

CURRICULUM CONNECTIONS

The Canadian Red Cross bullying prevention program, Beyond the Hurt (BTH), educates youth and adults in bullying awareness, intervention, and prevention, as well as strategies to prevent harassment at many different levels.

BTH also prepares Prevention Educators to facilitate their own workshops using BTH materials. BTH materials help the Prevention Educator implement strategies and methods in their everyday work with youth.

BTH training in BC uniquely prepares youth to educate younger students in grade 6 and 7. By implementing this peer-to-peer facilitation model, the Canadian Red Cross has created opportunities for youth to explore and practice their facilitation and public speaking skills. The peer-to-peer model also allows youth to occupy a leadership space in their own community, engaging and guiding children in creating safe community environments – environments that are free from violence and abuse.

The aim of the peer-to-peer facilitation model is to create a culture of non-violence in every community by placing youth in leadership roles where they empathize with and guide younger members of their community.

BEYOND THE HURT AND BRITISH COLUMBIA'S PRESCRIBED LEARNING OUTCOMES (PLOS)

The BTH design and activities are in direct accordance with many of the Prescribed Learning Outcomes (PLOS) issued by the Ministry of Education in British Columbia. This document provides a survey and a list of each curriculum and grade level that BTH is in accordance with. The major subjects addressed are English, Social Studies, and elective courses including Planning, and Social Justice¹.

ENGLISH 6/7

- ✓ A1 – Use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and comparing ideas and opinions, discussing concerns and resolving problems.
- ✓ A2 – Use speaking to explore, express, and present a range of ideas, information, and feelings.
- ✓ A3 – Listen purposefully to understand and analyze ideas and information.
- ✓ A4 – Select and use strategies when interacting with others.
- ✓ A5 – Select and use strategies when expressing and presenting ideas, information, and feelings.
- ✓ A6 – Select and use strategies when listening to make and clarify meaning.
- ✓ A9 – Use speaking and listening to improve and extend thinking.
- ✓ B6 – Select and use strategies during reading and viewing to construct, monitor, and confirm meaning.
- ✓ B7 – Select and use strategies after reading and viewing to confirm and extend meaning.
- ✓ B8 – Respond to selections they read or view.
- ✓ B9 – Compare various viewpoints, summarize and synthesize to create new ideas.
- ✓ B10 – Setting goals and creating a plan for improvement, taking steps toward achieving those goals.
- ✓ C8 – Use writing and representing to express personal responses and relevant opinions about experiences.
- ✓ C9 – Use writing and representing to extend thinking.
- ✓ C10 – Reflect on and assess their writing and representing.

ENGLISH 8/9/10

- ✓ A1 – Interact and collaborate in pairs and groups to learn about self and others.
- ✓ A2 – Express ideas and information in a variety of situations and forms.
- ✓ A3 – Listen to comprehend, interpret and evaluate ideas and information.
- ✓ A4 – Select and use a range of strategies to interact and collaborate with others in pairs and groups.
- ✓ A5 – Select and use a range of strategies to prepare oral communications.
- ✓ A6 – Select and use a range of strategies to express ideas and information in oral communications.

- ✓ A7 – Use listening strategies to understand, recall and analyze.
- ✓ A8 – Speak and listen to make personal responses.
- ✓ A9 – Speak and listen to interpret and analyze ideas and information.
- ✓ A10 – Speak and listen to synthesize and extend thinking.
- ✓ A11 – Use metacognitive strategies to reflect on and assess their speaking and listening.
- ✓ A12 – Recognize and apply the structures and features of oral language to convey and derive meaning.
- ✓ B2 – Read, both collaboratively and independently, to comprehend a variety of information.
- ✓ B3 – View, both collaboratively and independently, to comprehend a variety of visual texts.
- ✓ B6 – During reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning.
- ✓ B7 – After reading and viewing, select adapt and apply a range of strategies to extend and confirm meaning.
- ✓ B8 – Explain and support personal responses by describing reactions and emotions.
- ✓ C3 – Write effective imaginative texts to develop ideas and information.
- ✓ C4 – Create thoughtful representations that communicate ideas and information.
- ✓ C8 – Write and represent to explain and support personal responses to texts.
- ✓ C9 – Write and represent to interpret, analyze, and evaluate ideas and information.
- ✓ B9 – Interpret and analyze ideas and information by identifying points of view.
- ✓ B10 – Synthesize and extend thinking about texts by personalizing ideas and information.
- ✓ C10 – Write and represent to synthesize and extend thinking by personalizing ideas and information.

