

Workshop	Gr	Subject	Cluster	Learning Outcomes		
Anger Management	k-12	ELA	GLO 1	1.1.2 Consider others' ideas		
				1.2.2 Explain opinions		
				1.2.4 Extend understanding		
			GLO 3	3.1.1 Use personal knowledge		
				3.1.2 Ask questions		
				3.2.1 Identify personal and peer knowledge		
	7	Phys / Health Ed	Safety	GLO 4	4.4.1 Share ideas and information	
				GLO 5	5.1.3 Appreciate diversity	
					5.2.1 Co-operate with others	
				5.2.2 Work in groups		
				5.2.3 Use language to show respect		
					Personal Social Management	K.3.7.B.1 Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).
8	Phys / Health Ed	Personal Social Management		K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...)		
				K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.		
		9	Phys / Health Ed	Safety		K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
						K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
						Personal Social Management K.4.S1.B.3a Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict-resolution process...) in different case scenarios.
			K.4.S1.B.4 Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer			

				pressure...) and effective strategies for avoidance/refusal.
Conflict Resolution	k-12	ELA	GLO 1	1.1.2 Consider others' ideas
			GLO 3	1.2.4 Extend understanding 3.1.1 Use personal knowledge 3.1.2 Ask questions 3.2.1 Identify personal and peer knowledge
			GLO 4	4.4.1 Share ideas and information
			GLO 5	5.2.1 Co-operate with others 5.2.2 Work in groups 5.2.3 Use language to show respect
	7	Phys / Health Ed	Safety	K.3.7.B.5b Develop strategies (e.g., conflict-resolution skills...) for avoiding situations (e.g., conflict between parents' and peer values, with the law, in competition, within school...) that can potentially lead to conflict and violence
			Personal Social Management	S.4.7.A.4 Apply conflict-resolution strategies (e.g., role-play responses to conflict situations, participate in peer mediation...) to different scenarios (e.g., engaging with new classmates, moving to a new classroom, saying "no" to negative peer-group influence...).
	9	Phys / Health Ed	Personal Social Management	K.4.S1.B.3b Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues...) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences...).
				K.4.S1.B.3c Assess behaviours and conflict-resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for settling disputes or disagreements.
				K.4.S1.B.4 Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) and effective strategies for avoidance/refusal.
				S.4.S1.A.4 Apply conflict-resolution strategies (i.e., mediation and negotiation) in different case scenarios for understanding different perspectives and points of view (i.e., determine the reason behind a conflict
	10	Phys / Health Ed	Personal Social Management	K.4.S2.B.2a Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) for getting along with family, friends, and peers in school, community, and/or the workplace.

Suicide Intervention	k-12	ELA	<p>GLO 1</p> <p>GLO 3</p> <p>GLO 4</p> <p>GLO 5</p>	<p>1.1.2 Consider others' ideas</p> <p>1.2.2 Explain opinions</p> <p>1.2.4 Extend understanding</p> <p>3.1.1 Use personal knowledge</p> <p>3.1.2 Ask questions</p> <p>3.2.1 Identify personal and peer knowledge</p> <p>4.4.1 Share ideas and information</p> <p>5.1.3 Appreciate diversity</p> <p>5.2.1 Co-operate with others</p> <p>5.2.2 Work in groups</p> <p>5.2.3 Use language to show respect</p> <p>K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).</p> <p>K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self- talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.</p> <p>K.4.S2.C.1b Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member.</p> <p>K.4.S2.C.2 Describe situations (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) that cause personal stress.</p> <p>11.MH.4 Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, depression, and eating disorders.</p> <p>11.MH.5 Identify community service agencies that support individuals concerned about mental-emotional health issues.</p>
Teens and Drugs	k-12	ELA	<p>GLO 1</p> <p>GLO 2</p> <p>GLO 3</p>	<p>1.1.2 Consider others' ideas</p> <p>1.2.4 Extend understanding</p> <p>2.3.3 Vocabulary</p> <p>3.1.1 Use personal knowledge</p> <p>3.1.2 Ask questions</p>

			GLO 4	3.2.1 Identify personal and peer knowledge
			GLO 5	4.4.1 Share ideas and information
5	Science			5.2.1 Co-operate with others 5.2.2 Work in groups 5.2.3 Use language to show respect Explain how human health may be affected by lifestyle choices and natural- and human-caused environmental factors. Include: smoking and poor air quality may cause respiratory disorders; unhealthy eating and physical inactivity may lead to diabetes or heart disease; prolonged exposure to the Sun can cause skin cancer
7	Phys / Health Ed	Healthy lifestyle practices		K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medication/someone else's medication; correct/ incorrect dosage, addiction) of medicinal and non-medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).
				K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).
				K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).
				K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).
9	Phys / Health Ed	Healthy lifestyle practices		S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).
				K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others.
				K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants,

				<p>hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).</p> <p>K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.</p> <p>K.5.S2.D.1 Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).</p> <p>K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction (e.g., drinking and driving, street drugs, inhalants...).</p> <p>11.SU.1 Explain ways in which drugs and other substances are classified.</p> <p>11.SU.2 Explain the stages of involvement in substance use or abuse. <i>Includes:</i> non-involvement, irregular involvement, regular involvement, harmful involvement, and dependent involvement</p> <p>11.SU.3 Examine factors that influence decisions regarding substance use and abuse.</p> <p>11.SU.4 Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.</p>
	10	Phys / Health Ed	Healthy lifestyle practices	
	11	Phys / Health Ed	Module E: Substance Use and Abuse Prevention (SU)	
Breaking the Ice	k-12	ELA	GLO 1 GLO 3 GLO 4 GLO 5	<p>1.1.2 Consider others' ideas</p> <p>1.2.4 Extend understanding</p> <p>3.1.2 Ask questions</p> <p>3.2.1 Identify personal and peer knowledge</p> <p>4.4.1 Share ideas and information</p> <p>5.2.1 Co-operate with others</p> <p>5.2.2 Work in groups</p> <p>5.2.3 Use language to show respect</p>

