

Mental Health Promotion & Substance Use Prevention
 School Health Promotion Resources
 ELEMENTARY: GRADE 4 - 6

Grade	School Health Education Topic Areas School Health Policy 18-03-459	Program Consider Virtual Options, Identify Gaps, Need for Modification/Development	Activity <u>Consider Virtual Options, Identify Gaps, Need for Modification Development</u>	Link to NLESD Curriculum Outcomes
Elementary (4-6)	<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. 	Get Ready (ages 11-12) Level Up (ages 6-18) Strengthening Families for the Future (ages 7-11)	<p><u>Toolkits:</u> Substance Use Prevention Activity Guide & Toolkit (ages 5-12)</p> <p>Under the Influence: Impaired Decision-Making Toolkit (ages 7+)</p> <p><u>Interactive Resources:</u> Kids Daily Dilemmas In a Jar (ages 9+)</p> <p>Choices in a Jar (ages 10+)</p> <p>Think Twice in a Jar (ages 10+)</p> <p>Drug Teach & Tumble Cube (ages 11-12)</p> <p>Drugs & Alcohol Clever Catch Ball (ages 10-12)</p> <p>Healthy Choices Ball (ages 6+)</p> <p>Drug Awareness & Positive Choices Quizmo Game (ages 8+)</p>	<p>Grade 4 Curriculum Health</p> <ul style="list-style-type: none"> ✓ Relate the major functions of medicines and the importance of safe use and handling ✓ Know that most reliable source of prescription drugs are doctors , nurses, and pharmacists ✓ Recognize that nicotine and caffeine are drugs ✓ Identify reasons why people do and do not smoke ✓ Discuss some of the physiological effects of smoking ✓ Discuss the short and long term effects of smoking ✓ Identify a number of activities to do instead of smoking ✓ Outline the effects of environmental tobacco smoke ✓ Suggest ways to protect oneself from environmental tobacco smoke ✓ Practice ways to say “no” to drugs <p>Grade 5 - Health</p> <ul style="list-style-type: none"> ✓ Outline where and how to obtain accurate information regarding medicines

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				<ul style="list-style-type: none"> ✓ Understand that food/drink can affect the potency of certain drugs, thus the need to follow prescription accurately ✓ Realize that alcohol is a drug (depressant) ✓ Identify the reasons for drinking and not drinking alcohol ✓ Outline the effects of occasional, regular, and prolonged usage of alcohol ✓ Identify commonly used inhalants, ✓ Develop awareness of the danger of inhalants ✓ Identify reasons for using and not using mood-altering inhalants ✓ Identify alternative ways to deal with personal problems ✓ Demonstrate a variety of refusal skills ✓ Identify some constructive activities to do instead of using substances ✓ Discuss the reasons for laws on drugs and drug abuse <p>Consumer Health</p> <ul style="list-style-type: none"> ✓ Discuss the regulations governing the sale of tobacco and alcohol ✓ Explain how advertising may affect ones behavior ✓ <i>Analyze some advertisements to determine their messages and how they appeal to consumers</i> ✓ <i>Become aware of the correlations between alcohol and drug use and health care cost</i>
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				<ul style="list-style-type: none"> ✓ Identify some professional and volunteer health groups and agencies in your community. <p>Grade 6 - Health</p> <ul style="list-style-type: none"> ✓ Evaluate advertising techniques used to convince people to smoke cigarettes and consume alcohol ✓ Discuss the personal and societal cost of smoking, drinking and other drug use ✓ Identify alternative uses for money not spent on tobacco and alcohol ✓ Identify street drugs and their effect on health and well-being. ✓ Identify alternative to drug usage ✓ Recognize the potential for addiction to tobacco and alcoholic beverages ✓ Practice problem solving and decision-making skills for preventing substance use. ✓ Practice refusal skills ✓ Identify community resources that offer prevention and treatment services for substance abuse ✓ Recognize that criminal activity is sometimes related to drug abuse.
	<ul style="list-style-type: none"> • At least one coping and resiliency initiative (class session, school wide initiative, displays) in each school. 	<p>Boys Council (ages 9-18)</p> <p>Girls Circle (ages 9-18)</p> <p>Strength in Connection (ages 11-13)</p>	<p>Toolkits:</p> <p>Healthy Relationships Toolkit (ages 5+)</p> <p>Recreation for Mental Health (ages 5+)</p> <p>Interactive Resources:</p> <p>Big Life Journal Activities – Large selection of available activities. Consult for details.</p>	<p>Grade 4 - Health</p> <ul style="list-style-type: none"> ✓ Understand that achieving our personal best enhances our self-esteem ✓ Recognize the relationship between emotional/social adjustment and physical well-being ✓ Understand that boredom can be alleviated through pursuit of self-directed activities

