1 Teachingsexualhealth.ca: Puberty and reproduction](#)

[6.4.1 Teachingsexualhealth.ca: Growing a Baby](#)

[6.4.1 Breast Feeding Benefits: What is colostrum?](#)

[6.4.1 Teacher Guide: teachingsexualhealth.ca: Teaching youth with differing abilities 211](#)

Document

[6.4.1 Always Changing Program](#)

[6.4.1 Gov't Canada: Pre-conception](#)

[6.2.1 Stigma defined, p.13](#)

Grade 6: GCO 4, Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

6.4.1 [Factsheets & Guidelines | Action Canada
for Sexual Health and Rights](http://actioncanadashr.org)
(actioncanadashr.org)

6.4.1 [Sexual Health Information Hub | Action
Canada for Sexual Health and Rights](http://actioncanadashr.org)
(actioncanadashr.org)

Grade 6: GCO 4, Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 6.4.2 Students will identify sexuality as a natural part of being human throughout one's lifespan.	
Concepts and Content	I Can Exemplars:
<p>Pleasure (e.g., a normal and natural part of being human, some things that feel pleasurable: brushing your hair, having a bath, walking bare foot in the grass, using a facial scrub, getting a massage/foot rub, holding hands with someone you are attracted to, masturbation – a private act)</p> <p>Sexuality Encompasses (e.g., culture, biology, legal, political)</p> <ul style="list-style-type: none"> • Relationships (e.g., family values, romantic relationships – like, love, and attraction, thoughts, fantasies, beliefs) • Reproduction (SCO 6.4.1) • Gender identity and sexual orientation (SCO 6.3.3) • Consent and legal rights and policy (e.g., healthy and honest communication, legal rights and expressing your rights, right to chose who you will marry or if you will not be married, etc.) <p>Consent</p> <ul style="list-style-type: none"> • Why is it good to be able to tell somebody when we don't want to play a game or do something that they want us to do with them? (e.g., go over to a friend's house to watch TV) • Why is it important to respect our friends and the people we like when they tell us "no"? (e.g., helps us build trust, helps people be truthful, lets us know people do things with us because they want to and because they are having a good time) • Each of us has a body. Nobody has the right to harm another person's body or to do something to their body that is harmful. • Exploitative behaviors online and off are harmful (e.g., common lures, sending explicit images) <p>Staying Safe:</p> <ul style="list-style-type: none"> • Use assertive language to say no to things that make you uncomfortable or that you do not want to do. 	<p>I can identify how sexuality impacts different aspects of a person's life.</p> <p>I can identify how friendships and romantic relationships are different.</p> <p>I can explain what it means to have consent over one's own body.</p> <p>I can identify two characteristics of a reliable website for sexuality health education.</p> <p>I can demonstrate strategies for saying no and giving consent through role play scenarios.</p>

Grade 6: GCO 4, Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

<ul style="list-style-type: none"> • Feeling safe (e.g., personal space online and in person, sharing of images, unwanted attention such as looks, comments about your body, or touch) • Tell an adult if someone has harmed you or is harming you (NOTE: you should never be asked to lie or keep a secret to try to protect somebody’s feelings, it is always the grownup’s fault if they do something to harm a child/youth/adult, tell different people and keep asking for help until you get help) <p>Getting Safe/Credible Information (e.g., government websites or information, family doctor, school counsellor, library or classroom resources)</p>	
Resources	
<p>Multimedia</p> <p>6.4.2 Consent for Kids – What is it?</p> <p>6.4.2 Teacher Resource: Dr. Nadine Thornhill explains consent for primary students</p>	<p>Website</p> <p>6.4.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 3: Safe vs. Unsafe Behaviour • Lesson 6: Walk About - Common Lures <p>6.4.2 WHO: Define sexuality 211</p> <p>6.4.2 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>6.4.2 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)</p>
<p>Document</p> <p>6.4.2 NB LGBTQ Inclusive Education Resource</p> <p>6.4.2 SIECCAN – SHE in School QandA</p>	

Grade 6: GCO 4, Students will apply the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 6.4.3 Students will identify how media influence individual beliefs about self image.		
Concepts and Content		I Can Exemplars:
Define Body Image and Self-Concept Media Influences <ul style="list-style-type: none"> • Norms, values, misconceptions and stereotypes (e.g., related to body image, editing of photos, expression, groups of people) • Gender Roles (e.g., how people are expected to act, speak, dress, groom, and behave based on their assigned sex) • Body Positivity (i.e., challenges how society views the body, promotes acceptance of all bodies and health at any size, promotes building self-confidence and acceptance of their own body - focuses on how wonderful and helpful our bodies really are, considers how differences are beautiful, addresses unrealistic body standards and the media’s influence on body image) Note: Pervasive thoughts about hating your body can lead to harmful and unhealthy behaviour than may require support.		I can define <i>body image</i> and <i>self image</i> . I can describe how media portray beauty standards. I can identify gender roles. I can discuss how media can affect a person’s beliefs about their body. I can identify how a person’s self image can impact self-esteem. I can demonstrate the use of language that promotes body positivity.
Resources		
Multimedia 6.4.3 Dove: Fabricating Beauty 6.4.3 Body Image 6.4.3 Dove Change One Thing: How our Girls See Themselves 6.4.3 Kids Speak on Stereotypes 6.4.3 Body Confidence: Dove Training Videos for Teachers 6.4.3 Dove Reverse Selfie	Website 6.4.3 KidsintheKnow Online Resource: Lesson: Be Smart, Strong & Safe – Embarrassing Moments 6.4.3 Common Portrayals of Aboriginal Peoples 6.4.3 Media Smarts – Body image 211	Document 6.4.3 DoveConfidenceKit-pdf 6.4.3 Resource for Teachers: The Effect of Media Images on Males 6.4.3 Resource for Teachers: Body Image and Sexuality, Effects on Women and Girls

Career Connected Learning		
GCO 5 Students will identify knowledge, skills, and attitudes needed to pursue career pathways.		
SCO 6.5.1 Students will reflect on their own preferred future.		
Concepts and Content		I Can Exemplars:
<p>Reflection</p> <ul style="list-style-type: none"> • Connections between personal choices and career pathways • Self-identifying skills and abilities; self-assessing motivation • Consider preferred career pathways and current labour market information <p>Career guidance</p> <ul style="list-style-type: none"> • Can come from career influencers: family, peers, educators, school counselors, community <p>Career-life portfolio</p> <ul style="list-style-type: none"> • Digital portfolio on myBlueprint • Documenting reflections, conversations, experiences 		<p>I can reflect on my own career-connected experiences.</p> <p>I can describe where I would like to be in 10-15 years.</p> <p>I can describe the relationship between future success and academic engagement.</p> <p>I can receive career guidance.</p> <p>I can create a career-life portfolio.</p>
Resources		
Multimedia	Website	Document
6.5.1 Career Connected Learning (gnb.ca)	6.5.1 myBlueprint 6.5.1 Sparkpath.com 211	

SCO 6.5.2 Students will explore interests, skills, strengths and personal qualities required for specific career pathways and transitions.		
Concepts and Content		I Can Exemplars:
<p>Pathways</p> <ul style="list-style-type: none"> • Apprenticeship • College (public and private) • Direct-to-work • Military • University <p>Self-awareness and Self-management</p> <ul style="list-style-type: none"> • Building a positive self-image • Effective collaboration • Ability to change and grow throughout life <p>myBlueprint</p> <ul style="list-style-type: none"> • Pathway planning • Documenting skill, strength and interest development • Researching labour market information <p>Learning and work exploration</p> <ul style="list-style-type: none"> • Effective use of labour market information <ul style="list-style-type: none"> ○ Evaluate career goals in relation to labour market information on an ongoing basis and use this to make decisions • Participate in lifelong learning, understanding the changing nature of life and work 		<p>I can list the requirements to enter a variety of career pathways.</p> <p>I can describe my own interests, skills and personal qualities.</p> <p>I can evaluate my own global competencies.</p> <p>I can describe the competencies required to manage life, work, and transitions.</p> <p>I can list the requirements to enter a desired career pathway.</p> <p>I can engage in career conversations with people in various fields.</p>
Resources		
Multimedia	Website	Document
6.5.2 Career Connected Learning (gnb.ca)	6.5.2 myBlueprint 6.5.2 Sparkpath.com 211	

SCO 6.5.3 Explore the competencies needed to successfully manage learning, work and transitions through authentic experiences.		
Concepts and Content		I Can Exemplars:
<p>Competencies</p> <ul style="list-style-type: none"> • New Brunswick Global Competencies • Social-Emotional competencies <p>myBlueprint</p> <ul style="list-style-type: none"> • Researching labour market information • Documenting career-connected learning experiences <p>Authentic experiences</p> <ul style="list-style-type: none"> • Project- and problem-based learning • Guest speakers • Career talks • Job site visits • Volunteering • Work integrated learning • Passion projects • Part time employment • Career connected experiential learning • Centres of Excellence 		<p>I can provide solutions to given real world labour market problems.</p> <p>I can describe how reliable labour market information can inform career pathway decisions.</p> <p>I can participate in workplace visits and/or job shadowing.</p>
Resources		
Multimedia	Website	Document
6.5.3 Career Connected Learning (gnb.ca)	6.5.3 myBlueprint 6.5.3 Sparkpath.com (Meaningful career exploration) 6.5.3 New Brunswick Global Competencies 6.5.3 Social Emotional competencies 6.5.3 New Brunswick Centres of Excellence 6.5.3 The Learning Partnership - Home	

Wellness		
GCO 1 Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.		
SCO 7.1.1 Students will describe the impact of health habits on self and community.		
Concepts and Content		I Can Exemplars:
<p>Healthy Eating</p> <ul style="list-style-type: none"> • Food labels and the information they contain • Moderating fat, salt, sugar • Indigenous foods; relationship between culture and health <p>Physical Well-being</p> <ul style="list-style-type: none"> • Active lifestyles and community resources (e.g., engaging in sources of physical activity that promote well-being) • Indigenous views of healthy living (e.g., holistic health) • Managing stress (e.g., eco-anxiety, changing emotions) • Sleep (e.g., helps the brain and body recover, turning devices off at night, quiet time, relaxing routine before bedtime) <p>Health Care (e.g., medical self-advocacy, Human Papillomavirus (HPV) vaccines)</p>		<p>I can explain how food labels are valuable sources of information about nutrition.</p> <p>I can describe some ways that I like to stay active.</p> <p>I can describe ways to promote wellness personally and in my own community.</p> <p>I can identify when to seek support for a health habit or medical need.</p>
Resources		
<p>Multimedia</p> <p>7.1.1 Unlockfood.ca Video Library 7.1.1 What is HPV?</p>	<p>Website</p> <p>7.1.1 Mindful Healthy Eating – Canada food guide 7.1.1 Nutrition Labelling 7.1.1 Top 10 Lower Sodium Choices 7.1.1 How well do you think you eat? 7.1.1 Natural vs. Processed Foods 7.1.1 Human Body Series-Sleep 7.1.1 Active Lifestyles 7.1.1 Kids Boost Immunity 7.1.1 Immunize.ca</p>	<p>Document</p> <p>7.1.1 Healthy Eating Habits 7.1.1 Healthy Food Choices 7.1.1 Healthy Eating moderating Fat 7.1.1 Healthy Fats 7.1.1 Healthy Eating Moderating Salt 7.1.1 Healthy Eating: Sugar</p>

SCO 7.1.2 Students will examine the impacts of food, substance, and screen time use on health and well-being.		
Concepts and Content		I Can Exemplars:
<p>Problematic Substance Use</p> <ul style="list-style-type: none"> • Substances (e.g., psychoactive, alcohol, vaping, tobacco, illicit drugs, solvents, prescription, cannabis, edibles) • Knowledge of addiction (e.g., reasons for substance use, 4 C's approach - craving, loss of control of amount or frequency of use, compulsion to use, continued substance use despite consequences) • Addiction impact (e.g., on health and well-being of individuals and communities, long term consequences) <p>Protective Factors and Managing Stress</p> <ul style="list-style-type: none"> • Stay connected with a positive adult role model or social group • Pursue personal goals • Keep active in meaningful activities • Be connected to a positive and reliable community support • Manage daily stress with healthy outlets <p>Decision-Making</p> <ul style="list-style-type: none"> • Refusal skills and strategies for safe choices (e.g., develop ways to say no to pressure from peers, it's your right to say no, use excuses such as parents or your health, remove yourself from situations) <p>Seeking Support (e.g., how and where to get community supports)</p>		<p>I can discuss signs of substance misuse and addiction.</p> <p>I can describe how addiction impacts health and well-being for individuals, families, and communities.</p> <p>I can describe how protective factors prevent addiction and misuse.</p> <p>I can use decision-making and refusal skills to deal with pressures to misuse food, substance, and screen time in role play scenarios.</p> <p>I can identify community supports for helpful and harmful choices.</p>
Resources		
<p>Multimedia</p> <p>7.1.2 Addiction and the Brain</p> <p>7.1.2 Substance Use and Misuse</p> <p>7.1.2 Q and A with Scientists about Drugs</p> <p>7.1.2 Vaping is not without risks. Let's talk about it now! Vitalité (vitalitenb.ca)</p>	<p>Website</p> <p>7.1.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 1: Emotions • Lesson 7: Getting Out of Unhealthy and Uncomfortable Situations <p>7.1.2 How to make stress your friend</p> <p>7.1.2 NB Helpful Resources Substance Use</p> <p>7.1.2 Gov't of Can-Problematic Substance Use</p>	<p>Document</p> <p>7.1.2 Addressing Substance Use in Canadian Schools</p>

Grade 7: GCO 1, Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.

