



Manitoba Addictions Awareness Week Committee

To promote Addictions Awareness Week in Manitoba

Curricular Connections 2008

Kindergarten to Grade 12 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles – Manitoba Addictions Awareness Week.

Curriculum Implementation Documents currently available can be found at:

<http://www.edu.gov.mb.ca/ks4/cur/physhlth/curriculum.html>

GRADE	Outcome	
	Code	Statement
KINDERGARTEN	NOTE: Suggested learning activities include potentially sensitive content. Before implementation, teachers are advised to check with school administration for school/ divisional/district guidelines and procedures related to providing a parent option.	
	ALL SLO's	Addictions Foundation of MB (AFM) The Basics Series (14 current, accurate facts sheets on a range of substances and related topics) Addressing Drug and Alcohol Issues: Things to Keep in Mind)
	K.5.K.D.1	Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, products danger symbols, tobacco products)
	S.5.K.A.4	Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not touch unknown substances, do not eat or drink anything without permission)
	K.3.K.B.4	Recognize safety helpers in the community
	S.4.K.A.2	Sort decisions and/or choices that are made daily, based on their positive or negative consequences
	K.4.K.B.4	Recognize appropriate response in potentially dangerous situations
GRADE 1	K.4.K.C.1.a	Identify a range of feelings and emotions (i.e. happy, sad, angry, scared, surprised, anxious, excited) in a range of contexts
	K.5.1.D.1	Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol)
	S.5.1.A.4	Demonstrate ways of exercising caution avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe'en candy; taking proper dosage of prescribed medication)
	K.3.1.B.4	Recognize community helpers and how to seek help
	S.4.1.A.2	Demonstrate ways to expand knowledge and explore different options for making informed and health-enhancing decisions
GRADE 2	K.4.1.B.4	Identify ways to exercise caution, avoidance, and/or refusal in potentially dangerous situations
	K.4.2.C.1a	Identify appropriate ways for sharing and expressing feelings and emotions related to different situations
GRADE 3	K.5.3.D.1	Identify and describe the potential dangers associated with substance use in the community
	K.5.3.D.2	Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body
	K.5.3.D.3	Recognize the factors that can influence making decisions regarding substance use (i.e., smoking)
	S.5.3.A.4	Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations
	K.2.3.B.1	Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs
	K.4.3.B.4	Recognize verbal and non-verbal behaviours associated with assertiveness

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GRADE 4	K.4.4.C.1a	Identify characteristics of and/or behaviours associated with different emotions in self and/or others
	S.2.4.A.3a	Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks
GRADE 5	K.5.5.D.1	Distinguish between medicinal and non-medicinal substances and their appropriate use
	K.5.5.D.2	Describe effects and consequences of substance use on body systems
	K.5.5.D.3	Identify peer, cultural, media, and social influences related to substance use and abuse
	S.5.5.A.4	Apply strategies (i.e., using the decision-making model, practising saying no, walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse in different case scenarios
	K.4.5.B.4	Identify and assess strategies for preventing or avoiding uncomfortable or dangerous situations
GRADE 6	K.5.6.B.3	Identify the positive and negative influences of media and other sources on promoting active living
	S.2.6.A.3a	Demonstrate the use of assessment strategies to determine, organize and record fitness results and physical activity participation
	K.4.6.A.1	Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy.
	S.4.6.A.2	Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices
	K.4.6.B.1a	Identify the influences that help or hinder responsible, social decision making
GRADE 7	K.5.7.D.1	Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medicine/someone else's medication, correct/ incorrect dosage, addiction...) of medicinal and non-medicinal substances
	K.5.7.D.2	Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances
	K.5.7.D.3	Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances
	S.5.7.A.4	Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse
	S.4.7.A.2	Develop criteria and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios
	S.4.7.A.4	Apply conflict resolution strategies to different scenarios
	K.4.7.B.4	Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations

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GRADE 8	K.5.8.C.1b	Explain influences on growth and development during adolescence
GRADE 9	K.5.S1.D.1	Explain the meaning of addiction (i.e., gambling) and substance dependence , and the possible effects on self and/or others
	K.5.S1.D.2	Examine the use and abuse of substances and potential consequences on personal health and well-being
	K.5.S1.D.3	Identify community agencies and resources available to support the prevention of substance use and abuse
	S.5.S1.A.4	Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse
	K.4.S1.A.1	Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.
	K.4.S1.B.4	Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal
	S.4.S1.A.2	Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices
	K.1.S1.C.4	Identify the impact on youth of unethical issues in sport as represented in the media
GRADE 10	K.5.S1.E.1c	Describe responsible behaviours for a healthy pregnancy
	K.5.S2.D.1	Analyze issues concerning the use and abuse of legal and illegal substances
	K.5.S2.D.2	Evaluate the legal aspects and consequences of substance use abuse, and addiction,
	K.5.S2.D.3	Examine current statistics on substance use as it affects healthy living, locally and nationally
	S.5.S2.A.4	Analyze effective responses to problems regarding substance use and abuse by self or others
	K.4.S2.A.1	Assess personal attributes and talents across a variety of domains (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), and assess how each contributes to self-esteem/self-confidence.
	K.5.S2.E.1c	Describe the importance of and conditions for a healthy pregnancy
GRADE 11	11.SU.1	Explain ways in which drugs and other substances are classified.
	11.SU.2	Explain the stages of involvement in substance use or abuse. (Includes: non-involvement, irregular involvement, regular involvement, harmful involvement, dependent involvement.)
	11.SU.3	Examine factors that influence decisions regarding substance use and abuse.
	11.SU.4	Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.

* Highlighted outcomes provide intra-curricular (within) connection possibilities to strands other than **Substance Use and Abuse**.