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		<p>Level Up (ages 6-18)</p> <p>Strengthening Families for the Future</p> <p>(ages 7-11)</p> <p>The Decider Life Skills Program <i>The Decider can be offered virtually now with The Decider Life Skills Good2Go and may be an option for delivering this program virtually in our area.</i></p> <p>FRIENDS for Life Anxiety Prevention Program <i>Some schools will still have trained facilitators</i></p>	<p>Relaxation Audio Files (available on Western Health website)</p> <p>Feelings Poster & Share Your Feelings Sticker Activity. <i>Today I Feel... Stickers available upon request. Sometimes it can be difficult to express our emotions & share how we feel. Use the sticker to draw a face to share your feelings.</i></p> <p>Totika Game with Question Sets: Life Skills, Principles, Values Junior Game, and Self-Esteem (ages 8+)</p> <p>Yoga for Kids Resources & Sing Song Yoga</p> <p>Solution Ball (ages 8+)</p> <p>Emotion Cubes (ages 6-11)</p> <p>Emotional Vocabulary Cards</p> <p>Anger Control Ball (ages 6+)</p> <p>Less Stress Ball (ages 6+)</p> <p>Positive Attitude Ball (ages 6+)</p> <p>Stop, Relax and Think Ball (ages 6+)</p> <p><u>Displays:</u></p> <ul style="list-style-type: none"> ● 10 Tips for Growing up Resilient ● Balloon Breathing ● Feelings ● Managing BIG Emotions ● My Body... 	<ul style="list-style-type: none"> ✓ Recognize the contribution of recreation to emotional well-being ✓ Identify recreational activities: hobbies, physical activity and aesthetic pursuits ✓ Understand that television and video games may interfere with social interaction ✓ Understand the behaviours associated with jealousy and explore ways to modify them ✓ Identify some of the factors which affect our feelings ✓ Evaluate communication techniques used by self and peers. ✓ Understand the nature of physical abuse ✓ Outline the steps to follow in decision making ✓ Identify some advantage of similarities and differences in people ✓ Identify examples of positive role models and explain their importance ✓ Understand how physical exercise relieves stress ✓ Propose ways to make active living a part of daily life. <p>Grade 5 - Health</p> <ul style="list-style-type: none"> ✓ Identify personal interests, abilities and strengths ✓ Understand self-efficacy and some factors which influence it ✓ Understand the interrelationship of physical and mental health and general well-being
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			<ul style="list-style-type: none"> ● Kids Yoga ● Peer Pressure 	<ul style="list-style-type: none"> ✓ Understand that the way we are treated impacts on self-esteem and general emotional well being ✓ Recognize what is realistic in terms of personal achievement ✓ Recognize that one's behaviour may be influenced by peers ✓ Identify some positive and negative peer influences ✓ Identify reason why peer pressure is effective ✓ Understand how male/female stereotyping affects a child's role in some families. ✓ Describe ways to counteract negative peer pressure ✓ Apply the decision-making process to daily activities ✓ Examine some of the advantages and disadvantages of independent decision making ✓ Explain how a person can be influenced by group pressure ✓ Outline some personal and peer problems and plan how to deal with them ✓ Recognize and identify some abusive behaviour. ✓ Recognize the importance of daily physical activity for general well-being ✓ Identify alternative ways to deal with personal problems
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				<p>Grade 6 Health</p> <ul style="list-style-type: none"> ✓ Distinguish between mental illness and mental health ✓ Identify the various resources available for personal support ✓ Understand that everyone has basic emotional needs ✓ Identify different kinds of feelings and understand how they influence behaviour ✓ Demonstrate appropriate ways to express a variety of emotions ✓ Outline the steps to follow in dealing with appropriately with a personal problem ✓ Recognize the importance of discussing fears or concerns with someone you can trust ✓ Understand the nature of stress and its effects on the body ✓ Demonstrate some appropriate techniques in response to stressful situations
	<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>Level Up (ages 6-18)</p> <p>Roots Of Empathy</p>	<p><u>Toolkits:</u></p> <p>Healthy Relationships Toolkit (ages 5+)</p> <p>Bullying Prevention Tool Kit (ages 6+)</p> <p><u>Interactive Resources:</u></p> <p>Big Life Journal Activities – Large selection of available activities. Consult for details.</p> <p>Random Acts of Kindness Lesson Plans & Posters</p> <p>Bullying & Harassment Situation Cards (ages 9+)</p> <p>Bullying Clever Catch Ball (ages 7-11)</p> <p>Roll-a-Role: Bullying Prevention Game</p> <p>Roll-a-Role: A Game of Anger Control</p>	