[7.1.2 Cannabis -Teen Mental Health](#)
[7.1.2 Hot Topics: e-cigarettes and vaping](#)
[7.1.2 Resources Library – Prevent Smoking – Children](#)
[7.1.2 Vaping Resources for School](#)
[211](#)

SCO 7.1.3 Students will examine how media and technology influence health and well-being.	
Concepts and Content	I Can Exemplars:
<p>Digital Citizenship</p> <p>What are media?</p> <p>Fluency</p> <ul style="list-style-type: none"> • Positive consequences of social media (e.g., getting facts, connection) • Negative consequences of social media (e.g., damaged reputation, slander, bullying, social and emotional harm, misinformation) • Online identity (e.g., may be different than in person, this can be positive if the person is more comfortable expressing themselves, it could be negative if the person is not responsible online) • Advertising and media (e.g., critical thinking about the intent of the advertisement - question what is the ad trying to convince me to do, is the ad appropriate, is the ad a scam) <p>Rights and Responsibilities (e.g., confidentiality, privacy boundaries)</p> <ul style="list-style-type: none"> • Posting facts versus opinions • Disagreeing with another’s opinions • Affirmative action online <p>Health and Well-being</p> <ul style="list-style-type: none"> • Appropriate behaviour on social media (e.g., pressure from peers, empathy and ethics for how you treat people, sexually explicit media, mocking a person, non-consensual sharing of images) 	<p>I can discuss how media can influence personal and social decision-making.</p> <p>I can discuss rights and responsibilities around social media use.</p> <p>I can explain how to balance personal use of technology with other goals.</p> <p>I can apply critical thinking skills to examine advertising messages.</p> <p>I can explain online safety strategies.</p>

<ul style="list-style-type: none"> • Positive use (e.g., inspiration vs. comparison, media literacy, positive media diet – glossary term) • Phishing (e.g., is the source responsible) • Responsible use (e.g., time management, empathy and ethics for how you treat people, overuse, attachment to your device) • Impact of overuse (e.g., time management, getting enough sleep, spending time with family and friends, taking time to take part in health-related activities, physical posture) • Personal safety strategies (e.g., protecting your information, keeping yourself safe and protecting another’s safety by reporting online or talking to an adult when you need support) 	
Resources	
<p>Multimedia 7.1.3 Being Safe Online 7.1.3 Sexting</p> <p>*EECD has created three professional learning modules for teachers on Civics topics including Digital Citizenship and Civil Discourse. To access the modules, go to https://nbvlc.nbed.nb.ca. Once there, click on the Discover link in the navigation bar and search for PL for Civics EECD 2021-22. Once you find it, you will need to click on a button that says “Enroll in Course”. Once you have enrolled you will be able click on the "Open Course" option to access the modules.</p>	<p>Website 7.1.3 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 2: Personal Boundaries (3) Lesson 6: Online Record/Pictures Online • Lesson 7: Getting Out of Unhealthy Situations • Lesson 7: Getting Out of Uncomfortable Situations • Lesson 7: Problems and Getting Help Lesson: What’s the Deal – Activity Book <p>Resources for Optional Use: 7.1.3 Healthy Media Diet 7.1.3 Civic Engagement and Communication as Digital Community Members Learning for Justice 7.1.3 Media Smarts – Digital and Media Literacy – Digital Issues 7.1.3 Social media, advertising and media 7.1.3 Screen Time 7.1.3 Social Media, Digital Footprints: Our Responsibilities 211</p> <p>Document Resources for Optional Use: 7.1.3 Cyberbullying – Deal with It 7.1.3 Mediasmart.ca: Dealing with online bullying 7.1.3 Mediasmarts.ca: Understanding cyberbullying</p>

Grade 7: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.

Mental Fitness

GCO 2 Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.

SCO 7.2.1 Students will analyze the impact of mental health on well-being.

Concepts and Content

Mental Health Literacy

- Stress (e.g., understanding positive, tolerable and toxic stress, signs and symptoms)
- Mental distress versus mental health illness
- Stress response (e.g., what is it, why it is important, how does it affect your mind and body)

Stigma

- Define stigma and give examples
- Anti-Indigenous stigma
- Self-inflicted stigma (e.g., silence, denial, secrecy)
- Impacts (e.g., affects well-being and how people feel about themselves, prevents seeking support)

Positive Mental Health Strategies (e.g. Review 6.2.1)

- Stress management strategies (e.g., physical activity, spending time in nature, healthy relationships, problem solving, positive attitude, optimism, proactive plans or goals for yourself, Indigenous wellness practices, taking care of the planet)

Career and Mental Health (e.g., livelihood, goals, sense of purpose, passion)

Seeking Support (e.g., supports for building resilience within home, school, and community, e.g. 211)

I Can Exemplars:

I can explain different levels of stress.

I can discuss the impact of stigma related to mental health.

I can practice stress management strategies to promote well-being.

I can examine the benefits of career development on well-being.

I can identify where to get help for mental health concerns.

Resources

Multimedia

[7.2.1 Teenmentalhealth.org: Understanding the Stress Response](https://www.teenmentalhealth.org/understanding-the-stress-response)

Website

7.2.1 KidsintheKnow Online Resource:

Document

[7.2.1 Language Matters – Mental distress vs. mental illness](#)

[7.2.1 Definition of Resilience - p.10](#)

Grade 7: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.

<ul style="list-style-type: none"> Lesson 1: Emotions/Feelings Range of the Day <p>7.2.1 Myths and Realities Facing First Nation People - Home (nbed.nb.ca)</p> <p>7.2.1 Common Portrayals of Aboriginal Peoples</p> <p>7.2.1 Schoolresourcesnb.com</p> <p>7.2.1 Teen Talk – Mental Health Topics</p> <p>7.2.1 Teenmentalhealth.org: Mental Health Disorders</p> <p>7.2.1 Understanding Stress</p> <p>7.2.1 Understanding Stigma</p> <p>7.2.1 Teenmentalhealth.org: toolbox</p> <p>7.2.1 Kids Help Phone: How to Calm Stress</p> <p>7.2.1 Kids Help Phone First Nations</p> <p>7.2.1The Link Program</p> <p>7.2.1 Teach Resiliency/PHE Canada</p> <p>7.2.1. Kids Help Phone: How can we help? 211</p>	<p>7.2.1 Positive Mental Health Toolkit - JCSH</p> <p>7.2.1 Resilience in School Environments</p> <p>7.2.1 NB LGBTQ Inclusive Education Resource</p> <p>7.2.1 First Nation Perspectives on Wellness</p>
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SCO 7.2.2 Students will analyze how decision-making impacts personal wellness.	
Concepts and Content	I Can Exemplars:
<p>Health Information</p> <ul style="list-style-type: none"> Safety risks (e.g., vaping, falls, all terrain vehicle (ATV) accidents) Sources (e.g., medical professionals, health pamphlets, reputable websites, community services) <p>Influences on Decision-Making (e.g., friends, family, culture - your world view, gender-roles, stereotypes, peers, media)</p> <p>DECIDE Model (e.g., decision making models can be used across all contexts of life, for big and small decisions, for safety prevention or otherwise, 'not making a decision' can be more harmful)</p>	<p>I can describe various risks for youth.</p> <p>I can list several credible sources of wellness information.</p> <p>I can discuss how peer pressure may positively or negatively influence decision-making.</p> <p>I can demonstrate and critique decision-making skills in role play scenarios.</p>

Grade 7: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.

<ul style="list-style-type: none"> • How can reflecting on decision-making skills be helpful in making future decisions? • How can you use decision-making to respond to emergencies or crisis? <p>D – Define the decision to be made E – Explore your options C – Consider the consequences I – Identify your values D – Decide and act E – Evaluate the results</p> <p>Seeking Support (e.g. safe adult, online reporting tools, community resources)</p>	<p>I can list community supports for various needs.</p>	
<p>Resources</p>		
<p>Multimedia 7.2.2 Health Education Skills 101: How to Make Healthy Decisions - YouTube</p>	<p>Website 7.2.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 2: Personal Boundaries (4) • Lesson 3: How to Set Personal Boundaries • Lesson 7: Getting Out of Unhealthy Situations <p>7.2.2 SEL: Decision-making</p>	<p>Document 7.2.2 Decision Making Model - D.E.C.I.D.E</p>

<p>SCO 7.2.3 Students will describe the five components of financial literacy.</p>	
<p>Concepts and Content</p> <p>Financial Literacy</p> <ul style="list-style-type: none"> • The value of money • Budgeting basics • How money impacts well-being • Managing wants vs. needs <p>Is there work/services/products that have value outside of money?</p> <p>The five components:</p> <ul style="list-style-type: none"> • Earn 	<p>I Can Exemplars:</p> <p>I can discuss how people earn money.</p> <p>I can list some significant purchases a person might make.</p> <p>I can explain what it means to borrow, save, and invest money.</p> <p>I can identify barriers and risks to responsible financial decision-making.</p>

Grade 7: GCO 2, Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.

<ul style="list-style-type: none"> • Spend • Save and Invest • Borrow • Protect <p>Earning money: How do people earn money through work?</p> <p>Spending, saving, and borrowing money</p> <ul style="list-style-type: none"> • Household needs: rent/mortgage, bills, grocery and personal care products, medical expenses, transportation • Can wants and needs be different for different people/families? • How to balance wants and needs • School and community support organizations for when needs are not met 	<p>I can list where to find support for financial decision-making.</p>	
<p>Resources</p>		
<p>Multimedia</p> <p>7.2.3 FinLit 101</p> <p>7.2.3 NB Career Connected Learning Modules: Financial Wellness</p> <p>7.2.3 About Your Money Students – a free financial education seminar program for Canadian students About Your Money Students – a free financial education seminar program for Canadian students (cba.ca)</p> <p>7.2.3 Reality Check (reality-check.netlify.app)</p>	<p>Website</p> <p>7.2.3 FCNB Financial and Consumer Services</p> <p>7.2.3 My Blueprint Financial Literacy</p> <p>7.2.3 Money Sense</p> <p>7.2.3 How To Teach Your Teen About Budgeting (thebalance.com)</p> <p>7.2.3 How to Create a Budget for Kids and Teens Mydoh</p> <p>7.2.3 Office of Consumer Affairs - Home - Office of Consumer Affairs</p>	<p>Document</p> <p>7.2.3 Teen Budgeting and Future Financial Planning Worksheet Printable (juniorachievement.org)</p>

Relationships

GCO 3 Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 7.3.1 Students will describe strategies to build and maintain healthy relationships.

Concepts and Content

Building Healthy Relationships (e.g., celebrate differences, active listening, give time, communication, give and receive feedback, foster trust, empathy, and manage your online relationships with integrity)

Setting Personal Boundaries (e.g., physical, emotional, online, dating, benefits of boundaries)

Define Coercion (e.g., persuading or forcing someone to do something by using force or threats; encompasses varying degrees of force, psychological intimidation, blackmail, or threats of physical harm or of not obtaining a job/grade etc.)

Emotions (e.g., it is normal and natural for emotions to change, use self-awareness to notice and name emotions, use self-awareness and self-management to decide how to handle changing emotions, strategies for handling difficult emotions, recognize stressors of unhealthy relationships)

Communication

- Strategies (e.g., empathy, active listening, be available, be clear, be honest, keep an open mind, talk about unhealthy relationships, stressors and how to set healthy boundaries)
- Rejection (e.g., describe it and observe thoughts, feelings and behaviours that can occur when it is experienced, find healthy ways to handle rejection)

I Can Exemplars:

I can describe strategies to handle difficult emotions and behaviours such as rejection, anger and jealousy.

I can describe how unhealthy relationships can bring out stress responses.

I can discuss the benefits of setting healthy personal boundaries.

I can explain why it is important to build connections with individuals even when we are different or when we disagree.

I can model strategies and communication techniques that build healthy relationships in role-play scenarios.

Resources

Multimedia

[7.3.1 What Makes a Relationship Healthy?](#)

Website

- 7.3.1 KidsintheKnow Online Resource:
- Lesson 2: Identifying Personal Boundaries
 - Lesson 4: Friendship
 - Lesson 6: Online Record

Document

[7.3.1 Quiz Healthy Relationships](#)
[7.3.1 Sexual Health, Human Rights and The Law - page 5](#)

Grade 7, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

- Lesson 5: Healthy/Unhealthy Relationships are About
Lesson 5: Relationship Poem
- Lesson: What's the Deal – Activity Book

Resources for Optional Use:

[7.3.1 Kids Help Phone: How Healthy is Your Friendship?](#)

[7.3.1 Learning for Justice: Empathy](#)

[7.3.1 Teen Talk - Communication](#)

[7.3.1 Teen Talk – Relationships](#)

[7.3.1 Casel.org: SEL Framework](#)

[211](#)

Grade 7, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 7.3.2 Students will develop skills for responding to conflict, bullying, and violence.		
Concepts and Content		I Can Exemplars:
<p>Violence</p> <ul style="list-style-type: none"> Types (e.g., family, systemic, online, physical, sexual, child sexual abuse, gender-based, intimate partner, race-based, language-based) Impacts (e.g., emotional, psychological, physical, generational, serious injury, death) <p>Conflict Resolution Strategies (e.g., confront problems, listen, be respectful, be assertive, negotiate, be in the present, be non-aggressive, be understanding, apologize when necessary, build a support network)</p> <p>Strategies for Upstanding (e.g., walk away, use humour or a witty one liner (“Stop! That’s unkind!”), redirect the conversation, avoid the situation, stay close to your friend(s) or in a group, ask the person why they are harassing, remind yourself often that you are a good person and worthy of respect, defend yourself or someone you see being harmed, tell someone you trust and ask for help until you get it)</p> <p>Seeking Support (e.g., family member, teacher, guidance counsellor, trusted adult, keep asking for help until you get it)</p>		<p>I can discuss the impacts of violence.</p> <p>I can demonstrate self and social awareness around own behaviours in bullying and conflict situations.</p> <p>I can identify characteristics of an environment that tolerates “othering”.</p> <p>I can explain two or three strategies used to reduce conflict in own relationships.</p> <p>I can model conflict resolution strategies in role-play scenarios.</p> <p>I can list ways to build support networks that foster healthy relationships and/or to handle concerns with conflict, bullying, and violence.</p>
Resources		
<p>Multimedia</p> <p>7.3.2 Educator Toolkit: Teaching the Pyramid of Hate Sutori</p> <p>7.3.2 Bully Zones Facing History and Ourselves</p> <p>7.3.2 Using Bully in the Classroom Facing History and Ourselves</p>	<p>Website</p> <p>7.3.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> Lesson 3: How to Set Boundaries Lesson 5: Relationship Scenarios Lesson 5: How to Help a Friend Who is in an Unhealthy Relationship Lesson 7: Getting Out of Unhealthy Situations Lesson 7: Problems and Getting Help Lesson: What’s the Deal – Activity Book <p>Resources for Optional Use:</p> <p>7.3.2 Bullying Canada - Get Help</p> <p>7.3.2 Conflict Resolution 6-8</p> <p>7.3.2 Families Change (Guide for Separation and Divorce)</p> <p>7.3.2 NB LGBTQ Inclusive Education Resource</p> <p>211</p>	<p>Document</p> <p>7.3.2 Conflict Resolution</p>

