

Mental Health Promotion & Substance Use Prevention
 School Health Promotion Resources
 JUNIOR HIGH: GRADE 7 - 9

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
Junior High (7-9)	<ul style="list-style-type: none"> At least one initiative outlining the risks of substance usage (class session, school wide initiative, displays) in each school. Provide continuous support to enhance messaging regarding the importance of risks of tobacco/substance use. 	<p>Challenges, Beliefs & Changes (ages 13-18)</p> <p>What's With Weed (ages 13-18)</p> <p>Strengthening Families for Parents and Youth (ages 12+)</p>	<p>Toolkits: Under the Influence: Impaired Decision-Making Toolkit (ages 7+)</p> <p>Party Safer Session:</p> <ul style="list-style-type: none"> Presentation Poster Display Print Resource <p>Alcohol: Standard Drink Kit Standard Drink Video Alcohol 3-Panel Display Canada's Low-Risk Drinking Guidelines</p> <p>Cannabis: Cannabis, Teens & Mental Health Video Cannabis & Your Health Poster Inhaling Vs. Ingesting poster Edible Cannabis Poster & Postcards Let's Talk Cannabis Banner</p> <p>Interactive Resources: Drugs and Alcohol Clever Catch Ball Drug Abuse Tumble 'n Teach Cube Drug Awareness and Positive Choices Quizmo Game</p> <p>Displays: Teen Choices 3-Panel Display</p>	<p>Grade 8 Health:</p> <ul style="list-style-type: none"> Develop skills and promote behaviors that enhance good health and safety Promote the integration of health concepts into personal living practices Decision making with respect to the selection and use of various sources of health information and services Understand the process of decision making and accept responsibility for the consequences of their decisions Drugs are powerful agents that have the ability to improve or detract from the quality of life Personal safety and first aid involves choosing practices, learning skills making decisions that foster the well-being of self and others Distinguishing between fact and fiction <p>Grade 9 Health:</p> <ul style="list-style-type: none"> Empower students to make sound decisions throughout their lives, healthy ones based on factual information Strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions Engaged in the assessment, promotion and enhancement of their personal development Ability to solve problems and to generate reasonable approaches and strategies in addressing challenging situations and circumstances Understand the process of decision making and accept responsibility for the consequences of their decisions Drugs are powerful agents that have the ability to improve or detract from the quality of life

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			Drug Impaired Driving Poster	<p>Healthy living 1200</p> <ul style="list-style-type: none"> • Understand the potential effects of substance use and the importance of being able to make decisions regarding what constitutes appropriate and inappropriate use of substances. • Skills critical to the maintenance of health and safety include: the ability to reduce unnecessary risk and the potential of being harmed by assessing the things they do; rating the degree of risk involved; and acting in a manner congruent with maintaining and enhancing health and well-being • Demonstrate knowledge, skills, and behaviors which contribute to reasoned decision making with respect to health-related products and services • Demonstrate knowledge, skills, and behaviors that contribute to prevention and control of conditions which affect optimum levels of wellness • Lifestyle or individual responsibility issues such as use of alcohol and drugs, gambling, smoking on early development • Establishing positive health practices that enhance lifelong learning • Identifying factors affecting health • Determine factors that influence and effect behavior change • Decision making and goal setting • Use simulation to demonstrate feelings associated with decreased ability as a result of using a substance.
	<ul style="list-style-type: none"> • At least one coping and resiliency initiative (class session, school wide initiative, displays) in each school. • Grade 8: Initiative on stress and anxiety with emphasis on coping strategies and supports. 	<p>Level Up</p> <p>The Decider Offer as a program or use to teach individual skills.</p> <p>Coping Skills Program (8 Modules) Offer as a program or deliver as individuals modules.</p> <p>Boys Council (ages 9-18)</p>	<p>Toolkits: Healthy Relationships Toolkit (ages 5+)</p> <p>Presentations: Breaking the Worry Cycle for Teens Coping with Stress</p> <p>Activities: A Lot On My Plate Juggling Stressors Joy List</p>	<p>Grade 7 and Grade 8 Health and Personal Development Curriculum</p> <ul style="list-style-type: none"> • Emotional and social well-being: self-concept, emotions and decision making and how these contribute to the emotional health and well-being. • Strategies for handling feelings such as fear, anxiety and emotional pain • Assist in helping students consider and explore their own self-concept, what influences it and how it is formed • Learn how to handle feeling as they develop and mature • Help set practical guidelines for expressing feelings in a positive way • Active living and how it contributes to health

