

## Pressure + Consent + Drugs – Sex Health and Physical Education Curriculum Links Recommended Grade Level 7-12

**Objective:** To familiarize students with the facts of alcohol, marijuana, pressure and consent.

Students will learn which statements are true and false.

### **Grade 7**

A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Active Living: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Healthy Living: recognize that feelings about family and peers can change at different times of their lives).

A1.2 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 (e.g., Active Living: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use).

D1.2 Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours. [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]

D1.3 Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older; the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship. [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

D2.4 Demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health.

D3.2 Analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours.

### **Grade 8**

A1.4 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.

D1.3 Identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis (e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance), and the consequences that can occur.

D1.4 Identify and explain factors that can affect an individual's decisions about sexual activity.

D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations. [A1.2 Coping, 1.6 Thinking]

D3.2 Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

D3.3 Analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence). [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

## **Grade 9**

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

C1.3 Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions.

C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships.

C2.3 Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality.

C3.3 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 of verbal, physical, and social bullying and sexual harassment.

C3.4 Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences.

## **Grade 10**

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs).

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities;

Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships).

C1.2 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.

C2.3 Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies.

C2.4 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.

C2.5 Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality.

### **Grade 11**

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

C1.2 Identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour.

C2.1 Describe behaviours and strategies (e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating legal

requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions) that can be applied to make safer choices in a variety of situations and settings (e.g., at school, at home, in the workplace, in the community) and reduce the risk of personal injury or death.

C2.2 Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities.

C3.3 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 support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction.

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C3.4 Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse).

## **Grade 12**

C1.1 Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations.

C1.2 Describe both the short-term and long-term consequences of substance misuse, including legal consequences.

C1.3 Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies).

C2.2 Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse.

C2.3 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.

C3.2 Analyse the occurrence of harassment, violence, and abuse in relationships (e.g., domestic, intimate, work-related) in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems.