



# Learning about substance use

Activities, strategies and skills

Grades 8-10

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## Development

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# Introduction

Yukon's curriculum has grade-appropriate learning outcomes from Kindergarten to Grade 12 related to the use of harmful substances such as poisons, prescription medications, alcohol and cannabis, as well as fentanyl and other illicit drugs.

Teachers can focus these Physical and Health Education lessons on topics that are relevant to their local community, such as cannabis, fentanyl and vaping are right now.

Education about alcohol, cannabis and other substances is an ongoing process throughout a student's school years. At each grade level, the expectations for student learning in the Physical and Health Education include:

- **Kindergarten to grade 3:** avoiding harmful substances such as poisons found in household cleaners or prescription medications found in the medicine cabinet.
- **Grades 4 and 5:** managing problems related to mental well-being and substance use, understanding the potential effects and harms of psychoactive substances such as cannabis and strategies for preventing personal harms.
- **Grade 6:** responding to emergencies and strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours.
- **Grade 7:** strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- **Grades 8 to 12:** healthy choices and their influence on physical, emotional and mental well-being, managing problems related to mental well-being and substance use and how advocating for mental health and well-being of others connects students to the community.

For graduating students, there is a long-standing tradition that provides students with information about keeping themselves safe during their celebrations.

The Department of Education works with the departments of Health and Social Services and Justice to ensure information provided to school staff and students is up-to-date and relevant to student learning in the classroom.

For more information about drug education in Yukon's curriculum, please speak with your child's teacher or school principal, or visit BC's Physical and Health Education website: [curriculum.gov.bc.ca/curriculum/physical-health-education](https://curriculum.gov.bc.ca/curriculum/physical-health-education).

## Rationale

The activities and learnings in these lessons will give students an opportunity to explore their own values and understandings. Collaboration and factual discussions with their peers, teachers and subject matter experts will provide opportunities to make connections with how healthy choices both influence, and are influenced by physical, emotional and mental well-being.

## Big ideas

- Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

## Connections to Yukon First Nations ways of knowing and doing

Nurturing and supporting relationships is the foundation upon which these lessons and activities are based. Students are encouraged to consider the relationship they have with themselves and the things they do that are helpful to their body and mind. They are also encouraged to consider the relationships they have with their peers, their family and community and ways they nurture those relationships and how those relationships influence them.

# Curricular connections

## Curricular competencies

### Social and community health

- Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (gr 10, gr 9 and gr 8)
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict (gr 10)
- Propose strategies for developing and maintaining healthy relationships (gr 9, gr 8)
- Analyze the potential effects of social influences on health (gr 10)
- Create strategies for promoting the health and well-being of the school and community (gr 9, gr 8)

### Mental well-being

- Evaluate, explain (analyze) strategies for promoting mental well-being (gr 10, gr 9)
- Explore factors contributing to substance use (gr 10)
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others (gr 9, gr 8)
- Explore and describe factors that shape personal identities, including social and cultural factors (gr 10, gr 9)
- Describe the relationships between physical activities, mental well-being, and overall health (gr 10)

### Content

- physical, emotional, and social aspects of psychoactive substance use and potential behaviours (gr 10, gr 9)
- signs and symptoms of stress, anxiety, and depression (gr 10, gr 9, gr 8)
- potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology
- sources of health information
- basic principles for responding to emergencies
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- media and social influences related to psychoactive substance use and potentially addictive behaviours (gr 8)

## Core competencies

### Communication

- Communicating
  - Connecting and engaging with others
  - Focusing on intent and purpose
  - Acquiring and presenting information
- Collaborating
  - Working collectively
  - Supporting group interactions
  - Determining common purposes

### Thinking

- Creative thinking
  - Creating and innovating
  - Generating and incubating
  - Evaluating and developing
- Critical and reflective thinking
  - Analyzing and critiquing
  - Questioning and investigating
  - Designing and developing
  - Reflecting and assessing

### Personal and social

- Personal awareness and responsibility
- Self-advocating
- Self-regulating
- Well-being

### Positive personal and cultural identity

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

### Social awareness and responsibility

- Building relationships
- Contributing to community and caring for the environment
- Resolving problems
- Valuing diversity

## Essential questions

*Understanding by Design* by Grant Wiggins and Jay McTighe (2005) is a helpful resource for developing essential questions and thinking deeply about learning and assessment.

## Overarching questions

- What influences affect my physical, emotional, and mental well-being?
- How is my overall well-being influenced by my choices?

# Planning to teach the unit

Part two of this unit is made up of eight lessons that can be taught together or modified by teachers to accommodate their learners. The first part of this unit focuses on gaining an understanding of what substances are and what they do to our bodies. With a basic understanding of what substances are we can begin to explore some of the factors contributing to substance use and critically evaluate strategies for managing change. The final part of the unit includes some opportunities for formative assessment.

## Learning about Substances

**Learning 1:** What do we already know about substances?

**Learning 2:** What can we learn about alcohol?

**Learning 3:** What are the impacts of vaping?

**Learning 4:** What do we know about the physical/psychological effects of cannabis?

**Learning 5:** What can we learn about cocaine, crack cocaine, and fentanyl?

## Personal and Mental Health

**Learning 6:** How do I evaluate strategies for promoting mental well-being, and explore issues related to substance use?

**Learning 7:** What strategies do we have for making decisions?

## Peer teaching project and assessment

**Learning 8:** How can I share what I know about substance use?

**Learning 9:** What have I learned about substance use? What questions do I still have?

# Learning 1:

## What do we already know about substances?

Teachers should evaluate their own values and beliefs around substance use and be prepared for some unexpected conversations that may arise.

You won't have all the answers to the questions students ask. When a student asks a question and you are not sure of the answer, tell them, "I am not sure about the answer to that but I will do some research and get back to you." Showing that you are learning along with them is important, as is giving them the correct information.

To help students deal with the difficult emotions that the discussions may trigger, it is important to identify people in the school and community who are trained to counsel students, such as school counselors and/or support workers from Mental Wellness and Substance Use Services. [hss.gov.yk.ca/mwsu.php](https://hss.gov.yk.ca/mwsu.php).

Using specific activities, the purpose of this lesson will be to:

- Assess prior knowledge regarding various substances;
- Engage interest at the start of the unit;
- Expose any inconsistencies in prior learning;
- Identify emerging questions to help direct the unit;
- Understand the three categories of substances (stimulants, depressants, hallucinogens).

### PART 1: Introduction

Share with students a brief verbal description of the process and plan for the unit with the essential question "What do we already know about substances?" written on the board.

Expectations:

- Keep it neutral and avoid personal stories
- Fact collecting and sharing
- Appropriate for school
- NO PHONES! We're not yet researching... it will come soon!

