

### STOMP Activity Curriculum Connections

| <b>P/T</b> | <b>Grade Levels</b> | <b>Subject Area(s)</b>                      | <b>Outcome(s)</b>   |
|------------|---------------------|---|---|
| <b>NL</b>  | <b>7</b>            | <b>Emotional and Social Well-Being</b>      | <p><b>1. To understand that stress can be healthy or harmful</b></p> <p><b>2. To recognize sources of stress in our lives</b></p>   |
|            | <b>8</b>            | <b>Emotional and Social Well-Being</b>      | <p><b>1. To accept responsibility for our own attitudes and behaviors</b></p> <p><b>2. To discuss ways of coping with stress and stressful situations</b></p>   |
|            | <b>9</b>            | <b>Self-Concept</b>                         | <p><b>1. Analyze the potential stress created by the inter-relatedness of self-concept, values, and the decision-making process.</b></p> <p><b>2. Analyze the extent to which one's personal values affect choices/ decisions made in a variety of relationships.</b></p>       |
|            | <b>12</b>           | <b>Healthy Living 1200 Curriculum Guide</b> | <p><b>1. 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.</b></p> <p><b>2. Identify challenges in dealing with substance use and abuse.</b></p> |

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| PEI | 7            | Health Literacy   | 1. Demonstrate an understanding of the effects of alcohol, tobacco and other drugs on overall health.   |
|     | 8            | Health Literacy   | 1. Make healthy decisions related to substance use and addictive behaviors using a variety of skills and strategies.  |
|     | 9            | Health Literacy   | 1. Analyse the impact of substance use and addictive behaviors on social relationships and functioning  |
|     | 9            | Healthy Community | 1. Make informed decisions for the transition to senior high school that support well-being and reflects self-awareness, career and community.  |
|     | 10           | Wellness          | 1. Assess one's own self-awareness and self-management for the purpose of enhancing personal well-being and the well-being of others.<br><br>2. Evaluate oneself in each dimension of wellness. |

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| NB         | 7                   | Health Education                    | <p>1. Identify and analyze influences, especially from peers and media/promotions, that impact on choices regarding healthy or unhealthy behaviors (e.g., smoking, drinking, dieting)</p> <p>2. Identify, describe, and practice refusal skills in order to take personal responsibility</p> |
|            | 8                   | Personal Wellness                   | <p>1. Students will develop environments that foster positive mental health and build resilience.</p> <p>2. Students will apply the knowledge, skills, and attitudes necessary to develop and maintain positive mental health.</p>   |
|            | 9 & 10              | Physical Education and Health Grade | <p>1. Apply decision-making models with regard to substance use and abuse and to sexual decision making.</p> <p>2. Select, research, and report on a wellness topic.</p>   |
|            | 11                  | Wellness through Physical Education | <p>1. Students investigate what it means to be well. (Many aspects affect wellness, including, but not limited, to the health care system and lifestyle choices)</p> <p>2. Students demonstrate an understanding of the concept of wellness.</p>   |
|            | 12                  | Nutrition for Healthy Living        | <p>1. Identify the factors that determine one's long-term health and wellness.</p> <p>2. Develop a personal, healthy lifestyle plan that demonstrates the factors that influence their own personal wellness and health risks</p>  |
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| MB  | 7            | Personal and Social Management | <p>1. Develop criteria (e.g., cost, values, expectations, long-term benefits...) and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios (e.g., choosing to smoke, gamble, consume alcohol...)</p> <p>2. Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) affect personal behavior and development (e.g., ability to adapt to new surroundings or routines, making new friends, coping with change, being assertive...)</p>        |
|     | 8            | Healthy Lifestyle Practices    | <p>1. Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...)</p> <p>2. Examine positive and negative health habits of daily living for self-and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...)</p> |
|     | Senior 1     | Healthy Lifestyle Practices    | <p>1. Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine street drugs...), and the possible effects on self-and/or others</p> <p>2. Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse</p>   |
|     | Senior 2     | Healthy Lifestyle Practices    | <p>1. Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/ performance enhancing substances, street drugs...)</p> <p>2. Examine current statistics on substance use as it affects healthy living, locally and nationally</p>   |
| P/T | Grade Levels | Subject Area(s)                | Outcome(s)  |

| SK  | 7            | Health Education              | 1. Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure   |
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|     | 9            | Health Education              | 1. Determine situations where youth may feel pressured/tempted to smoke, chew tobacco, drink, gamble, or use drugs.<br><br>2. Distinguish between the responsible and irresponsible use of traditional, prescription, and over-the-counter drugs (including tobacco). |
| P/T | Grade Levels | Subject Area(s)               | Outcome(s)  |
| YT  | 7            | Physical and Health Education | 1. Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations<br><br>2. Identify factors that influence healthy choices and explain their potential health effects                                      |
|     | 8            | Physical and Health Education | 1. Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior<br><br>2. Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations                            |
|     | 9            | Physical and Health Education | 1. Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior<br><br>2. Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations                            |
|     | 10           | Physical and Health Education | 1. Physical, emotional, and social aspects of psychoactive substance use and potential behaviors, psychoactive substance: could include:<br>— alcohol<br>— tobacco<br>— illicit drugs   |

