



Curriculum Connections

Opportunities to explore cannabis connections within 4-6 Health and Wellness Curriculum

Health and Wellness Curriculum Learning Areas:

Balancing Body, Mind, and Spirit Each Day

At home

1. Investigating a 'balanced' life at home
2. Examining how *physical health* practices contribute to balanced life at home
3. Examining how *mindful* practices contribute to balanced life at home

At school

1. Investigating a 'balanced' life at school
2. Examining how physical health practices contribute to balanced life at school
3. Examining how mindful practices contribute to balanced life at school

In our community

1. Investigating a 'balanced' life at home, at school, and in my local community
2. Critiquing and improving local community practices that encourage young citizens to balance body, mind, spirit

Evolving Body and Brain

Body

1. Investigating influences on my body's identity
3. Assessing nurturing influences on an evolving body

Brain

1. Investigating influences that make my brain unique
2. Assessing influences on the evolving brain

Personal comfort and discomfort

2. Investigating way of moving towards personal comfort

Tending Close Relationships

Close relationships when everyone is changing

1. Assessing life changes on my close relationships

Embracing Challenges and Managing Risks

Personal responsibility

1. Characterizing challenge and risk
3. Being ready to handle challenging and risky situations

Digital world

3. Being ready to handle challenging and risky situations in the digital world

Addictive activities

1. Characterizing addictive activities
2. Determining the implications of being involved in addictive activities
3. Being ready to avoid addictive activities



Curriculum Connections

Opportunities to explore cannabis connections within NWT K-9 Health Curriculum

NWT Health Curriculum Units: *Alcohol and Other Drugs**, and *Mental and Emotional Well-being***

Grade 4

- Identify the two categories of drugs*
- Classify familiar drugs into medical and nonmedical*
- Demonstrate that when the brain is affected, other parts of the body are affected too*
- Identify reasons why people use and do not use drugs*
- Explain that everything a person does involves making a decision*
- Explain that each person is responsible for their own decisions*
- Explain that some decisions involve the use of drugs*
- Define use and misuse of a drug*
- Identify use and misuse of a drug in a given situation*
- Explain that the decision to use or misuse a drug is their responsibility*
- Identify the possible effects of various choices/identify reasons for individual decisions**
- Identify decisions that peers may influence/identify ways peers influence them/identify methods of resisting peer influence/demonstrate methods of resisting peer influence**

Grade 5

- Identify some of the myths related to drugs and alcohol use*
- Identify community resources for accurate drug information*
- Identify factors which will influence our decision to use or not use drugs*
- Explain how peer pressure influences decisions
- demonstrate some ways of resisting peer pressure*
- Identify steps in a refusal process/practice steps of the refusal process**
- Identify advertising techniques used to persuade/ practice designing an advertisement using one or more persuasion techniques**
- Practice techniques used to persuade (a healthy/harm reduction strategy)**

Grade 6

- Examine their values in relation to drug usage*
- Examine myths related to drug use*
- Effect of peer pressure on decisions*
- Describe/demonstrate steps in a decision-making process**

Grade 7

- Describe the prevalence of drug use in society*
- Identify the different categories of drugs*
- Identify why people choose to use drugs or not use drugs*
- Explain our peer pressure can influence decisions about drugs*
- Demonstrate ways of resisting peer pressure with regard to drug use*
- Define self-concept and identify factors that influence self-concept**



Curriculum Connections

Grade 8

- Explain why drugs should never be combined*
- Identify techniques used in media to influence people's decisions*
- Interpret information from media*
- Design a drug-related message for your age group*
- Identify groups in the community (or form a group that could provide support for drug prevention/harm reduction from drug use)**

Grade 9

- Identify main group of drugs*
- Identify the main characteristics for each drug group*
- Identify possible consequences of drug use including side effects*
- Identify the laws related to drugs/main offenses related to drugs/penalties associated with offenses*
- Examine their own attitudes toward the use of drugs*



Curriculum Connections

Opportunities to explore cannabis connections within Career and Life Management

Personal Wellness Module

P2.

- evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
- appreciate the value of positive attitudes about self when making choices
- analyze poor choices or lack of ability to pursue healthy choices and decisions
- assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health
- evaluate the impact of situations of risk and risks in combination
- describe how peer pressure and the expectations of others influence choices
- develop and implement a personal plan to improve one aspect of well-being

P4.

- develop approaches/tactics for creative problem solving and decision making
- describe the existence of self and the importance of self-confidence
- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life
- discuss living and liking life's challenges

P6.

- determine practices and behaviours that contribute to optimal physical well-being
- describe how individuals have control over physical and other dimensions of well-being
- analyze safety/risk-taking behaviours... as contributors to physical well-being
- develop and implement health action plans