More ideas around ground rules can be found at [teachingcenter.wustl.edu/resources/inclusive-teaching-learning/establishing-ground-rules/](https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/establishing-ground-rules/)

### Post in the Classroom

- Kids Help Phone: 1-800-668-6868
- Health Link BC: Connect to a nurse at 811

## PART 2: Group prior knowledge share

As you introduce yourself and this first activity, if this is a new group, ask students who their parents/guardians/grandparents are, where their family is from, if they go by any other names and where they are from.

1. Break students into groups of three to four.
2. At the top of each piece of chart paper write down each of the following questions:
  - What are potential negative outcomes of substance use?
  - What are potential positive outcomes of substance use?
  - What do we know about addiction/quitting?
  - What types of substances are there?
  - How do we make decisions about substance abuse?
  - What do we know about substances and consent?
3. Place each piece of chart paper around the classroom at different stations.
4. In their groups students will spend about five minutes (or more if needed) at each of the stations and brainstorm ideas about the topic on the chart paper.
5. Tell students to add onto ideas of others, and feel free to discuss in your group. If you come across a statement that you think may be incorrect or questionable, circle it and put a question mark beside it.
6. Rotate the groups until each has had an opportunity to write at a station.
7. Teacher/facilitators circulate and prompt conversation.

### Materials

- Chart paper
- Markers
- Learning 1 appendix resources

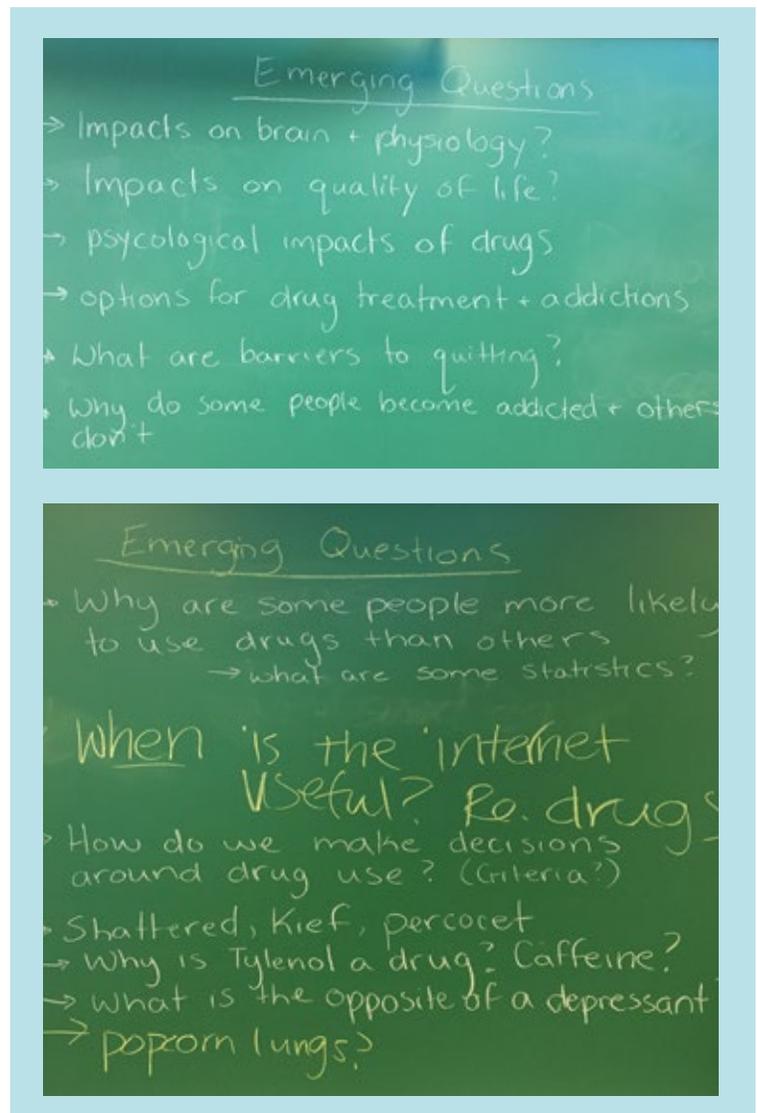


## PART 3: Personal questions that are emerging

1. Post the chart paper from part two around the room.
2. Have a conversation with the class about what we know and what we don't based on the brainstorm questions. Add any further questions to the board in order for them to be addressed throughout the unit.
3. Hand out **Learning 1: What do we know about drugs** (see appendix)
4. Give students time to add their top questions onto their handout sheet.

Emerging questions (an example of a brainstorm):

- What are the impacts on brain and physiology?
- What are the impacts on quality of life?
- What are the psychological impacts of drugs?
- What are some options for drug treatment and addiction counseling?
- What are some barriers to quitting?
- Why do some people become addicted to drugs and others don't?
- Why are some people more likely to use drugs than others?
- What are the statistics around drug use?
- When is the internet useful for finding information about drug use?
- How do we make decisions around drug use?
- Why are Tylenol and caffeine considered drugs?
- What are popcorn lungs?
- What is shatter, kief and Percocet?



## PART 4: Overview of the main categories of psychoactive drugs

Have students fill out the rest of the **Learning 1: What do we know about drugs** handout as you go through the information below.

### Key teaching points

1. Psychoactive drugs affect the brain, causing temporary changes in perception, mood, consciousness and behaviour.
2. Psychoactive drugs include legal, non-prescription drugs, such as tobacco and alcohol; illegal drugs, such as cocaine and heroin; and prescription medications, such as tranquilizers and antidepressants.
3. They also include a few substances we don't normally think of as drugs but that can nevertheless be used to get high. (e.g., mothballs, embalming fluid, toilet bowl deodorizers).

There are three main categories of psychoactive drugs:

1. **Stimulants** stimulate the brain and central nervous system, speeding up communication between the two systems. They usually increase alertness and physical activity. Stimulants include amphetamines, cocaine, crack and some inhalants such as amyl nitrites or butyl nitrites. Coffee is a stimulant to which many people have formed an addiction. Those who stop drinking coffee may even suffer withdrawal symptoms.
2. **Depressants** decrease the activity of the brain and nervous system, slowing down communication between the two. For medical purposes, depressants can calm nerves, relax muscles and be useful for sleep disorders, such as insomnia. Sometimes called “downers” depressants include major tranquilizers such as Haldol and Thorazine, “benzos” (benzodiazepines) such as Xanax or Klonopin, and sedatives and sleeping pills (barbiturates).
3. **Hallucinogens** interfere with the brain and central nervous system and distort a user's perception of reality. The person experiences vivid hallucinations—profound images, sounds and sensations that do not actually exist. The most common example is LSD (lysergic acid diethylamide).

