

Mental Health Promotion & Substance Use Prevention  
 School Health Promotion Resources  
 HIGH SCHOOL: LEVEL I - III

Grade	School Health Education Topic Areas School Health Policy 18-03-459	Program Consider Virtual Options, Identify Gaps, Need for Modification/Development	Activity Consider Virtual Options, Identify Gaps, Need for Modification Development	Link to NLESD Curriculum Outcomes
High School (Level 1-3)	<ul style="list-style-type: none"> <li>At least one initiative outlining the risks of substance usage (class session, school wide initiative, displays) in each school.</li> <li>Provide continuous support to enhance messaging regarding the importance of risks of tobacco/substance use.</li> <li>Provide one safer use/harm reduction initiative, including information about FASD and substance use in pregnancy.</li> </ul>	<p><a href="#">Challenges, Beliefs &amp; Changes</a> (ages 13-18)</p> <p><a href="#">What's With Weed</a> (ages 13-18)</p> <p><a href="#">Level Up</a></p> <p><a href="#">Strengthening Families for Parents and Youth</a> (ages 12+)</p> <p>Preventing Alcohol and Risk Related Trauma in Youth (PARTY) Program</p>	<p><b>Toolkits:</b></p> <p><a href="#">Under the Influence: Impaired Decision-Making Toolkit</a> (ages 7+)</p> <p>Party Safer Session:</p> <ul style="list-style-type: none"> <li>Presentation</li> <li><a href="#">Poster Display</a></li> <li><a href="#">Print Resource</a></li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li><a href="#">Standard Drink Kit</a></li> <li><a href="#">Standard Drink Video</a></li> <li><a href="#">Alcohol 3-Panel Display</a></li> <li><a href="#">Canada's Low-Risk Drinking Guidelines</a></li> <li><a href="#">Mocktails</a></li> </ul> <p>Cannabis:</p> <ul style="list-style-type: none"> <li><a href="#">Cannabis, Teens &amp; Mental Health Video</a></li> <li>Cannabis &amp; Your Health <a href="#">Poster</a></li> <li><a href="#">Inhaling Vs. Ingesting poster</a></li> <li>Edible Cannabis <a href="#">Poster</a> &amp; Postcards</li> <li>Let's Talk Cannabis Banner</li> </ul> <p><b>Interactive Resources:</b></p> <ul style="list-style-type: none"> <li>Drug Awareness &amp; Positive Choices Quizmo Game (8+)</li> <li>Drug Tumble n Teach Cube</li> </ul>	<p><b>Healthy Living 1200</b></p> <p>GMO Understand the potential effects of substance use and the importance of being able to make decision regarding what constitutes appropriate and inappropriate use of substances.</p> <p><u>Controlling Substances</u></p> <p><i>Impacts of Substances</i></p> <p>SCO 1 Critically analyze the impacts of substance use/abuse on personal aesthetics and behaviour</p> <p>SCO 2 Identify and analyze the impact of substance use/abuse on personal well-being</p> <p><i>Substances and You</i></p> <p>SCO 1 Identify changes in dealing with substance use and abuse</p> <p>SCO 2 Develop a personal plan for the management of substance use.</p> <p><i>Substances and Society</i></p> <p>SCO 1 Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community.</p> <p>SCO 2 Identify the impacts of substance use/abuse on society</p> <p>SCO 3 Identify cultural links between substance use/abuse and spiritualism</p> <p><i>Technology, the media and Substances</i></p> <p>SCO 1 Critically analyze the media's portrayal of substance use/abuse</p> <p>SCO 2 Recognize and critically analyze the influences of technological innovation and substance use/abuse.</p>

