Links to the Curriculum: "Top 10 Ways to Stay Drug Free"

Grade 5

Poster #	Ministry Expectation(s) – Healthy Living Strand

Grade 6

#1, #3, #4 & #9	identify the influences (e.g., the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.
#2, #9 & #10	apply decision-making skills to make healthy choices about alcohol use, and recognize factors (e.g., the media, family members, friends, laws) that can influence the decision to drink alcohol;
#7	demonstrate resistance techniques (e.g., avoidance, walking away) and assertiveness skills (e.g., saying no) to deal with peer pressure in situations pertaining to substance use and abuse.
#6	describe the short- and long-term effects of alcohol use and abuse;

Poster #	Ministry Expectation(s) – Healthy Living Strand
#3	identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs.
#6	describe the short- and long-term effects of cannabis and other illicit drugs;
#1, #2, #6, #9 & #10	determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
#1 & #5	identify people and community agencies that support making healthy choices regarding substance use and abuse.

Grade 7

Poster #	Ministry Expectation(s) – Healthy Living Strand
#7, #8, #9, & #10	apply living skills to deal with peer pressure related to substance use and abuse.
#6	apply a decision-making process to make informed choices regarding drug use;
#7	demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.
#6	identify and categorize drugs as stimulants, depressants, and hallucinogens;
#6	outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);

Grade 8

Poster #	Ministry Expectation(s) – Healthy Living Strand
#7, #8, #9 & #10	apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.
	apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors.
#2 & #3	describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress;
#6	identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse;
#6 & #8	outline the possible negative consequences of substance use and abuse (e.g., fetal alcohol syndrome, effects of steroid use, accidents when drinking and driing);