Grade 7, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 7.3.3 Students will examine ways to promote anti-discrimination.	
Concepts and Content	I Can Exemplars:
<p>Review Identities and Diversity (e.g., how do identities change)</p> <p>Race-based Stereotypes and Myths</p> <ul style="list-style-type: none"> • Media portrayals of Black, Indigenous and racialized peoples • Discrimination based on immigration status <p>Gender Stereotypes</p> <ul style="list-style-type: none"> • Social and cultural constructs that categorizes people in a gender-binary of male or female (e.g., gender stereotypes in the workplace) • Personality traits (e.g., women are expected to be accommodating and emotional, men are expected to be self-confident and aggressive, women show emotion when men do not) • Domestic behaviours (e.g., some people expect women to cook, clean the home and take care of the children while men take care of finances, work on the car, and do home repairs) • Physical appearance (e.g., women are expected to be thin and graceful, men are expected to be tall and muscular, men and women are also expected to dress and groom in ways that are stereotypical to their gender - men wearing pants and short hairstyles, women wearing dresses and make-up) • Occupations (e.g., some people are quick to assume nurses and teachers are women while pilots, doctors and engineers are men) <p>Human Rights Law</p> <ul style="list-style-type: none"> • <i>Canadian Charter of Rights and Freedoms</i> (e.g., Charter-protected rights) • Truth and Reconciliation (e.g., treaty education, antidiscrimination) • GNB Policy 713: Sexual Orientation and Gender Identity (2020) • United Nations Conventions of the Rights of the Child 	<p>I can discuss how identities can change over time.</p> <p>I can analyze how human rights protect diverse societies.</p> <p>I can assess the impact of bias, discrimination, and stereotyping.</p> <p>I can list ways to show acceptance, inclusion, and respect for community members and take a respectful stand against discrimination.</p> <p>I can describe affirming language.</p> <p>I can discuss the difference between racist and antiracist statements and behaviours.</p>

Grade 7, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

<p>Acceptance</p> <ul style="list-style-type: none"> • Acceptance versus tolerance (e.g., your beliefs do not trump the basic/fundamental human rights of others (which are protected by the Charter of Rights and Freedoms, NB Human Rights Act, and various policy and legislation), people do not have the right to discriminate or cause harm) • Sense of belonging (e.g. improves positive mental health) • Diversity strengthens communities (e.g., broader voice, growth in members, increase value with more open dialogue, ensure longevity, future growth) <p>Discrimination (e.g., define and explore impacts, harm of discrimination based on sexual orientation and gender identity)</p> <p>Anti-discrimination Strategies (e.g., educate yourself, take a stand against discrimination, include and engage everyone, be caring, responsible and ethical, be compassionate and respectful, lead in a positive way, offer support, seek support from an adult you trust)</p>		
Resources		
<p>Multimedia</p> <p>7.3.3 Video Bill C -16 Gender Identity and Expression</p> <p>7.3.3 Meet Bellen Woodard, Anti-Defamation League 2020 Honoree and World’s 1st Crayon Activist! - Bing video</p>	<p>Website</p> <p>7.3.3 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 4 - Friendship • Lesson 7: Problems and Getting Help • Lesson: What’s the Deal – Activity Book <p>7.3.3 Be the Change... Learning for Justice</p> <p>7.3.3 Inventing a Better World Learning for Justice</p> <p>7.3.3 Listen Up! PSA for Change Learning for Justice</p> <p>7.3.3 Spotlight on Change Agents Learning for Justice</p> <p>7.3.3 Inclusive and Affirming Language – Egale Canada</p> <p>7.3.3 Egale Canada: LGBTQ info and statistics</p>	<p>Document</p> <p>7.3.3 Racism: Deal with It Series Resource</p> <p>7.3.3 Transphobia: Deal with It Series</p> <p>7.3.3 NB LGBTQ Inclusive Education Resource</p> <p>7.3.3 Canadian Charter of Rights and Freedoms</p> <p>7.3.3 GNB Policy 713: Sexual Orientation and Gender Identity (2020)</p> <p>7.3.3 SIECCAN – Gender Identity in Schools</p> <p>7.3.3 SIECCAN – Sexual Orientation</p>

Grade 7, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

[7.3.3 Myths and Realities Facing First Nation](#)

[People - Home \(nbed.nb.ca\)](#)

[7.3.3 Common Portrayals of Aboriginal Peoples](#)

[7.3.3 UN Sustainable Development Goal 5:](#)

[Achieve Gender Equality and Empower All](#)

[Women and Girls](#)

[211](#)

Human Growth and Development

GCO 4 Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 7.4.1 Students will describe social, emotional, and cognitive changes associated with adolescence.

Concepts and Content

Social and Emotional (Important to note: Not all changes occur for everyone)

- Concerns about appearances, stronger feeling of wanting to be liked and fit in, friendships become more important, interest in dating (e.g., attraction is a natural and normal response to hormones); sexual thoughts and feeling (e.g., new thoughts and feelings may develop), emotions (e.g., excitement, embarrassment may be heightened, confusion, fear, mourn losses deeply, mood swings; social impacts (e.g., changes in relationships, teasing due to changes, sometimes feeling lonely and confused, thoughts about the future, desire for more independence)
- Pressures to do something that does not make you feel comfortable (e.g., send images, attend parties, use substances, be involved in a counterculture etc.)
- Respecting how changes affect everyone differently, what does respect/support look and sound like for yourself and peers

Cognitive

- Thoughts and beliefs (e.g., self-talk, body image, self-worth, self-awareness, self-management)

Review Reproduction (e.g., human sexual anatomy and physiology, menstruation, sperm production, fertilization, and implantation)

Coping with Changes (e.g., discussions, role play and debriefs)

I Can Exemplars:

I can explain the process of human reproduction.

I can discuss changes and challenges that occur during puberty at different times for different people.

I can discuss how friendships and relationships can change during adolescence.

I can identify strategies to navigate changes associated with adolescence.

I can identify who to ask for information, or support with questions/concerns about these changes.

Resources

Multimedia

[7.4.1 Disability and Sexuality](#)

Website

7.4.1 KidsintheKnow Online Resource:
Lesson 7: Problems and Getting Help
[7.4.1 www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

Document

[7.4.1 Puberty Review](#)
[7.4.1 Always Changing Lessons p.30-60](#)
[7.4.1 NB LGBTQ Inclusive Education Resource](#)

Grade 7, GCO 4: Students will develop the knowledge, skills and attitudes required to make healthy decisions related to sexuality.

[7.4.1 Teacher Guide: teachingsexualhealth.ca:211](http://teachingsexualhealth.ca:211)
[Teaching Youth with Differing Abilities](http://teachingsexualhealth.ca:211)
 7.4.1 [Factsheets & Guidelines | Action Canada for Sexual Health and Rights](http://actioncanadashr.org)
[7.4.1 Sexual Health Information Hub | Action Canada for Sexual Health and Rights](http://actioncanadashr.org)
[7.4.1 Sexual Health Information Hub | Action Canada for Sexual Health and Rights](http://actioncanadashr.org)

SCO 7.4.2	Students will discuss how thoughts, feelings and behaviours associated with sexuality are natural and can occur throughout one’s lifespan.	
Concepts and Content	I Can Exemplars:	
<p>Define Sexuality and Sexual Health (e.g., World Health Organization definition)</p> <p>Consent</p> <ul style="list-style-type: none"> • Age a young person can legally consent (make their own decisions) to sexual activity in Canada (e.g., moved from 14-16 in 2008). • Communication of consent or non-consent to engage in sexual activity with another person (e.g., the intent of legislation is to protect children from adult sexual predators) • Consent must be heard (which means it is given), it can be withheld, withdrawn, it can be taken away, and it is continuous • Consent means there is clear affirmation, it is an “authentic yes”, everyone agrees, absence of “yes” means no, consent is not given by clothing or appearances • Consent applies to sharing media/images • Close in age exceptions for consent law (e.g., 12–13-year-olds can consent to sexual activity with peers who are not more than 2 years older than themselves and 14-15 year-olds can consent to sex with partners who are not more than 5 years older than themselves. 	<p>I can define <i>sexual health</i>.</p> <p>I can discuss sexual desire, romantic feelings and sexual pleasure with or without a partner and that these may or may not occur during adolescence.</p> <p>I can describe consent and give examples of what it looks and sounds like.</p> <p>I can define <i>coercion</i>.</p> <p>I can discuss methods of contraception.</p> <p>I can list ways to prevent STBBIs.</p> <p>I can give examples of stereotypes and stigma related to STBBIs.</p> <p>I can discuss abstinence and the decision to postpone sexual activity as personal choices for risk reduction.</p> <p>I can list community sexual health services and supports.</p>	

- A person under the age of 18 cannot legally consent to have sex with a person in a position of authority (such as a teacher, health care provider, coach, lawyer, or family member).
- Canadian law specifies that sexual activity must involve “voluntary agreement” and that when there is a “lack of agreement” expressed either verbally or physically resisting, consent does not exist.
- Consent cannot exist if a person is “incapable” of giving consent (e.g., alcohol or drug intoxication).

Coercion (e.g., persuading or forcing someone to do something by using force or threats, sexual violence, intimate partner violence)

Methods of Contraception (e.g., pregnancy prevention - what are they, how do they work, and where can they be accessed)

- Long-acting reversible contraceptives (LARCs)
- Daily, weekly, monthly, or quarterly use contraceptives
- Time of intercourse contraceptives
- Emergency contraceptives (EC)


Sexually Transmitted and Blood Born Infections (STBBI)

- Types of STBBIs (e.g., gonorrhea, syphilis, the human immunodeficiency viruses and acquired immunodeficiency syndrome (HIV/AIDS), hepatitis (HEP-B/C), chlamydia, Human Papillomavirus (HPV)
- Preventing STBBIs
- Stereotypes and stigma

Delaying Sexual Activity

- Health benefits (e.g., avoid unintended health risks, increase confidence about deciding when you are ready - it is just not true that everyone is doing it, more time to get information and learn strategies for healthy communication and how to set healthy personal boundaries)
- Refusal skills (e.g., assertive verbal skills, body language, delay tactics, alternative suggestions, openly discussing your want to

Grade 7, GCO 4: Students will develop the knowledge, skills and attitudes required to make healthy decisions related to sexuality.

<p>refuse - regardless of your gender, openly discussing your need to be respected for refusing – regardless of your gender, practice calling out being pressured, handling rejection)</p> <p>Accessing information, community support and/or resources</p>	
<p>Resources</p>	
<p>Multimedia</p> <p>7.4.2 Dr. Nadine Thornhill: Consent Lesson Plan Ideas for Teachers</p> <p>7.4.2 Consent: Bike Riding Metaphor</p>	<p>Website</p> <p>7.4.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 3: How to Set Boundaries • Lesson 7: Getting Out of Uncomfortable Situations • Lesson: What’s the Deal – Activity Book <p>7.4.2 Sexual Violence, NB</p> <p>7.4.2 NB Help for Intimate Partner Violence</p> <p>7.4.2 www.teachingsexualhealth.ca</p> <p>7.4.2 Consent Resource Guide – Deal with it before boundaries get crossed</p> <p>7.4.2 SexandU.ca</p> <p>7.4.2 Teen Talk - Sexuality</p> <p>7.4.2 Sexual Health for Youth with Physical Disabilities</p> <p>211</p> <p>7.4.2 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>7.4.2 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>Document</p> <p>7.4.2 WHO: Define Sexual Health</p> <p>7.4.2 WHO: Define Sexuality</p> <p>7.4.2 GNB Report on STBBI 2016</p> <p>7.4.2 NB LGBTQ Inclusive Education Resource</p> <p>7.4.2 SIECCAN – SHE in School QandA</p> <p>7.4.2 Love Shouldn’t Hurt - GNB</p> <p>7.4.2 World Health Organization: Sexual Health Linkages to Reproductive Health – p.3</p> <p>7.4.2 What is Intimate Partner Violence?</p> <div data-bbox="1402 831 1545 954" style="text-align: center;">  Consent Chart 2021.pdf </div>

SCO 7.4.3	Students will discuss how media present messages about sexuality and relationships that can influence body image and self-worth.	
Concepts and Content	I Can Exemplars:	
<p>Media Messages</p> <ul style="list-style-type: none"> • Media influences (e.g., social and cultural influences, ideals of beauty - body dysphoria, eating disorders, values, attitudes, behaviour, feelings of self-worth, need for acceptance, marketing of hygiene products to youth) • Media portrayal (e.g., influence of celebrities, pop culture, or social media influencers, how relationships are portrayed, gender stereotypes, gender equality, gender-based violence, sexually explicit content – even for children) • Advertising methods (e.g., diet culture vs healthy eating, testimonial, repetition, promotions, facts and statistics, targeted ads, etc.) <p>Gender Roles</p> <ul style="list-style-type: none"> • How people are expected to act, speak, dress, groom, and behave based on their assigned sex • Challenges with gender roles (e.g., prevents a person from being their authentic self, damages feelings of self-worth, inhibits ability to develop personal abilities, deters a person from pursuing certain careers) <p>Body Positivity</p> <ul style="list-style-type: none"> • Body positivity versus low self-esteem, body shaming, or at its extreme - body dysmorphic disorder (e.g., editing photos, negative self talk, feeling hatred toward your body is not okay, especially if you are doing things to hurt yourself – talk to someone) <p>Note: Body dysmorphic disorder – see glossary. Pervasive thoughts about hating your body can lead to harmful and unhealthy behaviour that may require medical support.</p> <p>Strategies to Accept, Appreciate and Love your Body</p> <ul style="list-style-type: none"> • Appreciate your body’s abilities (e.g., treat your body with respect, give gratitude for your body and how it functions for you daily, 	<p>I can discuss how media influence ideals of beauty and how this can affect a person’s beliefs about their body image and sense of self-worth.</p> <p>I can describe how media influence social and cultural norms to change over time.</p> <p>I can identify how advertising targets children and youth.</p> <p>I can analyse media messages about gender expression, gender roles and equity.</p>	

Grade 7, GCO 4: Students will develop the knowledge, skills and attitudes required to make healthy decisions related to sexuality.