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			<ul style="list-style-type: none"> <li>• Drugs and Alcohol Clever Catch Ball</li> </ul> <p><b><u>Displays:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Teen Choices 3-Panel Display</a></li> <li>• <a href="#">Drug Impaired Driving Poster</a></li> <li>• Naloxone – <a href="#">Signs of Overdose</a></li> <li>• Naloxone – <a href="#">5 Steps to Save a Life</a></li> </ul>	
	<ul style="list-style-type: none"> <li>• At least one coping and resiliency initiative (class session, school wide initiative, displays) in each school.</li> </ul>	<p><a href="#">The Decider</a>  <i>Offer as a program or use to teach individual skills.</i></p> <p>Coping Skills Program (8 Modules)  <i>Offer as a program or deliver as individual modules.</i></p> <p><a href="#">Boys Council (ages 9-18)</a></p> <p><a href="#">Girls Circle (ages 9-18)</a></p> <p>Training Peer Helpers</p> <p>Youth Voices Healthy Choices Peer Leadership Program</p>	<p><b><u>Toolkits:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Healthy Relationships Toolkit</a></li> </ul> <p><b><u>Presentations:</u></b></p> <ul style="list-style-type: none"> <li>• Breaking the Worry Cycle for Teens Coping with Stress</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• A Lot On My Plate</li> <li>• Juggling Stressors</li> <li>• Joy List</li> <li>• <a href="#">Mindfulness Exercise</a></li> <li>• <a href="#">Mindfulness - Audio</a></li> <li>• <a href="#">Follow Your Light</a>: Relaxation Art Activity</li> <li>• Relaxation <a href="#">Audio Files</a> (available on Western Health website)</li> <li>• <a href="#">No Stress Fest Activities</a></li> <li>• <a href="#">Coping with Stress - Stress Test for Youth</a></li> </ul> <p><b><u>Interactive Resources:</u></b></p> <ul style="list-style-type: none"> <li>• I Can Cope Ball</li> <li>• Motivating Me Ball</li> </ul>	<p><b>Careers</b>        (condensed to relevant curriculum topics as individual outcomes was too much information to list)</p> <ul style="list-style-type: none"> <li>• Personal Management</li> <li>• Self-Awareness and Positive Interactions</li> <li>• Change</li> <li>• Adapting to Change</li> <li>• Self-Awareness</li> <li>• Balancing Lifestyle and Life Roles</li> </ul> <p><b>Human Dynamics 2201</b>        GCO 1 Students will acquire an understanding of issues and challenges which impact the family        GCO 2 Students will develop the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and the family.</p> <p>Relationships</p> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of the types, range and depth of relationships and how they evolve and change.</li> <li>○ Demonstrate an understanding of what constitutes a healthy relationship</li> <li>○ Demonstrate an understanding of what constitutes abuse in relationships</li> <li>○ Demonstrate an understanding of the impacts of customs, values and beliefs on relationships.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Less Stress Ball</li> <li>• Stop, Relax &amp; Think Ball</li> <li>• Anger Control Ball</li> <li>• Anger Strategies Ball</li> <li>• Solution Ball</li> </ul> <p><b><u>Displays:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Coping with Stress for Teens</a></li> <li>• <a href="#">Relaxation</a></li> </ul>	<ul style="list-style-type: none"> <li>○ Students will critically analyze the messages about relationships portrayed in the media.</li> <li>○ Analyze emotional and social issues that affect adolescent relationships</li> <li>○ Propose and evaluate strategies for dealing with issue in relationships</li> <li>○ Analyze strategies for building, sustaining and ending relationships.</li> <li>○ Evaluate personal relationships</li> <li>○ Monitor personal skills and ability for health sustainable relationships.</li> <li>○ Set personal goals for the development and enhancement of personal relationships.</li> </ul> <p><b>Healthy Living 1200</b>        (condensed to relevant curriculum topics as individual outcomes was too much information to list)</p> <ul style="list-style-type: none"> <li>• Family Studies</li> <li>• Nutrition</li> <li>• Active Living</li> <li>• Physical Growth and Development, Human Sexuality and Relationships</li> <li>• Personal Dynamics</li> <li>• Impacts of Personal Dynamics</li> <li>• Personal Dynamics and You</li> <li>• Technology, Media and Personal Dynamics</li> </ul>
	<ul style="list-style-type: none"> <li>• Continually assesses for opportunities to promote positive messages and</li> </ul>		<p><b><u>Toolkits:</u></b></p> <ul style="list-style-type: none"> <li>• Bullying Prevention Tool Kit</li> <li>• <a href="#">Healthy Relationships Toolkit</a></li> </ul>	

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	implement initiatives on bullying prevention.	<a href="#">Boys Council</a> (ages 9-18)  <a href="#">Girls Circle</a> (ages 9-18)  Youth Voices Healthy Choices Peer Leadership Program	<p><b><u>Interactive Resources:</u></b></p> <ul style="list-style-type: none"> <li>• The Choice is Yours Activity Cards</li> <li>• Bullying and Harassment Situation Cards</li> <li>• Anger Management Skills Cards</li> <li>• Totika Game with Self-Esteem Question Sets (ages 8+)</li> <li>• I Am Proud Ball</li> </ul> <p><b><u>Displays:</u></b></p> <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Self-Esteem</li> </ul>	
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Note:  
 This is a condensed listing of available resources. Visit [www.westernhealth.nl.ca/mha](http://www.westernhealth.nl.ca/mha) for additional resources and/or contact the Regional Consultants to discuss available options to support school health priorities.

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