## **PART 5: Jeopardy game of psychoactive substances**

This Jeopardy game is an engaging way to review and discuss psychoactive substances. The website allows previewing and editing the questions as desired. Go to: [jeopardylabs.com/play/psychoactive-drugs3](https://jeopardylabs.com/play/psychoactive-drugs3)

### **Wrap up:**

- Use the list of questions the students generated to inform other topics the class will explore. They can also be used to inform any classroom visits that may be requested from Mental Wellness and Substance Use Services.
- Star and share top question with teacher circulating. This can be used as a ticket out the door.
- Have students hand back the completed worksheet.

# Learning 2: What can we learn about alcohol?

## PART 1: What do we know about alcohol?

Class activity: brainstorm on board

1. Ask students “Why do people drink?”– recognize that there are lots of reasons.
2. Human Thermometer Activity
  - Tell the students that one side of the classroom will be the “NO” side and the other side will be “YES”.
  - The teacher will ask a question and students will walk over to the NO side, YES side or somewhere in the middle. Students will reset by walking to the middle after each statement.
  - Ask students to share why they chose to be on the side of the classroom they chose. Take the time with students to discuss.

Statements

### ***Drinking alcohol makes you happy***

- small amounts can cause euphoria;
- large amounts linked to depression;
- alters moods and judgment.

### ***Drinking makes you more attractive to others***

- less inhibitions (could be seen as positive);
- judgment: regrets, consent, protection;
- intoxication: is that sexy? Sometimes people’s bodies don’t react well (erectile dysfunction).

### ***Drinking when you’re a teenager doesn’t have long-term effects***

- people may believe their body can handle it
- liver damage doesn’t depend on age
- can have long-term impacts on brain development- memory, reactions, learning issues problems

### ***There is pressure for people to drink alcohol***

- There is a lot of social pressure to drink – we often use drinks to celebrate and it’s quite normalized. Can be hard to say no.
- If a friend is a friend, will they understand your choices?

### Materials

- Learning 2 appendix resources
- Activities that Teach by Tom Jackson
- Data projector with internet connection

### **It's ok to drive if you've only had a couple drinks**

- Depends on how your body processes alcohol
- How does blood alcohol work: “One drink is equal to one 12-oz beer, 1.5 ounces of liquor (whiskey, vodka, etc.), or a 5-oz glass of wine.”
  - Tolerance is different for different people. It can depend on body type, sex, hormones, enzymes, water percentage compared to body fat, if you've eaten before drinking, how much and how quickly you're drinking.
- Legal consequences- graduated licensing, zero tolerance, see Yukon Motor Vehicles Act
- Potential accident - is it worth it? Even if it wasn't due to alcohol, would you wonder?

### **A coffee or a cold shower can sober you up**

- The only thing that sobers you up is time. You must wait for the alcohol in the blood to be processed by the liver.

## **PART 2: Health impacts**

1. Hand out **Learning 2: Worksheet: Alcohol Reflection Sheet** (appendix).
2. Hand out **Learning 2: Short Term Effects of Drinking Alcohol**, and **Learning 2: Long Term Effects of Drinking Alcohol** (appendix).
3. Class discussion

Prompts: Were any of the effects surprising? Were there any you didn't know?

## **PART 3: Tennis ball activity**

1. Use the resource “Liver Overload” in the book *Activities that Teach* by Tom Jackson (p. 158) to demonstrate and initiate a discussion on how the liver processes alcohol. This resource is available to borrow from the Department of Education.
2. Debrief: Ask the person who played the liver how they felt. Discuss liver diseases and cirrhosis.
3. Show an excerpt from *I Love Lucy* as a metaphor to help demonstrate how the body processes alcohol. The scene is in a candy factory, and Lucy and Ethel are working on the assembly line. As the conveyor belt speeds up, the pair have an increasingly hard time doing their job, and there is an excess of chocolate. The scene can be viewed as a metaphor for the liver processing alcohol; it can comfortably process a certain amount of alcohol in the blood, but as more alcohol enters the bloodstream it becomes more challenging for the liver to keep pace, and alcohol builds up in the blood.

[youtube.com/watch?v=HnbNcQIzV-4](https://www.youtube.com/watch?v=HnbNcQIzV-4)

#### 4. Class discussion: prompts

1. Social norms: how much is too much?
2. When would you be concerned about a friend's ongoing alcohol use? (long-term)
  - Warning signs: What are they?
  - Addiction & Treatment? How to help? What is alcoholism?
  - When is it an emergency?
    - Blackout vs. passing out
    - Recovery position: demonstrate and have students try
    - Alcohol Poisoning
  - Harm Reduction strategies
    - Have a plan and back-up plan (avoid risky behavior- no driving for example)
    - Sober driver/ buddy system
    - Water & food
    - Start slow
    - Mixing? Can it be risky?
3. Consent and alcohol: discuss how people who are intoxicated can't give consent

### **PART 4: Alcohol reflection sheet**

1. Give students time to complete **Learning 2: Alcohol Reflection Sheet**
2. Teachers may want students to complete parts of this as a class together depending on students' needs.

## Learning 3: What are the impacts of vaping?

Vaping has become central to current substance use conversations. The incidence of use among youth is high, and there are often misconceptions regarding possible harm and addiction.

Because this is a relatively new phenomenon, there are not a lot of long-term studies to determine the impacts of vaping and how the chemicals interact with the body. There are an increasing number of vaping-related deaths linked to lung illness, and these are mostly appearing in youth.

### Resources

Health Promotion provides an excellent hour long interactive talk on vaping, as well as their Kickin' Ash Youth Smoking Prevention Resource and Let's Talk Pot presentation. Contact Health Promotion at [health.promotion@gov.yk.ca](mailto:health.promotion@gov.yk.ca)

For further resources on vaping, check out the British Columbia Lung Association. They have a slideshow with presenter notes that is a useful start for class conversation. It addresses some misconceptions, and provides accurate information about health risks. The accompanying bingo game and fill-in-the-blanks activity are targeted for a younger age group (grades 5-7) but the slide show is appropriate for older students as well.

<https://bc.lung.ca/vaping-toolkit>

### Activities

1. Class brainstorm: What do we know already about vaping?

- Have students brainstorm as a class as a conversation starter. You may find that there are differing ideas, and some questions that emerge. The activity can be used to frame the information gathering for the next activity.
- Possible conversation prompts:
  - Is vaping healthy?
  - Is vaping healthier than smoking? Why or why not?
  - Is vaping addictive? If so, what makes it addictive?
  - Can you die from vaping?
  - Why do young people vape?
  - Are e-cigarette companies any different from tobacco companies?