<p>notice how you judge yourself, use positive affirmations, learn to accept compliments, surround yourself with positive people who recognize your greatness and like you just the way you are, remember everyone has challenges with their body image at times, try to accept parts of your body that you struggle with by noticing the benefits or strengths of that body part, know your strengths and qualities that make you feel good about yourself beyond weight, shape or appearance)</p> <ul style="list-style-type: none"> • Be a critic of social media messages (e.g., notice unhealthy and unrealistic messages of what beautiful is, resist the pressure to strive for a “perfect” body that you see in the media, online or in your communities, take a stand against the idea that in order to be beautiful you make yourself suffer) • Focus on what you value (e.g., remind yourself of the things you value and enjoy doing, focus on valuing life instead your body’s appearance, don’t spend time putting yourself down – only say to yourself what you would say to a good friend) 		
<p>Resources</p>		
<p>Multimedia</p> <p>7.4.3 Dove Real Beauty Sketches: You’re More Beautiful Than You Think</p> <p>7.4.3 Dove: Beauty on Your Own Terms</p> <p>7.4.3 Bodies: Different Shapes and Sizes. All Beautiful</p> <p>7.4.3 Gender is Performative – Teacher Resource</p> <p>7.4.3 Gender Stereotypes</p>	<p>Website</p> <p>7.4.3 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 6: Pictures Online <p>7.4.3 Teentalk.ca: Body Image</p> <p>7.4.3 Canadian Mental Health Association: Body image and mental health</p> <p>7.4.3 National Eating Disorder Centre</p> <p>7.4.3. Body dysmorphic disorder</p> <p>7.4.3 UN SDG Goal 5: Achieve Gender Equality 211</p> <p>7.4.3 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>7.4.3 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)</p>	<p>Document</p> <p>7.4.3 Teachingsexualhealth.ca: Gender, Body Image, and Social Influences</p> <p>7.4.3 CMHA: Self Esteem Quiz</p> <p>7.4.3 Body Image and Sexuality: Effects on Women and Girls – Teacher Resource</p> <p>7.4.3 The Effect of Media Images on Men and Boys – Teacher Resource</p> <p>7.4.3 CMHA – Eating Disorders Brochure</p>

Career Connected Learning

GCO 5 Students will identify knowledge, skills, and attitudes needed to pursue career pathways.

SCO 7.5.1 Students will reflect on their own preferred futures.

Concepts and Content

- Reflection
- Connections between personal choices and career pathways
 - Self-identifying skills and abilities; self-assessing motivation
 - Consider preferred career pathways and current labour market information
- Career guidance
- Can come from career influencers: family, peers, educators, school counselors, community
- Career-life portfolio
- Digital portfolio on myBlueprint
 - Documenting reflections, conversations, experiences

I Can Exemplars:

- I can reflect and report on my own career-connected experiences.
- I can describe where I would like to be in 10-15 years.
- I can describe the relationship between future success and academic engagement.
- I can continue to reflect on and build a career-life portfolio.

Resources

Multimedia

7.5.1 [Career Connected Learning \(gnb.ca\)](http://gnb.ca)

Website

- [7.5.1 myblueprint.ca](http://myblueprint.ca)
[7.5.1 myblueprint 21st Century Competency lessons](#)
[7.5.1 Test Prep](#)
[7.5.1 How to Stay Focused](#)
[7.5.1 Sparkpath.com \(Meaningful career exploration\)](#)
[211](#)

Document

SCO 7.5.2 Students will examine personal strengths, interests, and skills required for specific career pathways and transitions.		
Concepts and Content		I Can Exemplars:
<p>Pathways</p> <ul style="list-style-type: none"> • Apprenticeship • College (public and private) • Direct-to-work • Military • University <p>Self-awareness and Self-management</p> <ul style="list-style-type: none"> • Building a positive self-image • Effective collaboration • Ability to change and grow throughout life <p>myBlueprint</p> <ul style="list-style-type: none"> • Pathway planning • High school planner • Tracking skill, strength and interest development • Researching labour market information <p>Learning and work exploration</p> <ul style="list-style-type: none"> • Effective use of labour market information <ul style="list-style-type: none"> ○ Evaluate career goals in relation to labour market information on an ongoing basis and use this to make decisions • Participate in lifelong learning, understanding the changing nature of life and work 		<p>I can assess and re-evaluate my personal strengths, interests, and skills, and global competencies.</p> <p>I can describe the competencies required to manage life, work, and transitions.</p> <p>I can describe a variety of career pathways and the skills required.</p> <p>I can develop goals around planning for the future.</p> <p>I can create a resume and complete an application form.</p> <p>I can participate in a mock job interview.</p>
Resources		
Multimedia	Website	Document
7.5.2 Career Connected Learning (gnb.ca)	7.5.2 myBlueprint 7.5.2 myblueprint 21st Century Competency lessons 7.5.2 Sparkpath.com (Career Exploration) 211	

SCO 7.5.3 Students will examine the competencies needed to successfully manage learning, work and transitions through authentic experiences.		
Concepts and Content		I Can Exemplars:
<p>Competencies</p> <ul style="list-style-type: none"> • New Brunswick Global Competencies • Social-Emotional competencies <p>myBlueprint</p> <ul style="list-style-type: none"> • Researching labour market information • Documenting career-connected learning experiences <p>Authentic experiences</p> <ul style="list-style-type: none"> • Project- and problem-based learning • Guest speakers • Career talks • Job site visits • Volunteering • Work integrated learning • Passion projects • Part time employment • Career connected experiential learning • Centres of Excellence 		<p>I can provide solutions to given real world labour market problems.</p> <p>I can describe how reliable labour market information can inform career pathway decisions.</p> <p>I can participate in workplace visits and/or job shadowing.</p> <p>I can participate in career conversations with peers and adults in related fields of work.</p>
Resources		
Multimedia	Website	Document
7.5.3 Career Connected Learning (gnb.ca)	7.5.3 myBlueprint 7.5.3 Sparkpath.com (Meaningful career exploration) 7.5.3 New Brunswick Global Competencies 7.5.3 Social Emotional competencies 7.5.3 New Brunswick Centres of Excellence	

Wellness		
GCO 1 Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.		
SCO 8.1.1 Students will examine the impact of health habits on personal and community well-being.		
Concepts and Content		I Can Exemplars:
<p>Healthy Eating</p> <ul style="list-style-type: none"> • Food security (e.g., availability, access, utilization, stability) • Food skills (e.g., food safety, meal preparation) • Healthy food environment (e.g., GNB Policy 711) • Culture (e.g., accept and embrace cultural diversity, food similarities/differences, eating together) <p>Physical Well-being</p> <ul style="list-style-type: none"> • Fitness (e.g., finding balance, indulgence, moderation, finding physical activities that promote physical and mental health) • Sleep (e.g., positive and negative outcomes, melatonin, circadian rhythm) • Connection to the environment (e.g. leave no trace, caring for our planet, fearful emotions connected to the state of the environmental concerns) <p>Health Care</p> <ul style="list-style-type: none"> • Herd immunity (e.g., vaccinations) 		<p>I can describe how food security applies to my own community.</p> <p>I can explain the importance of cultural diversity to food choices.</p> <p>I can outline health habits (including health care practices) to prevent the spread of communicable diseases.</p> <p>I can discuss how taking care of oneself contributes to the overall well-being of the community.</p> <p>I can list where to get support to promote a healthy lifestyle.</p>
Resources		
Multimedia	Website	Document
<p>8.1.1 Food Security Video</p> <p>8.1.1 Unlockfood.ca video library</p>	<p>8.1.1 PHE Canada Programs</p> <p>8.1.1 Learn and teach food security</p> <p>8.1.1 Plants to Plate – Ecology Action Centre</p> <p>8.1.1 Food Waste</p> <p>8.1.1 Meal Planning</p> <p>8.1.1 Teenmentalhealth.ca: Healthy Sleep</p> <p>8.1.1 Immunize.ca</p> <p>8.1.1 Kids Boost Immunity</p> <p>8.1.1 Money Sense</p> <p>8.1.1 Eco-anxiety CMHA</p> <p>8.1.1 Healthier School Food Environment</p>	<p>8.1.1 NB Wellness Strategy 2014 (p. 6-7, 24)</p> <p>8.1.1 NB Student Wellness Data</p> <p>8.1.1 Population Health Model NBHC</p> <p>8.1.1 Food Security NB</p> <p>8.1.1 Food security in communities</p> <p>8.1.1 Kids Health.org: Sleep</p>

SCO 8.1.2	Students will evaluate the impacts of food, screen time, and substance use and misuse on self and community.	
Concepts and Content	I Can Exemplars:	
<p>Health Information</p> <ul style="list-style-type: none"> Credibility of Sources (e.g., current, evidence-based, accurate, expert informed) <p>Influences (e.g., peers, friends, family, culture, gender-role, emotions, media, drugs, and alcohol)</p> <p>Seeking Support (e.g., safe adult, online reporting tools, community resources)</p> <p>Seeking Support (e.g., how, and where to get community supports)</p> <p>Problematic Substance Use:</p> <ul style="list-style-type: none"> Health impacts of substance misuse (e.g., physical, and mental health, relationships, and community) (Note - Substances: psychoactive, alcohol, vaping, tobacco, illicit drugs, solvents, prescription, cannabis, edibles) Co-use of substances (e.g., alcohol and caffeine etc., find reliable information about the risks of co-use, predict short-term and long-term impacts of co-use of substances) Legal implications on youth (e.g., legal age, possession, driving under the influence, impairment and consent, consequences on how the justice system works) Injury related to substance use (e.g., risky behaviour, accidents related to misuse, increase risk of sexual violence, understand that your discomfort with trying substances is connected to personal safety and it is okay to want to feel safe) <p>Strategies to Manage Stress</p> <ul style="list-style-type: none"> Self-awareness of how pressures and influences affect youth decisions to use substances or not to use (e.g., peer, advertising, media, cultural norms, traditions, body image ideals can lead to eating disorders) 	<p>I can describe how food, screen time, and substance use can affect overall health (mental, social, emotional, and physical including brain development, etc.).</p> <p>I can analyze risks associated with the co-use of substances (alcohol and caffeine, etc.).</p> <p>I can discuss the legal implications of substance use.</p> <p>I can analyze influences that lead youth to decide to misuse food, screen time, and substance or not.</p> <p>I can evaluate how healthy strategies to manage stress can prevent the misuse of food, screen time, and substances and/or use of harmful behaviours.</p> <p>I can model refusal skills and taking a helping role in role play scenarios.</p>	

<ul style="list-style-type: none"> • Awareness of how protective factors help youth cope with stress and difficult emotions (e.g., healthy relationships, personal goals, participating in meaningful activities) • Stress management (e.g., importance of self-awareness, noticing difficult emotions, recognize how your thoughts and behaviours are connected to difficult emotions, notice if your emotions influence your behaviours, talk about emotions with a person you trust, question whether your coping strategies are healthy, choose healthy stress management strategies that work for you, get support if these are not working) • Decision-making in difficult situations (e.g., see SCO 8.1.2, use creativity with refusal skills, practice refusal skills to make it easier to apply in real life situations, talk to a trusted adult for support when you are in over your head) • Seeking Support (e.g., community supports for substance misuse and addiction) 		
Resources		
Multimedia	Website	Document
<p>8.1.2 Why do our brains get addicted? - YouTube</p> <p>8.1.2 Vaping is not without risks. Let's talk about it now! Vitalité (vitalitenb.ca)</p> <p>*EECD has created three professional learning modules for teachers on Civics topics including Digital Citizenship and Civil Discourse. To access the modules, go to https://nbvlc.nbed.nb.ca. Once there, click on the Discover link in the navigation bar and search for PL for Civics EECD 2021-22. Once you find it, you will need to click on a button that says "Enroll in Course". Once you have enrolled you will be able click on the "Open Course" option to access the modules.</p>	<p>8.1.2 KidsintheKnow Online Resource: Lesson 3: Identifying Healthy and Unhealthy Personal Boundaries</p> <p>8.1.2 Drawing the Line on Sexual Violence: E-learning Module for Teachers</p> <p>8.1.2 Gov't of Canada -Problematic Substance Use</p> <p>8.1.2 Hot Topics: e-cigarettes and vaping</p> <p>8.1.2 Vaping Resource for School</p> <p>8.1.2 Resources Library – Prevent Smoking – Children</p> <p>211</p>	<p>8.1.2 FourthRProgram Resource:</p> <ul style="list-style-type: none"> • Session 1 – Building Community and Understanding Stressors (Identify stressors/pressures that impact youth) • Session 3 – Influences • Session 5 – Impacts of Substance Use and Abuse (Supporting a person who is struggling, different levels of substance use) <p>8.1.2 Teacher Resource: Sexual health, Human Rights and The Law – Sexual Violence p.8</p>

SCO 8.1.3	Students will evaluate how media and technology influence the health and well-being of self and community.	
Concepts and Content	I Can Exemplars:	
<p>Digital Citizenship</p> <p>Fluency</p> <ul style="list-style-type: none"> • Impact of social media on schools, communities, and businesses (e.g., positive and negative consequences) • Use social media appropriately (i.e., STEP method: stop, think, empathize, post) • Digital tools (e.g., select and justify the use of appropriate social media platforms, benefits of one platform versus another) <p>Rights and Responsibilities (e.g., for self and those you interact with online)</p> <ul style="list-style-type: none"> • Prosocial behaviour (e.g., look at society and how news agencies and public figures use social media, journalism rights and responsibilities) • Self-awareness (e.g., notice the influence of who you follow online - benefits and harms) <p>Health and Well-being</p> <ul style="list-style-type: none"> • Responsible use (e.g., time management, empathy and ethics, overuse, attachment to your device) • Appropriate behaviour on social media (e.g., pressure from peers, laws about sharing sexually explicit images, coercion, pornography, exploitation) • Hazards (e.g., non-consensual and inappropriate sharing of images, being lured, human trafficking, abuse of digital devices in specific situations – locker rooms, bathrooms, at parties, sleepovers) • Personal safety strategies (e.g., protect your information, protect you and the people you interact with, report online concerns, awareness of luring attempts, talk to an adult when you need support) 	<p>I can discuss behaviours that promote a positive digital profile.</p> <p>I can evaluate the impact of information (posted or shared) forever stored in cyberspace.</p> <p>I can describe when it is appropriate to use a social media platform.</p> <p>I can explain the benefits or harms of following certain people or groups online.</p> <p>I can outline the law about sharing or securing sexually explicit images.</p> <p>I can describe strategies to keep self and others safe online (luring, protecting personal information, identifying misinformation and disinformation, etc.).</p>	

Grade 8, GCO 1: Students will make responsible and informed decisions to promote and maintain a healthy lifestyle.