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		<p>Girls Circle (ages 9-18)</p> <p>Strength in Connection (ages 11-13)</p> <p>Youth Voices – Peer Leadership Program Gr. 7-9 students can support Youth Voices Teams</p>	<p>Mindfulness Exercise Mindfulness - Audio Follow Your Light: Relaxation Art Activity</p> <p>Relaxation Audio Files (available on Western Health website) No Stress Fest Activities Feelings Poster & Share Your Feelings Sticker Activity. <i>Today I Feel... Stickers available upon request.</i> Sometimes it can be difficult to express our emotions & share how we feel. Use the sticker to draw a face to share your feelings.</p> <p>Coping with Stress - Stress Test for Youth</p> <p>Interactive Resources: I Can Cope Ball Motivating Me Ball Less Stress Ball Stop, Relax & Think Ball Anger Control Ball Anger Strategies Ball Solution Ball Positive Attitude Ball Healthy Choices Ball</p> <p>Displays: Coping with Stress for Teens Feelings</p>	<p>Grade 8 Health:</p> <ul style="list-style-type: none"> ● Foster awareness of self and others ● Foster awareness of the role of school, home and community as they relate to all aspects of health ● To provide a positive environment in which respect, understanding and acceptance is encouraged ● Encourage the development of lifelong coping skills and supports to enhance and ensure mental and physical health ● Wellness encompasses the physical, intellectual, social and spiritual aspects of a person ● Self-concept and values are key factors in determining how a person thinks and acts ● There are positive and productive ways to deal with stress and negative feelings ● Mental health involves the capacity of individuals, groups and the environment to interact in ways that promote and contribute to wellness <p>Grade 9 Health:</p> <ul style="list-style-type: none"> ● Students will be engaged in the assessment, promotion and enhancement of their personal development. ● An integral part of a learning process intended to lead to behavioral change is the ability to solve problems and to generate reasonable approaches and strategies in addressing challenging situations or circumstances ● Promotes the acquisition and use of personal and social skills in the learning environment and ultimately throughout life. Social competence is necessary in successful interpersonal relationships at home, in the community and at work. ● Specific personal-management skills such as Positive Attitudes and Behaviors. These are exemplified by self-esteem and confidence; honesty, integrity and personal ethics; positive attitude towards learning, growth and personal development; and initiative, energy and persistence to complete tasks. ● Adaptability. This skill is evident in a positive attitude towards change, the recognition of and the respect for
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				<p>diversity and individual differences, and the ability to identify and suggest new ideas to address challenges creatively and effectively.</p> <ul style="list-style-type: none"> ● Take responsibility for personal improvement ● Based on information, attitudes, skills, needs, wants, goals and values, assess personal strengths and limitations and make plans to avail of opportunities and meet challenges ● Application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem ● It is essential that adolescents recognize the importance of behaviors that contribute to healthy relationships. <p>Healthy Living 1200</p> <ul style="list-style-type: none"> ● Explore activities that improve life skills and enhance capability to positively affect health and well-being in four key areas: Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics. ● Encourages students to take responsibility for their lives by acting conscientiously in the present, and by establishing positive health practices ● The vision of health is shifting from an illness model focusing on curative health care to one which focuses on the factors that create and maintain health and prevent disease. ● Based on information, attitudes, skills, needs, wants, goals and values, design and carry out a personal plan of action to incorporate personal strengths, limitations, opportunities and challenges ● Incorporate experiences and learnings in a personal strategic health plan that encompasses all aspects of healthy living ● Integrated thinking and approaches to problem solving ● Identify factors affecting health ● Determine factors that influence and effect behavior change ● Health is necessary for growth, development, and learning ● focuses on a set of key concepts, skills, and abilities that are central to healthy growth and development and building on those that
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				<p>contribute to and support healthy behaviors, self-sustainability, and lifelong learning.</p> <ul style="list-style-type: none"> Students should be engaged in the assessment, promotion, and enhancement of their health and well-being. This requires critical and reasoned thought regarding health issues that impact their lives. An integral part of a learning process intended to lead to behavioral change, is the ability to solve problems: <ul style="list-style-type: none"> Skills critical to the maintenance of health and safety include Personal and social skills include basic communication skills, stress management, as well as abilities to engage in strategies for negotiation and the resolution of disputes Being able to cope with stressful situations; Apply knowledge and practice skills which foster emotional wellbeing <p>Human Dynamics:</p> <ul style="list-style-type: none"> Thinking skills such as accessing and applying knowledge, problem solving and evaluating are key to addressing the decisions that are made every day. Students will be engaged in the assessment, promotion and enhancement of their personal development. An integral part of a learning process intended to lead to behavioral change is the ability to solve problems and to generate reasonable approaches and strategies in addressing challenging situations or circumstances
	<ul style="list-style-type: none"> Continually assesses for opportunities to promote positive messages and implement initiatives on bullying prevention. 	<p>Boys Council (ages 9-18)</p> <p>Girls Circle (ages 9-18)</p> <p>Strength in Connection (ages 11-13)</p> <p>Roots of Empathy</p>	<p>Toolkits:</p> <p>Healthy Relationships Toolkit Bullying Prevention Toolkit</p> <p>Interactive Resources:</p> <p>Random Acts of Kindness Lesson Plans & Posters</p> <p>Totika Game with Question Sets: Life</p>	