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			<p><u>Displays:</u></p> <ul style="list-style-type: none"> ● Feeling Angry - Dealing with Anger ● Managing Big Emotions ● 10 Tips for Growing up Resilient ● Balloon Breathing ● Feelings ● Peer Pressure ● Self-Esteem ● My Body... 	
Grade 5	<ul style="list-style-type: none"> ● Substance use prevention (i.e. understanding addiction, decision making, and refusal skills) session with all students decision making, and refusal skills) session with all students. 	<p>Get Ready (ages 11-12)</p> <p>Strengthening Families for the Future (ages 7-11)</p> <p>Level Up (ages 6-18)</p>	<p><u>Toolkits:</u></p> <p>Substance Use Prevention Activity Guide & Toolkit (ages 5-12)</p> <p>Under the Influence: Impaired Decision-Making Toolkit (ages 7+)</p> <p><u>Interactive Resources:</u></p> <p>Kids Daily Dilemmas In a Jar (ages 9+)</p> <p>Choices in a Jar (ages 10+)</p> <p>Think Twice in a Jar (ages 10+)</p> <p>Drug Teach & Tumble Cube (ages 11-12)</p> <p>Drugs & Alcohol Clever Catch Ball (ages 10-12)</p> <p>Healthy Choices Ball (ages 6+)</p> <p>Drug Awareness & Positive Choices Quizmo Game (ages 8+)</p>	<p>Grade 5 - Health</p> <ul style="list-style-type: none"> ✓ Outline where and how to obtain accurate information regarding medicines ✓ Understand that food/drink can affect the potency of certain drugs, thus the need to follow prescription accurately ✓ Realize that alcohol is a drug (depressant) ✓ Identify the reasons for drinking and not drinking alcohol ✓ Outline the effects of occasional, regular, and prolonged usage of alcohol ✓ Identify commonly used inhalants, ✓ Develop awareness of the danger of inhalants ✓ Identify reasons for using and not using mood-altering inhalants ✓ Identify alternative ways to deal with personal problems ✓ Demonstrate a variety of refusal skills ✓ Identify some constructive activities to do instead of using substances ✓ Discuss the reasons for laws on drugs and drug abuse

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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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Regional Addictions Prevention Consultant 634-4921/634-4171

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