Resources		
Multimedia 8.1.3 What is Sex Trafficking? What are The Signs? *EECD has created three professional learning modules for teachers on Civics topics including Digital Citizenship and Civil Discourse. To access the modules, go to https://nbvlc.nbed.nb.ca . Once there, click on the Discover link in the navigation bar and search for PL for Civics EECD 2021-22 . Once you find it, you will need to click on a button that says "Enroll in Course". Once you have enrolled you will be able click on the "Open Course" option to access the modules.	Website 8.1.3 KidsintheKnow Online Resource: <ul style="list-style-type: none">• Lesson 3: Healthy and Unhealthy Boundaries – Story• Lesson 3: Compare and Contrast• Lesson 5: Sextortion: What Teens Need to Know 211 8.1.3 Kids Help Phone: Online Sexual Exploitation and Abuse 8.1.3 Kids Help Phone: Human Trafficking 8.1.3 Media Smarts: Digital and Media Literacy – Digital Issues+ 8.1.3 Civic Engagement and Communication as Digital Community Members Learning for Justice	Document 8.1.3 KIK: Sextortion Lesson 8.1.3 Tip Sheet for Parents - Sexting 8.1.3 Family resource - Self/ Peer Exploitation 8.1.3 Media Smarts: Deconstructing a Web Page 8.1.3 Media Smarts: Sexting 8.1.3 Media Smarts: Ethical behaviour online 8.1.3 How to Analyze Online Information

Mental Fitness	
GCO 2 Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.	
SCO 8.2.1	Students will evaluate behaviours/environments that help foster positive mental health and build resilience.
Concepts and Content	I Can Exemplars:
<p>Mental Health</p> <ul style="list-style-type: none"> • Mental health vs mental illness (e.g., anxiety, depression, a person can have a mental illness but live with positive mental health) • Signs and symptoms of mental health challenges (e.g., changes in mood, sleep, appetite, personal care, and withdrawal, how long have these changes been taking place) • Responsibilities related to mental health concerns (e.g., themselves, friends, partners, parents/guardians for support) <p>Foster Positive Mental Health Environments</p> <ul style="list-style-type: none"> • Physical environment (e.g., create a space that is free of stigma, includes and engages, fosters a sense of belonging within groups, be a positive role model, listen to what people need) • Development of personal qualities (e.g., self-talk, self-compassion, respect, responsibility, ethical behaviour, generosity, empathy, emotion regulation) • Personal contribution (e.g., be flexible, develop leadership qualities and teamwork to create supportive spaces, encourage people to share their ideas, skills, or knowledge) • Indigenous wellness practices (e.g. community-based resources, Elders, ceremony keepers) <p>Reduce Stigma (e.g., educate yourself, be aware of your attitudes and behaviour, choose your words carefully, pass on facts and positive attitudes, challenge myths and stereotypes, focus on the positive, offer support, include everyone)</p>	<p>I can analyze strategies that reduce stigma regarding mental health.</p> <p>I can identify strategies to build own positive mental health.</p> <p>I can model listening with empathy to help support the positive mental health of peers in role-play scenarios.</p> <p>I can evaluate personal flexibility and openness to positive suggestions.</p> <p>I can list community resources for mental health support.</p>

Grade 8, GCO 2: Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

<p>Indigenous Stereotypes and Myths</p> <ul style="list-style-type: none"> • Media portrayals of Indigenous Peoples <p>Career and Mental Health (e.g., livelihood, goals, sense of purpose, passion)</p> <p>Seeking Support (e.g., family, school, community, be a support by asking someone you suspect needs help, or speak to someone if you notice someone is struggling)</p>			
<p>Resources</p>			
<p>Multimedia</p>	<table border="0"> <tr> <td data-bbox="783 527 1339 1125"> <p>Website</p> <p>8.2.1 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 1: Identifying Feelings • Lesson 1: Emotion Charades • Lesson 2: How We Think, How We Feel <p>211</p> <p>8.2.1 Positive Mental Health and Well-being</p> <p>8.2.1 Facts about mental illness</p> <p>8.2.1. The Link Program</p> <p>8.2.1 Kids Help Phone, First Nations</p> <p>8.2.1 Kids Help Phone, LGBTQ2S+</p> <p>8.2.1 Common Portrayals of Aboriginal Peoples</p> <p>8.2.1 Schoolresourcesnb.com</p> </td> <td data-bbox="1339 527 1923 1125"> <p>Document</p> <p>8.2.1 FourthRProgram Resource:</p> <ul style="list-style-type: none"> • Session 1 – Understanding Stress • Session 9 – Taking Responsibility of our Emotions • Session 12 – Mental Health and Well-being • Session 13 – Mental Health <p>8.2.1 Mental Health Illness vs Distress p.4</p> <p>8.2.1 Kids Help Phone: Stress Busters</p> <p>8.2.2 Diversity and Human Rights p.12</p> <p>8.2.2 World of Wisdom - Indigenous Wellness</p> <p>8.2.2 Traditional Knowledge Keepers</p> </td> </tr> </table>	<p>Website</p> <p>8.2.1 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 1: Identifying Feelings • Lesson 1: Emotion Charades • Lesson 2: How We Think, How We Feel <p>211</p> <p>8.2.1 Positive Mental Health and Well-being</p> <p>8.2.1 Facts about mental illness</p> <p>8.2.1. The Link Program</p> <p>8.2.1 Kids Help Phone, First Nations</p> <p>8.2.1 Kids Help Phone, LGBTQ2S+</p> <p>8.2.1 Common Portrayals of Aboriginal Peoples</p> <p>8.2.1 Schoolresourcesnb.com</p>	<p>Document</p> <p>8.2.1 FourthRProgram Resource:</p> <ul style="list-style-type: none"> • Session 1 – Understanding Stress • Session 9 – Taking Responsibility of our Emotions • Session 12 – Mental Health and Well-being • Session 13 – Mental Health <p>8.2.1 Mental Health Illness vs Distress p.4</p> <p>8.2.1 Kids Help Phone: Stress Busters</p> <p>8.2.2 Diversity and Human Rights p.12</p> <p>8.2.2 World of Wisdom - Indigenous Wellness</p> <p>8.2.2 Traditional Knowledge Keepers</p>
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Grade 8, GCO 2: Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

SCO 8.2.2 Students will assess how decision-making impacts personal wellness.		
Concepts and Content		I Can Exemplars:
<p>Health Information</p> <ul style="list-style-type: none"> • Safety risks (e.g., vaping, falls, all terrain vehicle (ATV) accidents) • Sources (e.g., medical professionals, health pamphlets, reputable websites, community services) <p>Influences on Decision-Making (e.g., friends, family, culture - your world view, gender-roles, stereotypes, peers, media)</p> <p>DECIDE Model (e.g., decision making models can be used across all contexts of life, for big and small decisions, for safety prevention or otherwise, 'not making a decision' can be more harmful)</p> <ul style="list-style-type: none"> • How can reflecting on decision-making skills be helpful in making future decisions? • How can you use decision-making to respond to emergencies or crisis? <p>D – Define the decision to be made E – Explore your options C – Consider the consequences I – Identify your values D – Decide and act E – Evaluate the results</p> <p>Seeking Support (e.g. safe adult, online reporting tools, community resources)</p>		<p>I can assess positive and negative peer influences when making decisions.</p> <p>I can examine my personal process used to make big or small decisions.</p> <p>I can evaluate credible sources of health and safety information.</p> <p>I can identify sources of health and safety misinformation and disinformation.</p> <p>I can assess how own decision-making skills promote a healthy environment for self and others.</p> <p>I can list sources of support for decision-making in my community.</p>
Resources		
Multimedia	Website	Document
8.2.2 Health Education Skills 101: How to Make Healthy Decisions - YouTube	5 YouTube videos that Help Students Make Better Decisions Alliance for Decision Education	8.2.2 Decision making model - D.E.C.I.D.E 8.2.2 Microsoft Word - Grade MS Decision Making.docx (coloradoedinitiative.org)

Grade 8, GCO 2: Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

SCO 8.2.3 Students will explore the five components of financial literacy.		
Concepts and Content		I Can Exemplars:
<p>Financial Literacy</p> <ul style="list-style-type: none"> • The value of money • Budgeting models • How money and debt impact well-being • Managing wants vs. needs • Credit, how it works, responsible use <p>Are there work/services/products that have value outside of money? The five components:</p> <ul style="list-style-type: none"> • Earn • Spend • Save and Invest • Borrow • Protect <p>Earning money: How do youth earn money through work? How do adults earn money through work?</p> <p>Spending, saving, and borrowing money</p> <ul style="list-style-type: none"> • Household needs: rent/mortgage, bills, grocery and personal care products, medical expenses, transportation • Can wants and needs be different for different people/families? • How to balance wants and needs <ul style="list-style-type: none"> ○ Environmental and community effects of over-consumption ○ Responsibly using resources and supplies ○ Supporting local businesses and initiatives • School and community support organizations for when needs are not met 		<p>I can discuss different ways that youth and adults earn money.</p> <p>I can examine some significant purchases a person might make.</p> <p>I can evaluate how saving money and responsible consumption contribute to health and well-being.</p> <p>I can describe various ways to save and invest.</p> <p>I can discuss barriers and risks to responsible financial decision-making, including credit.</p> <p>I can list where to find support for financial decision-making.</p>
Resources		
Multimedia	Website	Document
8.2.3 FinLit 101	8.2.3 FCNB Financial and Consumer Services	8.2.3 Make It Count Financial Literacy
8.2.3 NB Career Connected Learning Modules: Financial Wellness	8.2.3 My Blueprint Financial Literacy 8.2.3 Money Sense	

Grade 8, GCO 2: Students will apply the knowledge, skills, and attitudes necessary to develop positive mental health.

[8.2.3 About Your Money Students – a free financial education seminar program for Canadian students | About Your Money Students – a free financial education seminar program for Canadian students \(cba.ca\)](#)

[8.2.3 Reality Check \(reality-check.netlify.app\)](#)

[8.2.3 How To Teach Your Teen About Budgeting \(thebalance.com\)](#)

[8.2.3 How to Create a Budget for Kids and Teens | Mydoh](#)

[8.2.3 Office of Consumer Affairs - Home - Office of Consumer Affairs](#)

[8.2.3 Teen Budgeting and Future Financial Planning Worksheet Printable \(juniorachievement.org\)](#)

Relationships		
GCO 3 Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.		
SCO 8.3.1 Students will apply strategies for building and maintaining healthy relationships.		
Concepts and Content	I Can Exemplars:	
<p>Recognizing and Addressing Healthy/Unhealthy Relationships</p> <ul style="list-style-type: none"> • Power and control, balance of power, dating safety • Signs of abuse (e.g., controlling, isolating, jealousy, intimate partner violence, gender-based violence) • Media influences <p>Relationships Skills</p> <ul style="list-style-type: none"> • Setting personal boundaries (e.g., friendships and dating, how to repair or end a relationship, how to handle rejection, coercion, sextortion) • Communication (e.g., perspective taking, empathy, active listening, open mindedness, clarity, honesty, availability, non-verbal, verbal, assertiveness) • Seeking support (e.g., supporting a friend, getting support in your community) 	<p>I can evaluate ways that power and control influence relationships.</p> <p>I can examine healthy personal boundaries.</p> <p>I can develop strategies for responding to conflict, including handling rejection and ending a relationship.</p> <p>I can model empathy and respectful communication when disagreeing, compromising, and/or negotiating in role-play scenarios.</p> <p>I can list resources for relationship supports.</p>	
Resources		
<p>Multimedia</p> <p>8.3.1 Fourth R: Aggressive, Assertive and Passive Communication</p> <p>8.3.1 Intimate Partner Violence</p> <p>8.3.1 Ending a Relationship</p>	<p>Website</p> <p>8.3.1 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 3: Identifying Healthy/Unhealthy Personal Boundaries • Lesson 3: Healthy and Unhealthy Boundaries (1-3) • Lesson 4: Dating Relationships <p>8.3.1 NB Help for Intimate Partner Violence</p> <p>8.3.1 What is Intimate Partner Violence? 211</p>	<p>Document</p> <p>8.3.1 FourthRProgram Resource:</p> <ul style="list-style-type: none"> • Session 1 – Building Community • Session 2 – Friendships, Relationships and Stereotypes • Session 3 – Shaping our Views • Session 6 – Healthy Relationships • Session 7 Early Warnings of Dating Violence • Session 8 – Boundaries and Assertive Communication • Session 10 – Standing Up for What is Right (Communication skills – Delay, Refusal, Negotiate) • Session 11 – When Friendships and Relationships End • Session 14 – Consolidating Learning and Celebration