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		<p>Youth Voices – Peer Leadership Program Gr. 7-9 students can support Youth Voices Teams</p>	<p>Skills, Principles, Values Junior Game, and Self-Esteem (ages 8+) Positive Attitude Ball I am Proud Ball Helping, Sharing & Caring Ball You and Me Ball Bullying & Harassment Situation Cards</p> <p><u>Presentations:</u> Respect</p>	
Grade 7	<ul style="list-style-type: none"> Discuss body image/self-esteem with all students. 		<p>Beyond Images Curriculum (Nedic)</p> <p>Self-Esteem Presentation</p> <p><u>Interactive Resources:</u> Totika Game with Self Esteem Question Sets (ages 8+)</p> <p><u>Displays:</u> Self-Esteem Display</p> <p>* Consult Regional Health Promotion Consultant responsible for Sexual Health.</p>	<p>Health:</p> <ul style="list-style-type: none"> To enhance young people’s self-esteem by providing educational experiences which increase their awareness of self-worth How fitness and nutrition are interconnected and have physical, emotional and social benefits

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	<ul style="list-style-type: none"> Provide session on healthy decision making (including sexual health, values & morals, relationships, peer pressure, communication and substance refusal skills) to all students. 	<p>The Decider Offer as a program or use to teach individual skills.</p> <p>Boys Council (ages 9-18)</p> <p>Girls Circle (ages 9-18)</p> <p>Strength in Connection (ages 11-13)</p> <p>Level Up</p>	<p><u>Toolkits:</u> Under the Influence: Impaired Decision-Making Toolkit (ages 7+)</p> <p><u>Presentations:</u> Decision Making Presentation Peer Pressure Jeopardy</p> <p><u>Interactive Resources:</u> Solution Ball Healthy Choices Ball The Choice is Yours Activity Cards</p> <p><u>Displays:</u> Peer Pressure</p>	<p>Grade 7 Health and Personal Development Curriculum</p> <ul style="list-style-type: none"> Emotional and social well-being: self-concept, emotions and decision making and how these contribute to the emotional health and well-being. Strategies for handling feelings such as fear, anxiety and emotional pain Assist in helping students consider and explore their own self-concept, what influences it and how it is formed Learn how to handle feeling as they develop and mature Help set practical guidelines for expressing feelings in a positive way Active living and how it contributes to health There are positive and productive ways to deal with stress and negative feelings Drugs are powerful agents that have the ability to improve or detract from quality of life Sexuality is an important aspect of who we are and is an important factor in every personal relationship Effective communication is vital to successful interpersonal relationships Major skills to be developed are: problem solving, decision making, distinguishing fact from fiction, effective communication skills, coping skills, peer support and critical and creative thinking
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Note:

This is a condensed listing of available resources. Visit 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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