### Materials

- Projector and screen
- Vaping presentation

2. Information gathering: have students come up with current information about vaping. New information is emerging quickly, and students will benefit from the search as well as the information.
  - Break students into groups, with access to technology for an online search
  - Discuss what makes a good source (current, reliable, valid, appropriate audience)
  - Provide some links to get started (see below for possible options)
  - Hand out Impacts of Vaping (appendix)
  - Share back found resources with the class, and look for further information together as needed
3. Vaping Poweppoint Presentation
  - Located at <http://nkrocker.yukonschools.ca>
  - Teachers can walk their students through the learnings and activities in this presentation to gain an indepth understanding of vaping

Links for information gathering activity or for further reading:

- *Know the risks: e-cigarettes and young people.* U.S. Department of Health and Human Services. 2019. A well-designed website with graphics and text at a teen level, providing an overview of the topic. <https://e-cigarettes.surgeongeneral.gov/knowtherisks.html>
- *The mysterious vaping illness that's 'becoming an epidemic'.* Kaplan, Sheila and Matt Richtel. Nytimes.com. August 31, 2019. An article that specifically discusses the health implications of vaping. <https://www.nytimes.com/2019/08/31/health/vaping-marijuana-ecigarettes-sickness.html?module=inline>
- *When youth vaping skyrocketed, smoking did too.* Pipe, Andrew and David Jones. Macleans.ca. October 30, 2019 An opinion piece that charts connections between vaping and smoking (both are increasing) <https://www.macleans.ca/opinion/when-youth-vaping-skyrocketed-smoking-did-too/>
- *Inside the vaping crisis that has hooked and killed young people.* Mitchell, Alanna. Macleans.ca. October 1, 2019. Discussion of the impact of vaping on youth as well as the public health response in Canada. <https://www.macleans.ca/society/health/inside-the-vaping-crisis-that-has-hooked-and-killed-young-people/>
- *Teen was in the fight for her life after vaping a cartridge a day.* ABC Nightline, September 11, 2019. Video news segment about health issues stemming from a teen's vaping addiction. Eight minutes, 24 seconds. <https://www.youtube.com/watch?v=LlyzUVfJpN4>
- *The Road to Vaping,* Crowe, Kelly. Cbc.ca. Dec 2, 2019. CBC in-depth interactive article about vaping. <https://newsinteractives.cbc.ca/longform/the-road-to-vaping>

- The science behind why vaping is becoming so popular in Canada. Miller, Adam. Cbc.ca September 20, 2019. <https://www.cbc.ca/news/health/the-science-behind-why-vaping-is-becoming-so-popular-in-canada-1.5290520>
- A Vaping Prevention Toolkit is available on the BC Lung Association website. The toolkit contains various anti-vaping resources for teachers and parents in multiple languages. All materials were pilot tested and evaluated in schools. <https://bc.lung.ca/how-we-can-help/vaping/vaping-prevention-toolkit>
- National website with vaping information [https://www.canada.ca/en/services/health/campaigns/vaping.html?utm\\_source=canada-ca-vaping-info-en&utm\\_medium=vurl&utm\\_campaign=vurl](https://www.canada.ca/en/services/health/campaigns/vaping.html?utm_source=canada-ca-vaping-info-en&utm_medium=vurl&utm_campaign=vurl)

## Learning 4: What do we know about the physical/ psychological effects of cannabis?

Consider inviting the Health Promotion Unit and/or Mental Wellness and Substance Use Services to present their Let's Talk Pot Presentation.

### Resources

Health Promotion Unit, Whitehorse,  
[health.promotion@gov.yk.ca](mailto:health.promotion@gov.yk.ca), (867) 667-3003

- Mental Wellness and Substance Use Services, Whitehorse, (867) 456-3838
- *Health Behaviours of School Aged Children Survey: Yukon – Canada (2016)*: [http://www.hss.gov.yk.ca/pdf/HBSC\\_Report\\_Yukon\\_Canada\\_2016.pdf](http://www.hss.gov.yk.ca/pdf/HBSC_Report_Yukon_Canada_2016.pdf)
- *Sensible Cannabis Education: A Toolkit for Educating Youth by the Canadian Students for Sensible Drug Policy*: <https://cssdp.org/uploads/2018/04/Sensible-Cannabis-Education-A-Toolkit-for-Educating-Youth.pdf>
- *Drug Free Kids Canada.org Cannabis Talk Kit, Second Edition*. Order it free: <https://www.drugfreekidscanada.org/order-cannabis-talk-kit>
- *The Science of Marijuana: How THC Affects the Brain*: <http://headsup.scholastic.com/students/the-science-of-marijuana>
- Vaping medical marijuana: <https://www.tandfonline.com/doi/full/10.1080/00325481.2018.1413281>
- Yukon and cannabis: <http://www.ylc.yk.ca/cannabis.html> and <https://yukon.ca/cannabis#cannabis-legalization-in-yukon>

### PART 1: Background knowledge - cannabasics

1. Who is actually doing it? Have students guess what percentage of grade 9 and 10's have used cannabis in the last month in the Yukon? Health Behaviours of School Aged Children Survey: Yukon – Canada (2016) (HBSC) report said about 27% of males and 18% of females used cannabis within the last month. There's a perception that everyone uses-really not true.
2. Slides of the HBSC survey results can be used for visual representation.

### Materials

- Effects of Cannabis print outs for activity
- Tape
- Learning 4 appendix resources
- Data projector and Let's Talk Pot slideshow

3. Ask students what all the different names they know for this drug (there are a lot!) and brainstorm on the board.

**PART 2: Let's talk pot**

1. If unable to invite Health Promotions Mental Wellness in, consider using the Let's Talk Pot presentation, which can be found at <http://nkrocker.yukonschools.ca>, and activities in your classroom.

**PART 3: Health impacts**

2. The Science of Marijuana: How THC Affects the Brain found at <http://headsip.scholastic.com/students/endocannabinoid>

*How does THC affect behavior? It depends on where the CB receptors are in the brain.*