Grade 8, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 8.3.2 Students will analyze factors and influences that contribute to a safe society.	
Concepts and Content	I Can Exemplars:
<p>Some of the Complexities of Violence</p> <ul style="list-style-type: none"> • Online and in person (e.g., verbal harassment online, child sexual abuse, sexual harassment, sexual assault, gender-based, intimate partner, human trafficking, missing and murdered Indigenous women, substance use and sexual assault) <p>Awareness of Factors and Influences on Promoting Safe Societies</p> <ul style="list-style-type: none"> • People’s strengths and resilience versus deficit-based or stereotypical portrayals • Awareness of what constitutes trauma-inducing treatment toward equity-seeking groups/people • Understanding of and respect for diverse histories and cultures in New Brunswick • Elements that create a sense of belonging <p>Human Rights</p> <ul style="list-style-type: none"> • Legal protection of human rights (e.g., Canadian Charter of Rights and Freedoms - Bill C16, United Nations Conventions of the Rights of the Child) • Awareness of your own attitudes and beliefs (e.g., bias, prejudice) • Beliefs versus rights <p>Conflict Resolution Skills (e.g., confront problems, listen, be respectful, be assertive, negotiate, be in the present, be non-aggressive, be understanding, and apologize, when necessary, by being willing to right the harms you cause with sincere action and self-forgiveness – everyone makes mistakes)</p> <p>Seeking Support (e.g., family, school, and community resources)</p>	<p>I can examine the legal rights belonging to all persons.</p> <p>I can discuss how a person’s values, beliefs, and attitudes can infringe on the human rights of another person.</p> <p>I can reflect on and discuss my own prejudices and biases.</p> <p>I can examine legal responsibilities required to maintain positive and safe environments.</p> <p>I can analyze conflict resolution strategies that contribute to a safe society.</p> <p>I can describe strategies to develop a healthy support network.</p>
Resources	

Grade 8, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

Multimedia

[8.3.2 What is Sexual Harassment?](#)

[8.3.2 Gov't NB: What is Sexual Violence?](#)

Website

8.3.2 KidsintheKnow Online Resource:

- Lesson 4: Dating Relationships News Articles/Serious Issues

[8.3.2 Gov't NB: What is Sexual Violence?](#)

[8.3.2 Sexual Harassment and Sexual Assault](#)

[8.3.2 Drawing the Line on Sexual Violence: E-learning Module for teachers](#)

[8.3.2 Common Portrayals of Aboriginal Peoples](#)

[8.3.2 Guide to Separation and Divorce](#)

[211](#)

Document

8.3.2 FourthRProgram Resource:

- Session 3 – Influence on Relationships (Influences that affect how we think about people, relationships and friendships)
- Session 4 – Influences on Relationships (How power imbalances impact relationships; misusing power, including bullying, sexual harassment, physical violence, racism, homophobia; how substance use impacts relationships)
- Session 8 – Boundaries and Assertive Communication (Values, boundaries, influences that challenge boundaries)

[8.3.2 Convention on the Rights of the Child](#)

[8.3.2 Understanding/Addressing Sexual Violence - WHO](#)

[8.3.2 Canadian Charter of Rights and Freedoms](#)

Grade 8, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

SCO 8.3.3 Students will assess ways to promote anti-discrimination.		
Concepts and Content		I Can Exemplars:
<p>Diversity and Human Rights Law</p> <ul style="list-style-type: none"> • Oppression and privilege • Understanding our role as treaty people to take action (e.g., Truth and Reconciliation calls to action, being an ally) • New Brunswick Human Rights Act <p>Define Civic Action (e.g., prejudice reduction and collective action, learn about what civic engagement looks like in your communities)</p> <p>Impact of Stereotypes</p> <ul style="list-style-type: none"> • It is a human rights violation when it limits a person’s capacity to develop their personal abilities, pursue their professional career and make choices about their lives and life plans. • Stereotypes are a frequent cause of discrimination against people in marginalized identity categories. • Stereotypes can contribute to violations of rights such as right to health, adequate standard of living, education, marriage and family relations, work, freedom of expression, freedom of movement, political participation and representation, effective remedy, and freedom from violence. • Harms of discrimination in the workplace (e.g., missed career opportunities, poor mental health etc.) <p>Strategies to Prevent and Disrupt Stereotypes (e.g., awareness, acknowledgement, speak up, be a role model)</p> <p>Seeking Support (e.g., strategies to stand up against discrimination)</p>		<p>I can define <i>social justice</i>.</p> <p>I can discuss the importance of relating to people as individuals and not representatives of groups.</p> <p>I can analyze injustice in many forms including attitudes, speech, behaviours, practices, and laws.</p> <p>I can discuss how everyone has a responsibility to address stigma and discrimination.</p> <p>I can discuss how to take action when witnessing bias, prejudice, exclusion, or discrimination.</p> <p>I can outline legal responsibilities required to maintain positive and safe environments.</p>
Resources		
<p>Multimedia</p> <p>8.3.3 Equality and Human Rights</p> <p>8.3.3 Unit: Standing Up for Democracy Facing History</p>	<p>Website</p> <p>8.3.3 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 3: Healthy and Unhealthy Boundaries 	<p>Document</p> <p>8.3.3 FourthRProgram Resource:</p> <ul style="list-style-type: none"> • Session 2 – Friendships, Relationships and Stereotypes (Understand that gender-

Grade 8, GCO 3: Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships.

8.3.3 Dove: Beauty Standards of Looks are a form of Bias	8.3.3 The Canadian Charter of Rights and Freedoms (justice.gc.ca)	based stereotypes may impact relationships)
8.3.3 Intersectionality by Learning for Justice	8.3.3 Truth and Reconciliation Commission of Canada: Calls to Action Canadian Religious Conference (crc-canada.org)	<ul style="list-style-type: none">• Session 4 – Influences on Relationships• Session 10 – Standing Up for What is Right (Communication skills – Delay, Refusal Negotiate)
8.3.3 Are We Striving for Equity or Equality – Gov't Canada	8.3.3 The Convention on the Rights of the Child: The children's version UNICEF	8.3.3 Intersectionality: Image – Gov't Canada
8.3.3 NO PLACE FOR HATE No Place for Hate	8.3.3 Race Talk: Engaging Young People in Conversations about Race and Racism (adl.org)	8.3.3 Allyship Social Media Pack – Intersectionality #2
	8.3.3 Be the Change... Learning for Justice	8.3.3 Definitions of Intersectionality, Privilege and Oppression
	8.3.3 Inventing a Better World Learning for Justice	8.3.3 SIECCAN – Sexual Orientation
	8.3.3 Listen Up! PSA for Change Learning for Justice	8.3.3 SIECCAN – Gender Identity in Schools
	8.3.3 Spotlight on Change Agents Learning for Justice	
	8.3.3 Mediasmarts.ca - Unpacking Privilege	
	8.3.3 Mediasmarts.ca -Diversity and Media	
	8.3.3 NB Human Rights Act	
	8.3.3 PHECanada Healthy School Communities	
	8.3.3 UN Sustainable Development Goal 5: Achieve Gender Equality	
	211	

Human Growth and Development

GCO 4 Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 8.4.1 Students will discuss care, sensitivity, and respect for the changes during adolescence that are unique and occur at different rates for everyone.

Concepts and Content	I Can Exemplars:
<p>Physical (Review SCO 7.4.1)</p> <ul style="list-style-type: none"> • Body changes (e.g., rates of development, everyone handles changes differently, acceptance of individual look) <p>Social and Emotional</p> <ul style="list-style-type: none"> • Relationships (e.g., setting healthy boundaries, expectations of a romantic relationship, comparing yourself to other people, decision making around pressures) • Self-awareness (e.g., intense emotions, attitudes and values, self-worth, body image, self-compassion for maneuvering life as a teenager) • Self-management of emotions (e.g., impulse control, self-discipline) <p>Cognitive</p> <ul style="list-style-type: none"> • Brain development (e.g., peer significance, difficulty measuring risks, prefrontal cortex is not fully developed) <p>Strategies for Navigating Adolescence (e.g., accept changes that occur, acknowledge that some changes are difficult, acknowledge discomfort when talking about elements of sexuality, work toward comfort when discussing elements of sexuality, regulate emotions, have a support system, focus on strengths, communicate, advocate for yourself, work toward independence)</p> <p>Seeking Support (e.g., accessing information, community support and/or resources)</p>	<p>I can discuss the harms associated with mocking someone for changes they cannot control.</p> <p>I can describe how individuals handle different rates of development differently.</p> <p>I can discuss how comparing oneself to another person can be healthy or unhealthy.</p> <p>I can create a toolkit of strategies to support positive self-image for self and peers during adolescence.</p>

Grade 8, GCO 4: Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

Resources		
Multimedia	Website 8.4.1 KidsintheKnow Online Resource: <ul style="list-style-type: none">• Lesson 4: Dating Relationship Characteristics (1-3) 8.4.1 www.teachingsexualhealth.ca Youth-with-Differing-Abilities">8.4.1 Teacher Guide: teachingsexualhealth.ca: Teaching Youth with Differing Abilities 8.4.1 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org) 8.4.1 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)	Document 8.4.1 The Fourth R Program Resource: <ul style="list-style-type: none">• Session 10 – Standing Up for What is Right (Communication skills – Delay, Refusal Negotiate) 8.4.1. Going Through Puberty Lesson 8.4.1 Quiz Healthy Relationships

Grade 8, GCO 4: Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 8.4.2	Students will examine the knowledge, responsibilities, and skills necessary to make informed decisions about becoming sexually active.	
Concepts and Content	I Can Exemplars:	
<p>Sexual Decision-Making</p> <ul style="list-style-type: none"> • Personal, family, and cultural values (e.g., abstinence, refusal, delay, traditions, and beliefs about delaying first initiation) • Reasons for personal decision-making (e.g., not ready, want to be loved, preventative health, family values, feel pressure etc.) <p>Consent</p> <ul style="list-style-type: none"> • Consent must be heard (which means it is given with clear affirmation), it can be withheld, withdrawn or taken away, and it is continuously happening by checking-in in an ongoing way to see that things are still okay. • Consent is an “authentic yes”, which means there is no pressure involved, and everyone agrees. The absence of “yes” means no, and therefore consent is not given by your appearance or by the clothing you wear. • Consent law (e.g., legal and ethical considerations, close in age exceptions -SCO 7.4.2, consent applies to sharing media and images, risk of the absence of consent associated with substance use, New Brunswick Medical Consent of Minors Act says a person has to be 16 years of age to make a medical decision but there are exceptions for a mature minor) <p>Positive and Negative Consequences (e.g., pleasure, STBBIs, pregnancy prevention/options)</p> <p>Methods of Contraception (e.g., what are they, how do they work, and where can they be accessed)</p> <ul style="list-style-type: none"> • Long-acting reversible contraceptives (LARCs) • Daily, weekly, monthly, or quarterly use contraceptives • Time of intercourse contraceptives • Emergency contraceptives (EC) <p>Sexually Transmitted and Blood Born Infections (STBBIs)</p>	<p>I can reflect on my personal values, attitudes, and beliefs about becoming sexually active.</p> <p>I can discuss the importance of communication for sexual decision-making (consent).</p> <p>I can discuss how substance use increases the risk of sexual harm.</p> <p>I can give examples of stereotypes and stigma related to STBBIs.</p> <p>I can practice role-play scenarios to support decision-making about becoming sexually active.</p> <p>I can discuss medical consent laws for minors in New Brunswick.</p> <p>I can list where to access sexual health services and supports in own community.</p>	

Grade 8, GCO 4: Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

<ul style="list-style-type: none"> • Prevention, transmission, symptoms, treatment (e.g., sexual practices, risky behaviours versus abstinence, degree of intimacy – oral, vaginal, anal) • STBBI types (e.g., gonorrhoea, syphilis, the human immunodeficiency viruses and acquired immunodeficiency syndrome (HIV/AIDS), hepatitis (HEP-B/C), chlamydia, Human Papillomavirus (HPV) • Stereotypes and stigma (e.g., how is this harmful) <p>Pregnancy Options (e.g., parenting, adoption, abortion)</p> <p>Accessing information, community support and/or resources</p> <ul style="list-style-type: none"> • Sexual health clinical services including for youth with differing abilities 		
<p>Resources</p>		
<p>Multimedia</p> <p>8.4.2 Teachingsexualhealth.ca: Understanding consent</p> <p>8.4.2 Dr. Nadine Thornhill: Consent lesson plans</p> <p>8.4.2 Dr. Nadine Thornhill: Consent Can Look Different for Students with Differing Abilities</p> <p>8.4.2 Dr. Nadine Thornhill: Pregnancy Options</p> <p>8.4.2 Teachingsexualhealth.ca: Using a Condom</p> <p>8.4.2 Teachingsexualhealth.ca: Using a Dental Dam</p> <p>8.4.2 What Should You Do If You've Had Unprotected Sex?</p> <p>8.4.2 STD Prevention Beyond Condoms</p>	<p>Website</p> <p>8.4.2 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 4: Dating Relationships • Sextortion: What Teens Need to Know – PPT, Case Studies <p>8.4.2 ww.teachingsexualhealth.ca – Lesson plans</p> <p>8.4.1 Teentalk.ca</p> <p>8.4.1 Gov't of Canada: Consent Law</p> <p>8.4.2 NB Medical Consent of Minors Act</p> <p>8.4.2 SexandU.ca</p> <p>8.4.2 STI Guidelines Canada</p> <p>8.4.2 SHE for Youth with Physical Disabilities</p> <p>8.4.2 Teacher Guide: teachingsexualhealth.ca: Teaching youth with differing abilities</p> <p>8.4.2 AIDS NB</p> <p>8.4.2 NB tele-care for sexual health - 811</p> <p>8.4.2 GNB: sexual health clinics 211</p> <p>8.4.2 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>8.4.2 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)</p>	<p>Document</p> <p>8.4.2 Teentalk.ca: Condom Negotiation</p> <p>8.4.2 Teacher Resource: Health Indicators Teen Pregnancy GNB</p> <p>8.4.2 NB LGBTQ Inclusive Education Resource</p> <p>8.4.2 SIECCAN – SHE in School QandA</p> <p>8.4.2 NB Communicable Disease 2018 Annual Report</p> <p>8.4.2 Youth with Disabilities PHAC: Q &A</p> <p>8.4.2 World Health Organization: Sexual Health linkages to reproductive health</p> <div data-bbox="1438 1101 1585 1226" style="text-align: center;">  Consent Chart 2021.pdf </div>