ENGLISH 12

- ✓ A1 – Interact and collaborate in pairs and groups.
- ✓ A2 – Express ideas and information in a variety of situations and forms.
- ✓ A4 – Select, adapt and apply a range of strategies to interact and collaborate with others in pairs and groups.
- ✓ A5 – Select, adapt, and apply a range of strategies to prepare oral communications.
- ✓ A7 – Use listening strategies to understand, recall and analyze including clarifying and confirming meaning.
- ✓ A8 – Speak and listen to make personal responses by making connections with prior knowledge and experiences.



- ✓ A9 – Speak and listen to interpret, analyze, and evaluate ideas and information from material by describing bias, contradictions, and non-represented perspectives.
- ✓ A10 – Speak and listen to synthesize and extend thinking.
- ✓ A11 – Use metacognitive strategies to reflect on and assess their speaking and listening by creating a plan for achieving goals.
- ✓ A12 – Recognize and apply the structures and features of oral language to convey and derive meaning.
- ✓ B3 – View, both collaboratively and independently, to comprehend a variety of visual texts such as film and video, broadcast media.
- ✓ B5 – Before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning.
- ✓ B6 – During viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning.
- ✓ B7 – After viewing, select, adapt, and apply a range of strategies to extend and confirm meaning.
- ✓ B8 – Explain and support personal responses by relating reactions and emotions to understanding of the material.
- ✓ B9 – Interpret, analyze, and evaluate ideas and information from material.
- ✓ B10 – Synthesize and extend thinking about material.
- ✓ B11 – Use metacognitive strategies to reflect on and assess their reading and viewing by evaluating progress and setting new goals.
- ✓ C8 – Write and represent to explain and support personal responses to material by relating reactions and emotions to understanding of material.

COMMUNICATIONS 12

- ✓ Comprehend and Respond – Demonstrate the ability to listen and view critically
- ✓ Comprehend and Respond – Demonstrate a willingness to explore diverse perspectives to develop or modify their points of view.
- ✓ Comprehend and Respond – Assess their knowledge and use of language in light of the requirements of workplace communications.
- ✓ Comprehend and Respond – Assess ways in which language reflects and influences values and behaviors.
- ✓ Comprehend and Respond – Assess how mass media influence individual perceptions and social behaviors.
- ✓ Communicate Ideas and Information – Demonstrate awareness of how different word choices produce different effects.

- ✓ Communicate Ideas and Information – Demonstrate alternative approaches to presentations for specific audiences and purposes.
- ✓ Communicate Ideas, and Information – Demonstrate effective oral and representational skills to create or enhance communications.
- ✓ Communicate Ideas and Information – Use a variety of tools and techniques to enhance the impact of presentations.
- ✓ Communicate Ideas and Information – Demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts.
- ✓ Communicate Ideas and Information – Adjust presentations according to purpose, topic and audience.
- ✓ Self and Society – Monitor their own and others’ contributions, suggest new ideas, and build on others’ strengths to achieve group goals.
- ✓ Self and Society – Demonstrate willingness to consider diverse, contrary, and innovative views.
- ✓ Self and Society – Describe ways in which language choice and tone may affect others emotionally.

SOCIAL STUDIES 10

- ✓ A1 – Apply critical thinking skills including drawing conclusions about an issue, a situation or a topic, and demonstrating leadership by planning, implementing, and assessing strategies to address an issue or a situation.
- ✓ A3 – Demonstrate effective written, oral, and graphic communication skills, individually and collaboratively, by individually and collaboratively planning, revising and delivering formal presentations that integrate a variety of media.

SOCIAL STUDIES 11

- ✓ Skills and Processes – Apply critical thinking to compare a range of points of view on an issue.
- ✓ Skills and Processes – Demonstrate effective oral communication skills by selecting a presentation form appropriate for the communication purpose and communicate ideas, opinions and arguments effectively.
- ✓ Skills and Processes – Demonstrate skills and attitudes of active citizenship, including ethical behavior, open-mindedness, respect for diversity and collaboration by being empathetic, individually responsible, advocating responsibly for own and others’ rights; as well as collaboration by assessing the influence of mass media on public opinion.
- ✓ Skills and Processes – Apply critical thinking by recognizing connections between events and causes, consequences and implications and by comparing a range of points of view on an issue.
- ✓ Skills and Processes – Demonstrate skills and attitudes of active citizenship, including ethical behavior, open-mindedness, respect for diversity and collaboration by assessing the influence of mass media on public opinion.