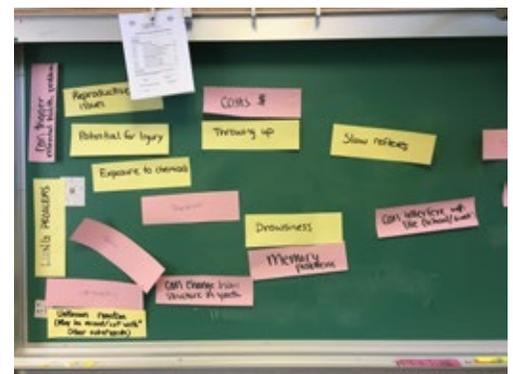
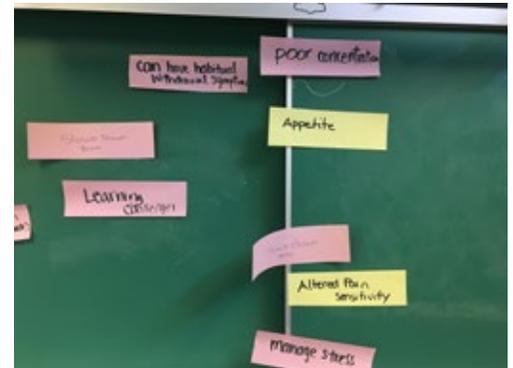
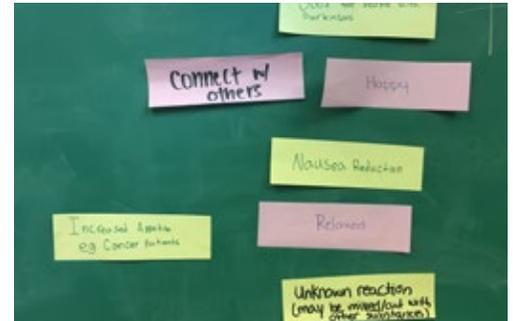
Brain Structure	Regulates	THC Effect on User
Amygdala	emotions, fear, anxiety	panic/paranoia
Basal Ganglia	planning/starting a movement	slowed reaction time
Brain Stem	information between brain and spinal column	antinausea effects
Cerebellum	motor coordination, balance	impaired coordination
Hippocampus	learning new information	impaired memory
Hypothalamus	eating, sexual behavior	increased appetite
Neocortex	complex thinking, feeling, and movement	altered thinking, judgment, and sensation
Nucleus Accumbens	motivation and reward	euphoria (feeling good)
Spinal Cord	transmission of information between body and brain	altered pain sensitivity

The brain structures illustrated above all contain high numbers of CB receptors

## PART 4: Continuum activity: Effects of cannabis on the body and mind

1. Write out the list of physical and psychological effects (below) on sheets of paper that students can use to stick up on the wall

Physical effects	Psychological effects
Cough/bronchitis	Emotions
Some of the same carcinogens as cigarettes	Nervousness/panic/anxiety/paranoia
Possible reproductive health issues	Potential habitual withdrawal symptoms if stopping (irritable, trouble sleeping etc.)
Medicine	Cognition
Exposure to chemicals (Inhaling or ingesting pesticides/herbicides/solvents)	Mental health
Dizziness	Dependency/habit
Drowsiness	
Fatigue	
Unknown reaction	
Potential for injury	
Appetite	
Altered pain sensitivity	



2. Distribute the effects on the paper to students in the classroom.
3. Divide the board into sections with the headings “Positive, Negative. Both”.
4. Ask students to place the effect they were given somewhere on the continuum. This can be done in pairs or on their own.
5. Once students have placed the effects on the board where they think appropriate begin a class discussion. In the list of effects below there is extra information for deepening the discussion.

6. Conversation prompts:

- Emotions- enjoyable, entertaining, connections with others, relaxation, manage stress
- Nervousness/Panic/Anxiety/Paranoia
- Potential habitual withdrawal symptoms if stopping (irritable, trouble sleeping etc.)
- Cognition:
  - Concentration, decisions, reaction time, coordination, motor skills, memory, learning, changes the structure of the brain which is not developed until age 25, therefore the earlier that someone starts, the greater the impact.
  - Mental health:
    - Some evidence to support that heavy or early users might be at risk for triggering or aggravating mental health issues (talk about predisposition to: Psychosis, Schizophrenia, Anxiety, Depression, Bipolar Disorder)
    - Self-medicating- maybe there's a better way- best to get info from healthcare provider.
    - Managing challenges – doesn't get to the root issue
  - Dependency/habit:
    - Can interfere with other aspects of life (work/sports/relationships)
    - Costs money

7. Possible take home messages from continuum:

- Don't know how you're going to react. Cannabis does not cause mental health issues but can be a trigger
- It is hard to know what you're using
- People who say it's all evil or completely awesome are ignoring this whole spectrum
- Brain is changing as a teenager in ways that aren't fully understood yet

Hand out the "Learning 4 Impacts of cannabis" worksheet (appendix) and have students fill out the information based on the work on the board

## **PART 5: Class discussion: Warning signs of problematic use**

1. What do you think are the warning signs of problematic use?
2. When would you be concerned about a friend's use? (brainstorm together)
  - Early age start (linked to problematic use)
  - Frequency
  - Only way to manage challenges
  - Increasing tolerance (therefore increasing dosage)
  - Need it to have fun
  - Need it to sleep
  - Negative effect on other areas of life (work/friends/family/school)

## **PART 6: Legalization**

1. Alcohol and tobacco are legal- does that mean that they're good for you?
2. Why do you think marijuana became legal?
  - Challenging to enforce
  - Criminal records that may be undeserved
  - Government collecting money from the taxes
  - Distributed by the government only (much like liquor)
  - See Slides 23-24 from "Let's talk pot" presentation

## **PART 7: Scenarios**

1. See Slides 30-41 from "Let's talk pot" presentation to discuss as a class, in small groups or individually.
2. Hand out **Learning 7: Making a decision** (appendix)
3. Choose scenarios for students to discuss and record their thinking using the graphic organizer.

# Learning 5: What can we learn about cocaine, crack cocaine and fentanyl?

## Resources

- Fentanyl and Naloxone – Yukon Government Health and Social Services website  
<http://www.hss.gov.yk.ca/fentanyl.php>
- Fentanyl information sheet from Centre for Addiction and Mental Health (CAMH)  
<https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/street-fentanyl>
- Do You Know Cocaine handout from CAMH  
<https://www.camh.ca/-/media/files/guides-and-publications/dyk-cocaine.pdf>
- “Let’s talk about fentanyl” information sheet from Yukon government  
[http://www.hss.gov.yk.ca/pdf/Fentanyl\\_onepagerOct2018.pdf](http://www.hss.gov.yk.ca/pdf/Fentanyl_onepagerOct2018.pdf)
- Straight Talk Fentanyl from CAMH  
<https://www.camh.ca/-/media/files/guides-and-publications/straight-talk-fentanyl.pdf>
- Straight Talk Crack from CAMH  
<https://www.camh.ca/-/media/files/guides-and-publications/straight-talk-crack.pdf>
- Contact the opioid overdose prevention coordinator 1-866-456-3838 to book a training session with your class on how to use a naloxone kit
- Protect your pal presentation: Contact Yukon Emergency Medical Services Dave Poitras, [Dave.Poitras@gov.yk.ca](mailto:Dave.Poitras@gov.yk.ca), 1-709-743-6726
- How to use a question box – See appendix
- Frontline fentanyl video (24 minutes) at [www.frontlinefentanyl.com](http://www.frontlinefentanyl.com)
- Liberating Structures Activity at <http://www.liberatingstructures.com/1-1-2-4-all/>
- Activities that teach by Tom Jackson, “Balloon Race” (p. 82)
- Video: Unstoppable: the fentanyl epidemic (44 minutes) by CBC at <http://www.cbc.ca/firsthand/episodes/unstoppable-the-fentanyl-epidemic>

## Materials

- Learning 5 appendix resources
- Data projector with internet connection and speakers
- Talking objects (one for every four students)
- A class set of the handouts Do You Know: Cocaine, Crack Straight Talk, and Let’s Talk About Fentanyl
- Activities that Teach by Tom Jackson
- Package of balloons

## **PART 1: Introduction**

1. Introduce question box and let students know that a question will be their exit ticket out.
2. Question and answer session (5 minutes)
  - Ask students if they have any questions about cocaine, crack cocaine and fentanyl before we begin. Write these down on the board.