Grade 8, GCO 4: Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

SCO 8.4.3 Students will analyze how media present messages about bodies, sexuality, and relationships.	
Concepts and Content	I Can Exemplars:
<p>Critical Thinking about the Media (e.g., movies, TV, music, images etc.)</p> <ul style="list-style-type: none"> • Portrays sex as having no physical or emotional consequences (note: consequences can be both positive and negative) • Portrays sex as being uncomplicated (e.g., false portrayal that everyone inherently knows what they are doing as opposed to active communication and giving ongoing consent) • Portrays sexual activity as being more prevalent than it really is • Review gender stereotypes and body dysmorphic disorder <p>Unhealthy Media Messages in Pornography</p> <ul style="list-style-type: none"> • Studies show that children are first exposed to internet pornography between ages 9-11. • Risks of Pornography (e.g., shapes unrealistic, unhealthy and harmful ideals of relationships, depicts gender-based violence that often includes disrespect toward women, presents people as sexual objects, normalizes sexual violence, shows sexual behaviours that are high risk for sexually transmitted and blood born infections (STBBIs), increases rates of depression, anxiety, increases acting out violent behaviours, younger age of sexual debut, increases sexual promiscuity, increases risk of teen pregnancy, overestimation of the prevalence of sexual activity in the community, the belief that sexual promiscuity is normal, and the belief that sexual abstinence is unhealthy) • Open conversations about the risks of pornography can help foster safe and respectful relationships including the prevention of sexual violence and the reinforcement of the need for consent in relationships. <p>Strategies for Preventing Gender Stereotypes</p> <ul style="list-style-type: none"> • Point it out, be a role model, speak up • Give it a try (e.g., show sensitivity, allow yourself to try something new - wear a new colour) 	<p>I can analyze how texts (media, social media, books, discourses among peer groups, etc.) impact ideas about healthy relationships and sexual activity.</p> <p>I can analyze the impact of media on sexuality, gender roles, and equity.</p> <p>I can discuss how the media portrays gender-based violence.</p> <p>I can describe how pornography negatively influences ideas about relationships.</p> <p>I can describe strategies to eliminate gender stereotypes.</p>

Grade 8, GCO 4: Students will develop the knowledge, skills, and attitudes required to make healthy decisions related to sexuality.

<ul style="list-style-type: none"> • Redefine and debunk how social media norms portrays all genders (e.g., men rarely express emotion or lack emotion, men are dominant, aggressive or sexually aggressive etc.) • Self-awareness and self-management of how social media message influence us (e.g., editing photos, ideals of body positivity, autonomy to write or rewrite your own healthy narrative) <p>Note: Pervasive thoughts about hating your body can lead to harmful and unhealthy behaviour than may require support.</p>		
<p>Resources</p>		
<p>Multimedia</p> <p>8.4.3 Dove Selfie/Redefining Beauty One Photo at a Time</p> <p>8.4.3 Dove Friends/Seeing the Beauty in Our Friends and Ourselves</p> <p>8.4.3 Dove Inner Critic/Are you your own worst critic?</p>	<p>Website</p> <p>8.4.3 KidsintheKnow Online Resource:</p> <ul style="list-style-type: none"> • Lesson 2: How We Think, How We Feel • Lesson 2: Stinkin’ Thinkin’ <p>8.4.3 Common Portrayals of Aboriginal Peoples</p> <p>8.4.3 Mediasmarts.ca: Media Gender portrayals</p> <p>8.4.3 UN Sustainable Development Goal 5: Achieve Gender Equality</p> <p>8.4.3 Factsheets & Guidelines Action Canada for Sexual Health and Rights (actioncanadashr.org)</p> <p>8.4.3 Sexual Health Information Hub Action Canada for Sexual Health and Rights (actioncanadashr.org)</p>	<p>Document</p> <p>8.4.3 FourthRProgram Resource</p> <ul style="list-style-type: none"> • Session 4 – Influences on Relationships (Media messages, power imbalances, influence of substances on relationships, identify and critically deconstruct negative media messages) <p>8.4.3 Teacher Resource: Body Image effects on girls</p> <p>8.4.3 Teacher Resource: Effect of Media Images on boys</p> <p>8.4.3 NB LGBTQ Inclusive Education Resource</p>

Career Connected Learning		
GCO 5 Students will identify knowledge, skills, and attitudes needed to pursue career pathways.		
SCO 8.5.1 Students will reflect on their own preferred future.		
Concepts and Content		I Can Exemplars:
<p>Reflection</p> <ul style="list-style-type: none"> • Connections between personal choices and career pathways • Self-identifying skills and abilities; self-assessing motivation • Consider preferred career pathways and current labour market information <p>Career guidance</p> <ul style="list-style-type: none"> • Can come from career influencers: family, peers, educators, school counselors, community <p>myBlueprint</p> <ul style="list-style-type: none"> • Digital portfolio • Documenting reflections, conversations, experiences 		<p>I can participate in career conversations and discuss career pathways with peers and adults in related fields of work.</p> <p>I can reflect and report on career-connected experiences.</p> <p>I can create a resume and complete an application form.</p> <p>I can participate in a mock job interview.</p> <p>I can continue to reflect on and build a career-life portfolio.</p>
Resources		
Multimedia	Website	Document
8.5.1 Career Connected Learning (gnb.ca)	8.5.1 myBlueprint.ca 8.5.1 Sparkpath.com 211	

Grade 8, GCO 5: Students will identify knowledge, skills, and attitudes needed to pursue career pathways.

SCO 8.5.2 Students will develop further interests, skills, strengths and personal qualities required for career pathways and transitions.	
Concepts and Content	I Can Exemplars:
<p>Pathways</p> <ul style="list-style-type: none"> • Apprenticeship • College (public and private) • Direct-to-work • Military • University <p>Self-awareness and Self-management</p> <ul style="list-style-type: none"> • Building a positive self-image • Effective collaboration • Ability to change and grow throughout life <p>myBlueprint</p> <ul style="list-style-type: none"> • Pathway planning • High school planner • Tracking skill, strength and interest development • Researching labour market information <p>Learning and work exploration</p> <ul style="list-style-type: none"> • Effective use of labour market information <ul style="list-style-type: none"> ○ Evaluate career goals in relation to labour market information on an ongoing basis and use this to make decisions • Participate in lifelong learning, understanding the changing nature of life and work 	<p>I can explore what high school course selection opportunities will look like.</p> <p>I can discuss the connections between course selection and career pathways.</p> <p>I can discuss the benefits of and skills necessary to achieve work/life balance.</p> <p>I can create a plan for transition to high school.</p> <p>I can describe skills needed to secure, create, and maintain work.</p> <p>I can explain the importance of lifelong learning for own career pathway.</p>
Resources	
<p>Multimedia</p> <p>8.5.2 Career Connected Learning (gnb.ca)</p>	<p>Website</p> <p>8.5.2 myBlueprint 21st century competencies lesson plans</p> <p>8.5.2 Self Care Tips</p> <p>8.5.2 myBlueprint</p> <p>8.5.2 Sparkpath.com 211</p>
	<p>Document</p>

Grade 8, GCO 5: Students will identify knowledge, skills, and attitudes needed to pursue career pathways.

SCO 8.5.3 Students will develop the competencies needed to successfully manage learning, work and transitions through authentic experiences.		
Concepts and Content		I Can Exemplars:
Competencies <ul style="list-style-type: none"> • New Brunswick Global Competencies • Social-Emotional competencies myBlueprint <ul style="list-style-type: none"> • Researching labour market information • Documenting career-connected learning experiences Authentic experiences <ul style="list-style-type: none"> • Project- and problem-based learning • Guest speakers • Career talks • Job site visits • Volunteering • Work integrated learning • Passion projects • Part time employment • Career connected experiential learning • Centres of Excellence 		I can provide solutions to given real world labour market problems. I can find reliable labour market information that informs career pathway decisions. I can participate in workplace visits and/or job shadowing.
Resources		
Multimedia	Website	Document
8.5.3 Career Connected Learning (gnb.ca)	8.5.3 myBlueprint 8.5.3 Sparkpath.com (Meaningful career exploration) 8.5.3 New Brunswick Global Competencies 8.5.3 Social Emotional competencies 8.5.3 New Brunswick Centres of Excellence	

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6. Resources

6.1 Glossary for Educators:

- **Anxiety:** excessive anxiety and worry about everyday events that occurs over a prolonged period of time. Someone with GAD worries excessively about many different things and is not able to control his or her worry. The worrying and anxiety cause serious emotional distress, and causes problems at school, at work, and in relationships. These feelings of anxiety usually also have physical components, including headaches, aches and pains, nausea, shaking and sweating.
- **Body Dysmorphic Disorder (BDD):** is a condition where a person is excessively worried about a body part and can't stop thinking about perceived flaws in their appearance - a flaw that appears minor or can't be seen by others, but they fear that there is something wrong with it, even despite the views of doctors and family to the contrary. The person may feel so embarrassed, ashamed, and anxious that they may avoid many social situations.
- **Personal Boundary:** relationship limits and rules that we set for ourselves. A person with healthy boundaries can say "no" to others when they want to, but they are also comfortable opening themselves up to closeness in a relationship.
- **Bullying:** Bullying is when a person tries to hurt another person and does it more than once over a prolonged period of time. Bullying can be physical, verbal, emotional, or social, and can also take place in person, or over the internet with emails or text messages. The bully usually has power over the person being bullied, such as when the bully is bigger or more popular.
- **Cisgender:** A person whose gender identity corresponds with the sex the person had or was identified as having at birth.
- **Coercion:** the practice of persuading someone to do something by using force or threats.
- **Communicable Disease:** an infectious disease (as cholera, hepatitis, influenza, malaria, measles, or tuberculosis) that is transmissible by contact with infected individuals or their bodily discharges or fluids (as respiratory droplets, blood, or semen), by contact with contaminated surfaces or objects, by ingestion of contaminated food or water, or by direct or indirect contact with disease vectors (as mosquitoes, fleas, or mice)
- **Consent:** is to give permission. It is when a person gives an authentic yes, but it is not the absence of no. Consent can be given, refused or withdrawn at any time. If a person changes their mind, consent can be taken away.
- **Counterculture:** attitudes that are opposed to and/or vary with current societal norms (e.g., idealists of the 60s counterculture, getting information from nonmainstream media, rebelling against the government)
- **Depression:** a dysregulation of the brain functions that control emotions (or moods). It is a mood disorder characterized by intense and persistent negative emotions. These emotions negatively impact people's lives, causing social, educational, personal, and family difficulties.

- **Domains of Wellness:** The seven dimensions have been identified in New Brunswick's Wellness Strategy as emotional, intellectual, physical, social, spiritual, environmental, occupational.
- **Eating Disorder:** any of several psychological disorders (such as anorexia nervosa or bulimia) characterized by serious disturbances of eating behavior.
- **Financial Literacy:** "Financial literacy is defined as having the knowledge, skills and confidence to make responsible financial decisions at any stage of your life" (Government of Canada, 2016).
- **Food Security:** is when "all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." (Food and Agriculture Organization's, 2008)
- **Gender Identity:** a person's perception of having a gender that may or may not correspond with their assigned sex at birth.
- **Herd Immunity:** the resistance to the spread of a contagious disease within a population that results if a sufficiently high proportion of individuals are immune to the disease, especially through vaccination. "the level of vaccination needed to achieve herd immunity varies by disease but ranges from 83 to 94 percent".
- **Human Trafficking:** The United Nations (UN) describes human trafficking as, "[T]he recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (2000).
- **Intersectionality:** The Government of Canada defines intersectionality as groups of people that are not homogeneous because they have multiple, and diverse intersecting identity factors. These identity factors (e.g., immigrant man with a disability, or Indigenous women who identifies as Two Spirit) impact how people understand and experience the world. Multiple and intersecting identities will shape a person's perspectives, ideologies and experiences. Looking through the lens of intersectional can help us see people as whole beings with multiple identity factors and assess positive and negative impacts that initiatives or experiences can have on people.
- **Intersex:** Individuals who have congenital conditions whereby development of chromosomal, gonadal, or anatomical sex is atypical. Not everyone who is born intersex will identify as intersex and/or as transgender.
- **Mental Fitness:** Morrison and Peterson defined mental fitness as a state of psychological wellness that reflects people's feelings and thinking regarding the fulfillment of three basic psychological needs: relatedness, competency, and autonomy (2013).
- **Mental Health:** is more than the absence of a mental health condition or illness: it is a positive sense of well-being, or the capacity to enjoy life and deal with the challenges we face.
- **Mental Illness:** Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses are associated with distress and/or problems functioning in social, work or family activities. It is nothing to be ashamed of. It is a medical problem, just like heart disease or diabetes.

