

HEALTH EDUCATION LEARNING OUTCOMES: GRADES 6–9

BEYOND THE HURT—SASKATCHEWAN CURRICULUM INCLUSIONS

<http://www.education.gov.sk.ca/health-ed-curricula>

The core content of the Beyond the Hurt (BTH) Program found in the BTH manual is a resource approved and recommended by the Saskatchewan Ministry of Education. It has been approved in the Health subject area for grades 6, 7, 8 and 9.

The Ministry's suggested learning outcomes and indicators that match BTH include the student being able to:

GRADE 6

- analyze the factors that influence the development of personal standards and identity and determine the impact of healthy decision making
- appraise the value of establishing/maintaining healthy relationships with people of diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives
- assess and demonstrate strategies used to identify and make healthy decisions in stressful situations
- develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities
- assess the role of personal standards in decision making related to healthy relationships
- design and implement action plans

GRADE 7

- demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships and apply effective strategies to establish harmony when conflict arises
- demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure
- investigate and express an understanding of possible discrepancies in morals that may determine and/or affect the well-being of self, family, community, and the environment
- examine and demonstrate a personal commitment in making health decisions related to harmonious relationships, interpersonal skills and morality
- examine health opportunities and challenges to establish harmonious relationships, interpersonal skills and morality
- design, implement and evaluate an action plan that demonstrates harmonious relationships, interpersonal skills and morality

GRADE 8

- analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities
- demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community



- appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability
- design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to violence and abuse
- analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual

GRADE 9

- develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making
- analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety
- analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion
- analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues
- assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, romantic relationships, tragic death and suicide
- analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, romantic relationships, and tragic death and suicide.

CARING AND RESPECTFUL SCHOOLS: BULLY PREVENTION: A MODEL POLICY—2006

<http://www.education.gov.sk.ca/caring-respectfully/model-policy-2006>

Saskatchewan Learning, currently Ministry of Education

This document has a very close alignment with the Canadian Red Cross RespectED program and in particular, Beyond the Hurt. RespectED’s Ten Steps to Creating Safe Environments establishes in a ten-step process what organizations should do to ensure the safety of everyone. **Bully Prevention: A Model Policy**, with its references to human rights, the **Convention on the Rights of the Child**, and the **Education Act**, accounts for step 3 (Define Protection Instruments), step 6 (Develop Policies and Procedures), Step 8 (Respond to Disclosures of Bullying), and Step 10 (Maintain Safe Environments). Steps 1, 4, 5, 7, and 9 (Complete a Risk Assessment) are referenced in section 4, and Step 2 (Recognize the Vulnerability and Resilience of Children and Youth) is referenced in section 1.

Beyond the Hurt (BTH) is a very good match if a school or school division has a goal of linking a professional development activity for staff regarding bullying. BTH incorporates provincial law, Ministry direction, and international proclamations into the material and training. It has a concise definition of bullying that is part of a continuum of violence. BTH advocates for the inclusion of the Board, educators, students, parents and the school community council when addressing the issue of bullying. BTH has a component of youth engagement which corresponds to statements located under “Students are responsible for:” (page 11 of **Bully Prevention: A Model Policy**). BTH has strategies related to prevention and intervention as well as the creation of a policy framework.

Finally, the bibliography includes several entries from Debra Pepler and/or Wendy Craig. BTH uses the research of these two Canadian researchers and their organization PREVNet as a foundation for the content and direction of BTH.

CARING AND RESPECTFUL SCHOOLS: TOWARD SCHOOL PLUS—2004

<http://www.education.gov.sk.ca/Caring-and-Respectful-Schools>

This document remains in active distribution to schools and the public. It is a foundational document that details elements of a caring and respectful school. The Canadian Red Cross RespectED Program has several matching themes with this document.

PROACTIVE SCHOOL-WIDE INITIATIVES

RespectED's Ten Steps Program is a comprehensive risk management strategy that supports organizations in creating environments free of violence, abuse, harassment and bullying. Some of the common elements to the document are related to policies, procedures, codes of conduct, comprehensive education, strategic committees, intervention and response.

THE LEARNING PROGRAM—BULLYING

RespectED's Beyond the Hurt (BTH) Program has many matches as well. Some of the common matches to the document are related to policies, procedures, codes of conduct, comprehensive education, strategic committees, intervention and response. However, many are specific to the issue of bullying. All of the suggested bully prevention information is found in BTH.

COMPREHENSIVE SERVICES AND SUPPORTS—AUTHENTIC PARTNERSHIPS

The Canadian Red Cross, through RespectED, is a community partner committed to supporting teachers, school communities and the community in general.

COMPREHENSIVE SERVICES AND SUPPORTS-UNIVERSAL INTERVENTIONS

BTH applies to the caring and respectful school and classroom environment. It applies to curriculum through Health in grades 6, 7, 8, and 9, a code of conduct, classroom management, intervention and prevention strategies.