## **PART 2: Last word activity**

1. Photocopy a class set of the handouts “Do you know: cocaine,” “Crack straight talk,” and “Let’s talk about fentanyl” (links also listed in references) for each student.
2. Hand out the readings to the students.
3. Divide students into groups of four
4. Explain there will be four rounds of conversation at every table, one round for each person’s sentence and the responses from each person.
5. Distribute the talking objects (like a stone or pinecone), one for each group.
6. Have students spend 10 minutes reading through the handouts and as they read highlight three sentences that stand out for them or surprised them.
7. After 10 minutes the first person, who is holding the talking object, reads one of their sentences. They pass the talking object to the person beside them and that person thinks about the sentence they just heard and shares with the group what surprises them or what that sentence makes them think about. When they are done talking, they pass the talking object to the next person in the group and that person shares with the group what surprised them about the sentence the first person read. Each person in turn responds to what they heard, passing the talking object.
8. NO INTERRUPTING! People are not allowed to comment in between or overtop of one another. The talking object should help with this expectation.
9. Once everyone has had a chance to respond to the first person, the talking object is passed back to the first person and the first person gets one more opportunity to respond.
10. Next the second person reads their sentence. Each person in turn responds to what they heard. Second person gets one last chance to respond.
11. Continue until everyone in the group has had an opportunity to share their sentences and respond to each other’s sentence.
12. As a group, debrief with the class what they learned, what surprised them or what questions might have emerged.
13. Check in with the questions on the board and see if student’s were able to get the answers to those questions. If not, continue the discussion as a class.

### **PART 3: Video**

1. Share with the class the video Unstoppable: the fentanyl epidemic by CBC Frontline at nine minutes, 40 seconds to demonstrate the inconsistencies in the strength of the drug due to the manufacturing process.

### **PART 4: 1, 2, 4, all activity**

1. 1, 2, 4, all activity on cocaine
  - See website Liberating Structures at <http://www.liberatingstructures.com/1-1-2-4-all/> for a complete description of this activity
  - Students will need the **Learning 5: Fentanyl and cocaine** worksheet
  - The activity will be modified for the classroom so that the questions the students will be answering are on the worksheet and they will answer them on their own, in pairs and then in a group of four

### **PART 5: Activity: Balloon race**

1. See *Activities that teach* by Tom Jackson, “Balloon race” (p. 82)

### **PART 6: Subject matter expert visit**

1. Consider having an expert in the classroom:
  - Opioid Overdose Prevention Coordinator 1-866-456-3838 to book a training session with your class on how to use a naloxone kit
  - Protect your Pal presentation: Contact Yukon Emergency Medical Services Dave Poitras, Dave.Poitras@gov.yk.ca, 1-709-743-6726

Student feedback showed a desire to learn more about the landscape of substance use in Yukon. Both experts would be able to speak to this.

## PART 7: Optional

### 1. Video: Frontline fentanyl at [www.frontlinefentanyl.com](http://www.frontlinefentanyl.com)

Have a discussion before watching with students and let them know that there may be some topics that trigger emotions. Let students know they may leave the classroom if needed. Also it would be helpful to invite the school counselor to the classroom, direct students to helplines and ask them to think of some askable adults in their life they can talk to if they need.

- You may choose to handout the **Learning 5: Frontline Fentanyl Video Question Sheet** (see Appendix ) to students beforehand to assist with the discussion afterwards
- It is important to have a discussion about the video afterwards. Ensure there is enough time to do this. Acknowledge the difficulty in watching this video and seriousness of the topic.
- Discuss our reactions/thoughts/wonderings

# Learning 6: How do I evaluate strategies for promoting mental well-being, and explore issues related to substance use?

How can I describe the relationship between physical activities, mental well-being, and overall health?

Presentations and subject matter experts

- Yukon Workers Compensation Health & Safety Board, Mental health presentation, Natalie Thivierge, [Natalie.Thivierge@gov.yk.ca](mailto:Natalie.Thivierge@gov.yk.ca), 867-332-1056
- Mental Wellness and Substance Use Services, Let's talk mental health presentation, main line: 1-866-456-3838

Resources and materials

- *Mental Health and High School Curriculum Guide*– a wealth of activities, lessons and resources <http://teenmentalhealth.org/product/mental-health-high-school-curriculum/>
- Sticky notes for the bucket filling activity
- Bucket
- Video: Famous Failures at <https://youtu.be/zLYECIjmnQs>
- Keynote presentation: Stress
- Understanding Stress from <https://heartmindonline.org/resources/nuts-understanding-stress>
- *The Anxiety Workbook for Kids* by Robin Alter and Crystal Clarke
- American Psychiatric Association “What is Depression?” at <https://www.psychiatry.org/patients-families/depression/what-is-depression>

## Materials

- Learning 6 appendix resources
- 3-5 sticky notes per student
- slips of paper for exit ticket

Students may need to be reminded that their responses need to be appropriate for the classroom.

Teachers can also use the “Let's talk mental health” presentation by Mental Wellness and Substance Use Services.