- **Migrant/immigrant:** a person who moves from one place to another, especially in order to find work or better living conditions (immigrant is the commonly used term in North America, whereas migrant is more common in Europe).
- **Multilingual Language Learners (MLLs):** Multilingual Language Learners (MLLs) are those whose first or primary language(s) is (are) not English. They have skills in one or more other language and are now learning English, too. They may have been born in or outside Canada. They may have some experience using English for social purposes, but still require support to enhance their academic English proficiency to access the curriculum.
- **Non-binary, gender fluid:** Nonbinary gender identity is one term used to describe individuals who may experience a gender identity that is neither exclusively woman or man or is in between or beyond both genders. Nonbinary individuals may identify as genderfluid, agender (without gender), genderqueer, or something else entirely.
- **Non-communicable disease:** Defined by the WHO as a chronic disease that tends to be of long duration and are the result of a combination of genetic, physiological, environmental, and behavioural factors. The main types of NCD are cardiovascular diseases (such as heart attacks and stroke), cancers, chronic respiratory diseases (such as chronic obstructive pulmonary disease and asthma) and diabetes (2021).
- **Othering:** “Othering” is the context of this curriculum document refers to excluding or rejecting people by setting up an environment whereby people are made to feel like an outsider or that they do not belong to the environment/group. Othering can happen via images or words that insult, exclude, or dismiss another group of people. Hurtful jokes or insults are often used to isolate or set people apart as different or inferior and are considered examples of othering.
- **Pornography:** the depiction of erotic behavior in the form of pictures, writing, or video that intend to cause sexual excitement.
- **Positive Mental Health:** is feeling in control of your life and personal decisions, being able to cope with life’s challenges and stresses, functioning well mentally - such as being able to focus at school, being generally optimistic about life, feeling physically healthy, getting enough sleep, feeling like you belong to your community (e.g., school, neighborhood). When a person has positive mental health, they handle problems and challenges more easily. This is called resilience.
- **Pronouns:** refers to possessive pronouns used by people (e.g., they/them/their, theirs, themselves; he/him/his, his, himself, she, her/hers, hers, herself; xe, xem, xyr, xyrs, xemself; ze/zie, hir, hir, hers, himself).
- **Protective Factor:** are factors that contribute to positive development and resiliency in children and youth. (Examples include positive interactions with others in the home, school, and community setting; participation in structure community-based and recreational activities that enhance social skills; having a sense of belonging beyond the family context; and decreased social isolation).
- **Refugee:** a person who has been forced to leave their country to escape war, persecution, or natural disaster.
- **Rights:** “A power or privilege held by the general public as the result of a constitution, statute, regulation, judicial precedent, or other type of law.” (Cornell Law School Legal Information Institute)

- **Risk Factor:** are factors that pose challenges to children and youth’s adaptation and may cause decrease in resiliency (Examples include poor relationships, lack of connection and isolation).
- **Sexual Health:** “a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006a)
- **Sexual Orientation:** a person's sexual identity in relation to the gender to which they are attracted (e.g. heterosexual, bisexual, pansexual, asexual etc...)
- **Sexual Violence:** The World Health Organization (WHO) defines sexual violence as: “Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work” (2011).
- **Sexuality:** Human sexuality is the way people experience and express themselves sexually. This involves biological, physical, emotional, social, or spiritual feelings and behaviors. Because it is a broad term, which has varied over time, it lacks a precise definition.
- **Sexually Transmitted and Blood Borne Infection (STBBI):** A sexually transmitted infection (STI) is an infection that can be transmitted from one person to another through sexual contact (exchange of semen, vaginal fluid, blood, or other fluids) including oral sex. Blood borne infections (BBI) are transmitted by contact with contaminated blood. Some infections (for example, the human immunodeficiency viruses and acquired immunodeficiency syndrome (HIV/AIDS), hepatitis B and hepatitis C) may be transmitted through both sexual and blood borne transmission routes.
- **Stigma:** Stigma is when someone sees you in a negative way because of your mental illness. Discrimination is when someone treats you in a negative way because of your mental illness. Social stigma and discrimination can make mental health problems worse and stop a person from getting the help they need.
- **Problematic Substance Use:** is when someone uses drugs or alcohol in a harmful way that has negative effects on their health and life.
- **Violence:** the use of physical force so as to injure, abuse, damage, or destroy; injury by or as if by distortion, infringement, or profanation.
- **World View:** a comprehensive conception or apprehension of the world especially from a specific standpoint.

6.2 Rationale

Why sexual health education should be taught to all genders at the same time:

No two children or adolescents go through the exact same physical, social, or emotional changes in human development at the same time. Furthermore, not every child identifies as male or female. Some children and youth identify as both male and female, as neither, or they may be gender fluid - meaning their gender varies. Transgender and nonbinary students need to feel safe and have a sense of belonging in their schools. To support EECD's inclusion policy, as well as to promote equity and diversity, EECD does not support the practice of separating boys and girls for the teaching and learning of Human Growth and Sexual Health Education. Segregation is not an inclusive practice and students benefit from having age-appropriate conversations about different developmental stages during puberty. One big advantage of speaking factually about sexuality with all genders is that students learn how to have open and honest conversations about consent. Conversations about consent eventually leads to discussions on how to prevent sexual violence. Not to mention, students benefit from learning about all aspects of human growth and development in order to be better prepared for future experiences in adulthood, such as becoming a parent/guardian, understanding, and empathizing with a variety of human experiences, and learning how to communicate factually about human sexuality without feeling shame or embarrassment. Regardless, if a quality resource suggests the practice of segregation, it is no longer acceptable. It is best practice to skip the taboos and have the same conversation with everyone.

6.3 Supporting students of all abilities:

- [Teachingsexualhealth.ca - Youth with Differing Abilities](https://teachingsexualhealth.ca)
- Public Health Agency of Canada: Q & A: [Sexual Health Education for Youth with Physical Disabilities](#)

6.4 Teacher Resources

- [Personal Wellness SharePoint site](#)
- Self-Awareness and Self-Management Model: Appendix 8.3
- 211 Lesson Plans: Appendix 8.4 - 211 Lesson Plan for Grade 6; Appendix 8.5 - 211 Lesson Plan for Grade 7; Appendix 8.6 – 211 Lesson Plan for Grade 8.

211 is the front door to help for all non-emergency support in New Brunswick. It is an anonymous, free, and confidential service that anyone can call to get information for a personal need. 211 Community Navigators are trained on how to offer youth support. They will listen and talk to youth to learn about their needs, and then they will provide information on a resource, program or service that can help. In 9 months of service, 211 NB has answered almost 9000 calls - calls supporting those who need help with mental health, emergency food, financial assistance, shelter, affordable housing and more.

During the research phase of curriculum development, the New Brunswick Student Wellness data indicated that students do not know where to go to get help for their needs. The collaboration with 211 is to help mitigate this concern by empowering students with the knowledge, motivation and skills to seek support when they need it. There is no age barrier to accessing 211, and so teaching children and youth where and how to find help with 211 will build lasting skills that they can take with them into adulthood, anywhere in Canada. In partnership with 211, EECD has created sample grade 6, 7 and 8 lesson plans to promote awareness of 211 and to teach students how to use the service. Teachers have flexibility to incorporate 211 lessons during various outcomes within the curriculum.

6.5 Principal resources to support sexual health education in schools:

- [Sexual Information and Education Council of Canada \(SIECCAN\)](#)

7. Appendices

7.1 New Brunswick Global Competencies



7.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

<p>Is there a form of assistive technology that could be used to enhance/facilitate this lesson?</p>	<p>Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.</p>
<p>Are there materials which can appropriately challenge readers to enhance this learning?</p>	<p>The Personal Wellness SharePoint site offers resources which can extend learning for students who require more challenging course material.</p>
<p>Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?</p>	<p>Teachers should view previous PLP information for considerations.</p>
<p>Are there other choices that can be provided in this learning opportunity?</p>	<p>Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.</p>
<p>Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?</p>	<p>The Personal Wellness SharePoint site offers resources that include visual and auditory means of learning about Social Studies topics.</p>
<p>Can movement be involved?</p>	<p>Students can demonstrate their learnings in a variety of ways, including movement.</p>

<p>Grouping and regrouping?</p>	<p>Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.</p>
<p>Teacher versus non- teacher centered? Instructional design strategies?</p>	<p>Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.</p>
<p>Opportunities for students to propose variations to the assignments/projects?</p>	<p>Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.</p>
<p>Use of art /music / technology?</p>	<p>Recommended resources for this course are available online. There are many additional online resources for Personal Wellness education, including web sites and videos, listed on the Personal Wellness SharePoint site.</p>
<p>Can I use drama?</p>	<p>Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Personal Wellness topics including but not limited to mental fitness, health and wellness, relationships and conflict, human rights, sexuality, etc.</p>
<p>Is there a plan to support the student/s who might already know this subject matter? Enrichment</p>	<p>Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.</p>
<p>Does the language level need to be adjusted for the student to access this learning?</p>	<p>This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Personal Wellness curriculum such as substance and sexual health, etc.</p>

<p>Is there an independent or collaborative activity-project that would be better meet the needs of one or more students?</p>	<p>This course may taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.</p>
<p>Are there any experts that I could bring into the classroom electronically or as a guest speaker?</p>	<p>There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.</p>
<p>Have I linked the goal to as current event or a cultural event in the student’s lives? Can I make the learning more relevant?</p>	<p>Create, start, and adjust the unit based on the students’ interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.</p>
<p>Is there a hands-on experience that we could do to launch this lesson or this learning?</p>	<p>Learning in the Personal Wellness is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.</p>

7.3 Culturally Responsive Teaching

Clarifying “Culture”

To understand the role *culture* plays in our classrooms, it helps to view *culture* as *ways of knowing and being*. Or, as Zaretta Hammond explains it (2015), “Culture is the way that every brain makes sense of the world” (p. 22). Our *ways of knowing and being* influence how we interpret everything. Each person’s culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is not a tool, a strategy, or an add-on. It is a way of teaching that recognizes and honours the variety of cultures and experiences from which students are approaching their education and the world. Teachers working to become culturally responsive also recognize their own biases and work to counter their internalized assumptions about levels of physical, social or academic competencies based on gender, culture, race or socio-economic status.

Culturally Responsive Teaching (CRT) is different from Multicultural and Social Justice Education. Whereas Multicultural Education recognizes and celebrates diversity, and Social Justice Education values the fostering of critical lenses, Culturally Responsive Teaching is focused on equitable instructional practices.

Why is CRT a priority practice?

Culturally and linguistically diverse students have trouble remembering and learning in classrooms where they are minoritized and not valued for their unique experiences. Feeling unsafe, unseen or misunderstood leads to “amygdala hijacks,” wherein the brain produces cortisol and is unable to learn (Hammond, 2015). *Conversely, when students feel affirmed, trusted and validated as who they are, the teacher can become the “warm demander” that students need (Hammond, 2015).*

What may it look like?

Teachers working to become culturally responsive intentionally and consistently use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations. They affirm students’ backgrounds and *funds of knowledge*, and fully and openly expect that learners will achieve.

Teachers working to become culturally responsive understand that they are not “doing something new to students” (Hammond, 2015, p. 52), but rather working internally to transform their own expectations, understandings and practice. Hammond explains: “Before [we] can leverage diversity as an asset in the classroom, [we] must reflect on the challenges that can interfere with open acceptance of students who are different from [us] in background, race, class, language, or gender” (p. 53).

In culturally inclusive environments, educators:

- use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations.
- affirm learners' *funds of knowledge* by validating, representing and learning from diverse ways of knowing.
- change deficit focuses and approaches into positive ones by focusing on contributions, ways of knowing, histories, and role models which are culturally diverse and may be different from the expected norm.
- respond positively to diverse cultural expressions and share their own.
- build trust with families, especially those from communities that may not have been provided positive schooling experiences in the past.
- recognize and participate in special events that students and school community members are experiencing.
- hold and demonstrate high expectations, while providing as many scaffolds as needed when needed.
- collaborate with families and community to ensure that school plans and initiatives are inclusive of all school members.
- examine their own biases and cultural lenses and respond consistently and effectively to reports of prejudice, bias or discrimination.

Funds of knowledge = knowledge that learners and their family members have because of their unique cultural identities and roles in the family and/or community (e.g., how to resolve conflict, ways to show respect for Elders). Honouring these *funds of knowledge* is valuable as they are culturally relevant and meaningful to learners.

Scaffolds/scaffolding = a variety of instructional techniques used to support students as they move toward stronger understanding and independence

What can I do to start?

When planning, consider:

- What background knowledge do I need to provide, and how can I tap into and validate the knowledge(s) my students have?
- What messages am I sending through the objects and practices in my learning environment? What can I change?
- Who can help me work toward becoming culturally responsive?

When teaching, consider:

- How can I address negative self-talk in my students and model how to “talk back”?
- How can I ensure I find time to listen to my students, and validate their experiences?
- Whose voices and experiences do I amplify? Whose voices are missing or silenced?

When assessing, consider:

- Did I provide adequate explanation and modelling of what I expect, including various exemplars?

- Did I provide space and support for students to choose how to demonstrate their knowledge?
- Has the learner shown an understanding of the outcome, even if it's not what I expected?

For further learning on Culturally Responsive Teaching, please consult the Ready for Rigour Framework (Hammond):
<https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/>

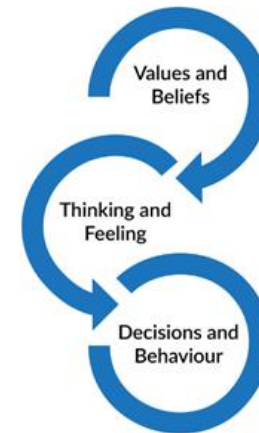
7.4 Self-Awareness and Self-Managing Model

Self-awareness and self-management are central themes that span the outcomes of Personal Wellness 6-8. The Self-Awareness and Self-Managing Model is a pedagogical tool used to support the teaching and learning of the curriculum content. Students will engage in a continuous self-awareness feedback loop by reflecting on the three questions below. The intent of this guided self-reflection is for learners to gain personal awareness of their worldview and how it shapes what they are thinking and feeling as they interact with the content and concepts. The desired outcome of this model is to foster critical thinking that promotes healthy decision-making and behaviours to achieve health and well-being. The self-awareness and self-managing model would be particularly beneficial when paired with the following **SCOs: 6.1.2, 7.1.2, 8.1.2; 6.2.1, 7.2.1, 8.2.1; 6.4.3, 7.4.3, 8.4.3**. However, this model would be a beneficial reflection tool for every outcome.

Reflection Questions:

- How do my values and beliefs align with the content and concepts?
- How is this knowledge influencing my thoughts and feelings?
- How will I use this information to guide my decisions and behaviour?

Self-Awareness and Self-Managing Model



7.5 211 Lesson Plan for Grade 6



211 Lesson Plan
grade 6 2021.docx

7.6 211 Lesson Plan for Grade 7



211 Lesson Plan
grade 7 2021.docx

7.7 211 Lesson Plan for Grade 8



211 Lesson Plan
grade 8 2021.docx