- ✓ Skills and Processes – Demonstrate effective oral communication skills by selecting a presentation form appropriate for the communication purpose as well as communicating ideas, opinions and arguments effectively.

SOCIAL JUSTICE 12

- ✓ Assess various methods and models of promoting social justice.
- ✓ Implement an appropriate plan for action on a selected local social justice issue.
- ✓ Assess lifelong opportunities related to social justice.
- ✓ Envisioning a socially just world.
- ✓ Philosophies, methods, opportunities, and examples of addressing local social injustice.
- ✓ Opportunities for lifelong participation in social justice.
- ✓ Identify key stages in resolving conflicts and processes of dispute resolution.
- ✓ Defend a position on the role of education in promoting social justice.
- ✓ Analyse selected social justice issues.
- ✓ Identify career, and non-career opportunities for social justice.
- ✓ Identify skills developed through social justice activities that are transferable to a range of situations – critical thinking, conflict resolution, recognizing multiple viewpoints.
- ✓ Demonstrate an ability to identify connections among
 - a. their own and others experiences of injustice,
 - b. local issues and events,
 - c. causal connections,
 - d. types of injustices (racism, sexism, heterosexism, religious intolerance).
- ✓ Demonstrate the ability to understand the motives, intentions, hopes and fears of people in other situations.
- ✓ Identify and define a range of concepts and terms of social justice (power, dignity, discrimination, diversity, empowerment, equality, equity, ethics, fairness, feminism, hate crime, heterosexism, homophobia, human rights, inclusion, individual responsibility, oppression, peace, power, prejudice, privilege, racism, sexism, stereotype).
- ✓ Give examples of how perspective and context can affect the meaning of social justice terms and concepts.
- ✓ Define ethics (rules of right and wrong, principles that guide people in determining what behaviour helps or harms others).
- ✓ Select a social justice issue or decision and analyze it in terms of ethical considerations such as the following: respect for the rights of others, implications, points of view, intent, fairness.
- ✓ Identify a range of belief systems that can affect perspectives and decisions related to social justice.



- ✓ Describe social injustice in relation to specific examples of discrimination, prejudice, stereotyping, oppression.
- ✓ Give examples to show that people can experience more than one form of social injustice.
- ✓ Consequences of social injustice (inequality, prejudice, discrimination, poverty, reduced self-worth).
- ✓ Identify and define a range of concepts and terms of social justice (power, dignity, discrimination, diversity, empowerment, equality, equity, ethics, fairness, feminism, hate crime, heterosexism, homophobia, human rights, inclusion, individual responsibility, oppression, peace, power, prejudice, privilege, racism, sexism, stereotype).
- ✓ Describe skills of critical analysis (questioning, imagining, experiencing, hypothesizing, predicting, comparing, identifying relationships and patterns, summarizing, drawing conclusions, defending a position, reflecting, reassessing a position).
- ✓ Identify attributes and behaviours associated with social justice including: promoting reconciliation, open-mindedness, embracing diversity, empathy and humility, courage and perseverance, importance of inclusion, promoting discussion, advocating for own and others' rights, ongoing examination and reassessment of own beliefs, willingness to participate and take action, recognize the broader consequences of individual actions.
- ✓ Demonstrate skills of respectful collaboration and co-operation (collaborate and consult with others, address conflict in constructive and fair ways, respect and promote respect for the contributions of other team members, use appropriate language in discourse about social justice issues).
- ✓ Propose solutions to specific cases of social justice and assess implications for a. the individual or group experiencing injustice or b. society as a whole.
- ✓ Social justice project/action plan (emphasizing principles of social justice, demonstrating knowledge and values learned, reflecting and articulating what they've learned, identifying ways to apply what they've learned to future situations).

PLANNING 10

- ✓ Demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving).
- ✓ Evaluate the potential effects of an individual's health-related decisions on self, family, and community.
- ✓ Analyze factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation).
- ✓ Analyze health information for validity and personal relevance.
- ✓ Analyze factors that influence health (e.g., physical activity, stress management, gender roles and stereotypes, cycle of abuse).
- ✓ Demonstrate an understanding of employability skills (e.g., communication, problem solving, and teamwork).



HEALTHY AND CAREER EDUCATION 9

- ✓ Propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries).
- ✓ Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support).
- ✓ Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services).