## PART 1: Stress

1. Hand out **Learning 6: Stress, anxiety, depression organizer** (appendix)
2. Brief class brainstorm – ask students what they know about stress and write the information on the board

3. Share with students that stress keeps us alive by being the spark in human nature's fight or flight response. For example, if you are taking part in a sporting event or giving a speech, a little stress will give you the extra energy you need to perform. But, too much stress or stress over a long time is bad news for children and youth. Someone who is often in a fight or flight mode forces their body to mobilize too much energy and release hormones called adrenaline and cortisol that in excess can (over time) damage the brain (from [heartmindonline.org](http://heartmindonline.org))
4. Keynote presentation: Stress (slides 1-5) What happens to our body when we experience stress?
  - Students can fill out the worksheet along with the presentation
  - Complete the Stress row in **Learning 6: Stress, Anxiety and Depression Organizer** with students
  - Remind students that the reasons why something is stressful for one person may not be the same reasons why the same situation is stressful for someone else

## PART 2: Anxiety

1. Brief class brainstorm - ask students what they know about anxiety and write the information on the board
2. Explain the difference between anxiety and stress using the definitions from page 2-3 of *The Anxiety Workbook for Kids*
3. Complete the Anxiety row in **Learning 6: Stress, Anxiety and Depression Organizer** with students

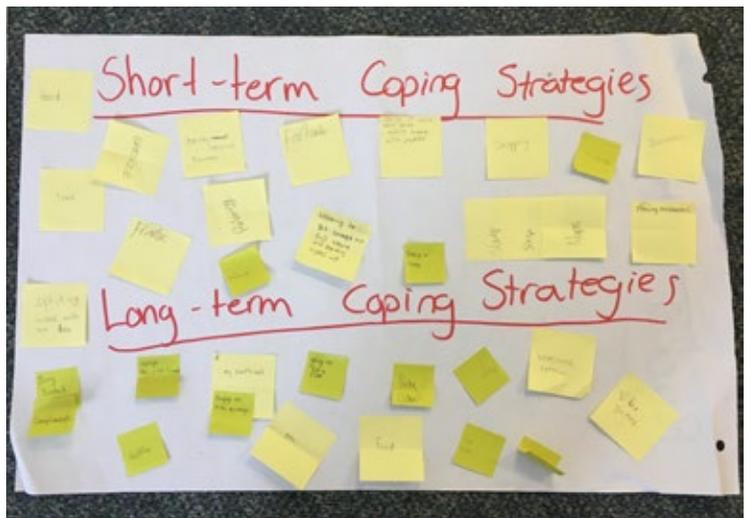
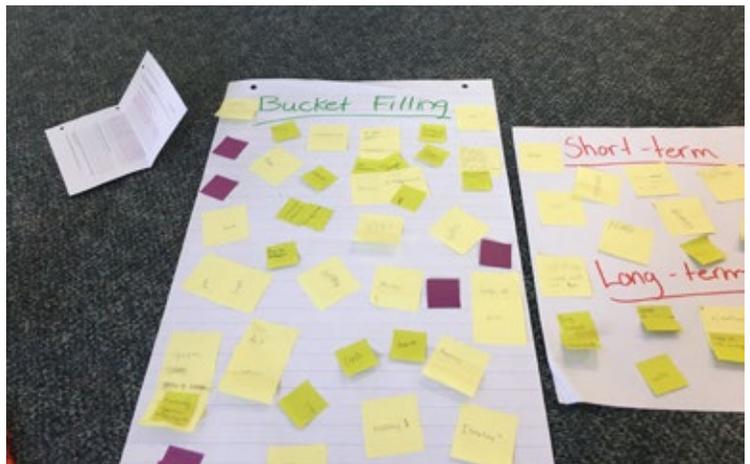
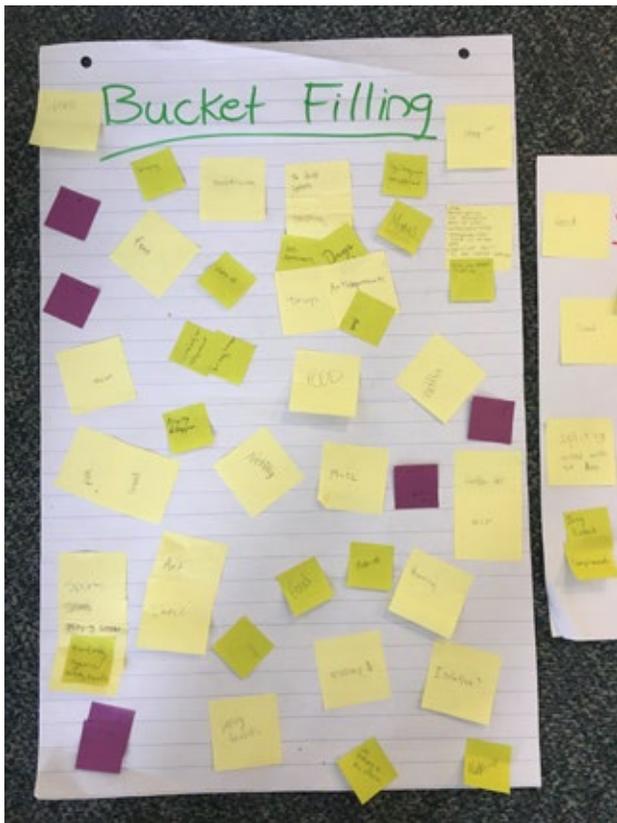
## PART 3: Depression

1. Brief class brainstorm - ask students what they know about depression and write the information on the board
2. Explain the difference between stress and depression
3. Complete the Depression row in **Learning 6: Stress, Anxiety and Depression Organizer** with students
  - Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home.
  - Not everyone who is depressed experiences every symptom.

## PART 4: Managing stress

1. How do people manage stress? Resume Stress slide show from slide 6: Short term coping strategies to deal with stress
2. Post it Activity
  - Hand out 3-5 post it notes to each student
  - Ask students to write down an idea for coping with stress on each post-it
  - On the board write down the following headings: Short-term coping strategies and Long-term coping strategies
  - Once students have completed their post-its have them place their ideas in either the short term or long-term categories (or both)
3. Remind students of the following during the class discussion:
  - Try to find ways to deal with the exact reason why a particular situation is stressful
  - Stress, anxiety and depression all deplete us and can all lead to increased substance abuse
  - Many people struggle
4. Show slide seven: *Famous Failures* video (also in the resources)
5. Show slide eight of the Stress presentation and discuss the continuum between stress, anxiety and depression
6. Revisit the **Learning 6: Stress, anxiety and depression organizer** and fill in each category as a class
7. Remind students of places they can find help such as a trusted adult or school counsellor, as well as:
  - Yukon Distress and Support Line at 1-844-533-3030
  - Kids Help Phone at 1-800-668-6868
  - Integrated Supports for Yukon Health at 1-867-456-6165
  - Mental Wellness and Substance Use Unit 1-866-456-3838

8. It's impossible to completely get rid of stress; we have to learn to cope with it. Show mental health all stars slide nine.
- Ask students "What is self-care? How do we practice self-care?"
  - Hand out one to three sticky notes to students and ask them to fill the bucket with self-care ideas
  - Discuss as a class
9. Have students use the Question Box exit ticket for the end of class (What have I learned..., what questions do I have..., what surprises me...)