	5	Science		<p>Explain how human health may be affected by lifestyle choices and natural- and human-caused environmental factors. Include: smoking and poor air quality may cause respiratory disorders; unhealthy eating and physical inactivity may lead to diabetes or heart disease; prolonged exposure to the Sun can cause skin cancer</p>
	7	Phys / Health Ed	Healthy lifestyle practices	<p>K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).</p> <p>K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).</p> <p>K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).</p> <p>S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).</p>
	9	Phys / Health Ed	Healthy lifestyle practices	<p>K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others.</p> <p>K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).</p> <p>K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.</p>
	10	Phys / Health Ed	Healthy lifestyle practices	<p>K.5.S2.D.1 Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) concerning the use and abuse of legal and illegal substances (e.g.,</p>

	11	Phys / Health Ed	Module E: Substance Use and Abuse Prevention (SU)	<p>alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).</p> <p>K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction (e.g., drinking and driving, street drugs, inhalants...).</p> <p>11.SU.2 Explain the stages of involvement in substance use or abuse. <i>Includes:</i> non-involvement, irregular involvement, regular involvement, harmful involvement, and dependent involvement</p> <p>11.SU.3 Examine factors that influence decisions regarding substance use and abuse.</p> <p>11.SU.4 Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse</p>
I Want that Ass	k-12	ELA	GLO 1	1.1.2 Consider others' ideas
			GLO 3	1.2.2 Explain opinions 1.2.4 Extend understanding 3.1.1 User personal knowledge 3.1.2 Ask questions 3.2.1 Identify personal and peer knowledge
			GLO 4	4.4.1 Share ideas and information
			GLO 5	5.1.3 Appreciate diversity 5.2.1 Co-operate with others 5.2.2 Work in groups 5.2.3 Use language to show respect
	5	Science		5-1-14 Evaluate information related to body image and health from media sources for science content and bias. <i>Examples: glamorization of smoking in movies, promotion of unrealistic role models in magazines, trivialization of scientific information on television</i>
	7	Phys / Health Ed	Safety	K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships (i.e., within families, between friends, among peers, with employers, groups, gangs, on sports teams, when babysitting). K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest,

		Phys / Health Ed	Healthy lifestyle practices	<p>stalking, prostitution, sexual assault...).</p> <p>K.3.7.B.6b Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness, anger management skills) in dealing with case scenarios related to sexually abusive situations and ways to seek help.</p> <p>K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles.</p> <p>K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.</p>
	8	Phys / Health Ed	Personal Social Management Healthy lifestyle practices	<p>K.4.8.B.2a Describe examples of assertive behaviours (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) for resisting negative peer pressure.</p> <p>K.5.8.C.1a Evaluate information related to healthy body weight and body image.</p>
	9	Phys / Health Ed	Safety Personal Social Management Healthy lifestyle practices	<p>K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).</p> <p>K.3.S1.B.6a Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).</p> <p>K.3.S1.B.6b Identify skills (e.g., assertiveness, problem solving...) and community resources for addressing problems associated with sexually abusive behaviours.</p> <p>K.4.S1.B.4 Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) and effective strategies for avoidance/refusal.</p> <p>K.5.S1.E.3b Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) on making decisions for responsible sexual behaviour.</p> <p>K.5.S2.E.3a Examine sexuality as it is portrayed in the media (e.g., fashion magazines, music videos, advertisements, movies, songs...).</p>

How to get an STI	k-12	ELA	GLO 1	1.1.2 Consider others' ideas
			GLO 3	1.2.4 Extend understanding
			GLO 4	3.1.2 Ask questions
			GLO 5	3.2.1 Identify personal and peer knowledge
	7	Phys / Health Ed	Healthy lifestyle practices	4.4.1 Share ideas and information
				5.2.1 Co-operate with others
				5.2.2 Work in groups
				5.2.3 Use language to show respect
				K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).
				K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...) and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).
				K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), their symptoms, and means of prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).
				S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...).
	9	Phys / Health Ed	Healthy lifestyle practices	K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) and different types of contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
				K.5.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).
				K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...).

	10	Phys / Health Ed	Healthy lifestyle practices	<p>K.5.S2.E.4a Explain health issues related to HIV/AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).</p> <p>K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).</p> <p>S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.</p>
Life on the Streets	k-12	ELA	<p>GLO 1</p> <p>GLO 3</p> <p>GLO 4</p> <p>GLO 5</p>	<p>1.1.2 Consider others' ideas</p> <p>1.2.2 Explain opinions</p> <p>1.2.4 Extend understanding</p> <p>3.1.1 Use personal knowledge</p> <p>3.1.2 Ask questions</p> <p>3.2.1 Identify personal and peer knowledge</p> <p>4.4.1 Share ideas and information</p> <p>5.1.3 Appreciate diversity</p> <p>5.2.1 Co-operate with others</p> <p>5.2.2 Work in groups</p> <p>5.2.3 Use language to show respect</p>
	7	Phys / Health Ed	Healthy lifestyle practices	<p>K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).</p>
	10	Phys / Health Ed	Personal Social Management	<p>K.4.S2.C.2 Describe situations (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) that cause personal stress.</p>
	11	Phys / Health Ed	Module E: Substance Use and Abuse Prevention (SU)	<p>11.SU.3 Examine factors that influence decisions regarding substance use and abuse.</p>