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|            |                     |                               | <p>— solvents</p> <p>2. Analyze the potential effects of social influences on health</p>   |
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| QC         | Cycle 1             | Physical Education and Health | <p>1. Names the short and long-term side effects (physical and psychological) of various substances</p> <p>2. Indicates strategies for avoiding the consumption of harmful substances</p>  |
|            | Secondary III       | Physical Education and Health | <p>1. Healthy lifestyle: stress prevention and management - Types of stress and impact on daily life</p> <p>2. Physiological reactions to different types of stress</p>  |
|            | Secondary IV        | Physical Education and Health | <p>1. Effects of different substances (tobacco, drugs, alcohol, anabolic steroids, dietary supplements, vitamins, etc) on performance and training</p> <p>2. Impact of poor stress management on health and well-being</p>   |
| <b>P/T</b> | <b>Grade Levels</b> | <b>Subject Area(s)</b>        | <b>Outcome(s)</b>  |
| ON         | 7                   | Health and Physical Education | <p>1. Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p>2. Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> |
|            | 9                   | Healthy Living                | <p>1. Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviors leading to addictions and explain how decision-making and communication skills can be used to respond effectively to these influences</p>   |

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|    |                | <p><b>2. Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations</b></p>  |
| 10 | Healthy Living | <p><b>1. Demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (e.g., physical, emotional, cognitive, spiritual, social, economic) of a person’s health and well-being</b></p> <p><b>2. Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours</b></p>  |
| 11 | Healthy Living | <p><b>1. Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities</b></p> <p><b>2. Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person’s risk of engaging in substance use or addictive behaviours and identify sources of supports that can help people avoid or overcome substance abuse and addiction.</b></p> |

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| 11 | Health for Life<br>(College Prep) | <p><b>1. Demonstrate an understanding of resilience and its impact on personal health, and explain how personal factors (e.g., ability to self-monitor, self-awareness, assertiveness, ability to solve problems, coping skills, empathy and compassion, sense of humour, good physical and mental health, having goals and aspirations) contribute to the development of resilience</b></p> <p><b>2. Explain how a strong social support network (e.g., family, friends, trusted adults, connections to school and community supports) contributes to better personal health (e.g., provides help to solve problems and deal with adversity; increases feelings of self-worth by reinforcing a sense of belonging and connection; helps to prevent depression and anxiety), and describe ways of enhancing their personal social networks</b></p> |
| 12 | Healthy Living                    | <p><b>1. Describe both the short-term and long-term consequences of substance misuse, including legal consequence</b></p> <p><b>2. Describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours</b></p>   |



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|----|--------------|-----------------------------|--|
| AB | 7            | Physical Education & Health | <ol style="list-style-type: none"> <li>1. Understand the connection between physical activity, stress management and relaxation</li> <li>2. Analyze social factors that may influence avoidance and/or use of particular substances</li> </ol>   |
|    | 8            | Physical Education & Health | <ol style="list-style-type: none"> <li>1. Describe and perform appropriate physical activities for personal stress management and relaxation</li> <li>2. Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, smoking, drinking and driving</li> </ol> |
|    | 9.           | Physical Education & Health | <ol style="list-style-type: none"> <li>1. Select and perform appropriate physical activities for personal stress management and relaxation</li> <li>2. Analyze addictions; e.g., stages, kinds, and resources available to treat addictions</li> </ol>   |
|    | 10           | Physical Education          | <ol style="list-style-type: none"> <li>1. Select and perform appropriate physical activities for personal stress management and relaxation</li> </ol>  |
|    | 11           | Physical Education          | <ol style="list-style-type: none"> <li>1. Design and implement a plan for personal stress management</li> </ol>  |
|    | 12           | Physical Education          | <ol style="list-style-type: none"> <li>1. Monitor and evaluate the plan for personal stress management</li> </ol>  |

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|------------|---------------------|--------------------------------------|--|
| <b>BC</b>  | <b>7</b>            | <b>Physical and Health Education</b> | <p><b>1. Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</b></p> <p><b>2. Identify factors that influence healthy choices and explain their potential health effects</b></p>  |
|            | <b>8</b>            | <b>Physical and Health Education</b> | <p><b>1. Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior</b></p> <p><b>2. Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</b></p>  |
|            | <b>9</b>            | <b>Physical and Health Education</b> | <p><b>1. Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior</b></p> <p><b>2. Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</b></p>  |
|            | <b>10</b>           | <b>Physical and Health Education</b> | <p><b>1. Physical, emotional, and social aspects of psychoactive substance use and potential behaviors, psychoactive substance: could include:</b></p> <ul style="list-style-type: none"> <li>— alcohol</li> <li>— tobacco</li> <li>— illicit drugs</li> <li>— solvents</li> </ul> <p><b>1. Analyze the potential effects of social influences on health</b></p> |

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|------------|---------------------|------------------------|---|
| <b>NS</b>  | <b>7</b>            | <b>Healthy Living</b>  | <p><b>1. Compare strategies for coping with pressures and difficult emotions</b></p> <p><b>2. Investigate the harms associated with the use and co-use of alcohol, cannabis, tobacco, vaping products, caffeine, and prescription drugs</b></p>   |
|            | <b>8</b>            | <b>Healthy Living</b>  | <p><b>1. Formulate strategies for confronting social influences and pressures to use substances</b></p> <p><b>2. Investigate the harms associated with the use and co-use of alcohol, cannabis, tobacco, vaping products, caffeine, and prescription drugs</b></p>  |
|            | <b>9</b>            | <b>Healthy Living</b>  | <p><b>1. Students will be expected to identify and practise negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, and gambling.</b></p> <p><b>2. Students will be expected to synthesize the fundamentals of drug education related to the use of alcohol, tobacco, caffeine, cannabis, and other substances, including the short- and long-term risks and signs of concern along the continuum of use.</b></p> |