# Learning 7:

## What strategies do we have for making decisions?

### PART 1: How do you make a decision?

1. Class discussion using the following example: Two friends invite you to do different things. One option is to go sledding and winter camping at The Pass and the other is to go to their cabin for the weekend. Ask students how they would decide what to do.
2. Some strategies we can use are to:
  - Talk with other people in order to gather information.
  - Consider where the information is coming from: television, school, movies, friends, family, law enforcement, news, internet, medical community
  - Consider what could make some of these sources more or less credible. Are they all valid?
3. Consider your own values and aspects of the information you received that are most important to you.
4. Do a decision making analysis (next activity)

### Materials

- Learning 7 appendix resources
- Flip chart paper
- Markers
- *Still More Activities that Teach* by Tom Jackson (p. 75-79)
- Sticky notes (4 different colours)

### PART 2: Making decisions

1. Hand out **Learning 7: Making a decision graphic organizer** (appendix)
2. Have students organize themselves into groups of two or three
3. Hand out one of the scenarios to each group and have students complete the chart
4. Review each scenario as a class

### PART 3: Decisions and consequences

1. Down Hill Slide activity – from *Still More Activities that Teach* by Tom Jackson p. 75-79

# Learning 8: How can I share what I know about substance use?

## Resources

- Video Evaluating Sources: CRAAP Model by Western University at <https://www.youtube.com/watch?v=EyMT08mD7Ds>

### PART 1: Substance use presentation instructions

1. Hand out and review the **Learning 8: Substance use research presentation instructions** as well as the Substance Use Research Self-Assessment (appendix). You may wish to work with students to set criteria for this presentation as a group, and can use Learning 8: Setting and Using Criteria from the appendix to help with this process.
2. Students may work in small groups or individually.
3. Discuss with students the CRAAP model for determining their references and consider booking some time in with the school librarian to learn about current research practices and library resources.
4. There are some guidelines given for the presentation; however, classrooms may decide to co-construct criteria. (**Learning 8: Setting and Using Criteria in the appendix**) for the presentation based on the Learning Standards
5. Teachers may want to consider pairing with other classroom teachers such as those teaching English Language Arts in order for students to integrate their studies in meaningful ways.
6. The Self-Assessment sheet (Appendix ) can also be modified to a Peer Evaluation sheet based on the rubric and criteria developed with the students.

### Materials

- Learning 8 appendix resources
- Data projector, internet connection and speakers

# Learning 9: What have I learned about substance use? What questions do I still have?

## PART 1: Reflection on final assignment

1. Hand out **Learning 9: Portfolio assessment and reflection** (appendix)
2. Students can complete this in small groups or individually
3. To provide scaffolding for the final reflection, you can divide the page into three sections to help students respond to each section.
4. Exit interview with a co-created rubric. Give the questions beforehand, and video tape. Have students interviewing each other.
  - Students can use their portfolio of information they have collected
  - Welcome to use sources they want
  - Contact experts
5. Possible performance task – you are in charge of creating the law/policies around marijuana or vaping use in Yukon
6. A possible extension is to discuss digital addiction, and the following are resources:
  - Paweł Kuczyński's art provides a fantastic opportunity to discuss digital addiction, and can be found at <https://www.pictorem.com/profile/Pawel.Kuczynski>
  - IDIOTS is a video that touches on the corporate interests behind digital addiction, and can be found at <https://vimeo.com/79695097>.
  - *I Forgot My Phone* is a video that calls attention to the role our smartphones have in modern life. It can be found at at: <https://vimeo.com/154034358>.
  - *Porn and the Threat to Virility* (in Italics), April, 2016, is an article that discusses how addiction to porn can change how brains are wired. It can be found at <https://time.com/magazine/us/4277492/april-11th-2016-vol-187-no-13-u-s/>

### Materials

- Learning 9 appendix resources
- Data projector, internet connection and speakers

## Assessment

This unit has several different assessment strategies to provide both formative assessment (assessment for learning) and summative assessment (assessment as learning). Please feel free to use as many or as few as you like in your lessons.

The following competencies and content are for grades eight to ten, unless specified in brackets for certain grades only.

Learning	Assessment Activity	Curricular Competencies	Content	Core Competencies
1	Group Prior Knowledge Share Ticket out the door	<b>Social and community health</b> Analyze the potential effects of social influences on health (gr 10) <b>Mental well-being</b> Explore <b>factors</b> contributing to substance use Evaluate and explain strategies for promoting mental well-being, and explore issues related to substance use	Physical, emotional, and social aspects of <b>psychoactive substance</b> use and potential behaviours Sources of health information	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Connecting and engaging with others</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Connecting and engaging with others</li> </ul> <p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>Working collectively</li> <li>Supporting group interactions</li> <li>Determining common purposes</li> </ul> <p><b>Thinking</b></p> <p><b>Critical and Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>Analyzing and critiquing</li> <li>Questioning and Investigating</li> <li>Reflecting and assessing</li> </ul> <p><b>Personal/Social</b></p> <p><b>Social Awareness and Responsibility</b></p> <ul style="list-style-type: none"> <li>Valuing diversity</li> </ul>

Learning	Assessment Activity	Curricular Competencies	Content	Core Competencies
2	Human Thermometer Activity Tennis Ball Activity Alcohol Reflection Sheet	<b>Social and community health</b> <b>Mental well-being</b> Analyze the potential effects of social influences on health (gr 10) <b>Mental well-being</b> Explore <b>factors</b> contributing to substance use	Basic principles for responding to emergencies  Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours  Potential short- and long-term consequences of health decisions	<p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> </ul> <p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>• Supporting group interactions</li> </ul> <p><b>Thinking</b></p> <p><b>Critical and Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyzing and critiquing</li> <li>• Questioning and investigating</li> <li>• Reflecting and assessing</li> </ul> <p><b>Personal and Social</b></p> <p><b>Positive Personal and Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Recognizing personal values and choices</li> </ul>
3	Impacts of Vaping worksheet	<b>Social and community health</b> Analyze the potential effects of social influences on health (gr 10) <b>Mental well-being</b> Explore <b>factors</b> contributing to substance use	Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours  Potential short- and long-term consequences of health decisions	<p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> </ul> <p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>• Supporting group interactions</li> </ul> <p><b>Thinking</b></p> <p><b>Critical and Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyzing and critiquing</li> <li>• Questioning and investigating</li> <li>• Reflecting and assessing</li> </ul>

Learning	Assessment Activity	Curricular Competencies	Content	Core Competencies
4	Continuum Activity Cannabis Impacts chart	<b>Social and community health</b> <b>Mental well-being</b> Analyze the potential effects of social influences on health (gr 10) <b>Mental well-being</b> Explore <b>factors</b> contributing to substance use	Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours Potential short- and long-term consequences of health decisions	<b>Communication</b> <b>Communicating</b> <ul style="list-style-type: none"> <li>• Connecting and engaging with others</li> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> <li>• Working collectively</li> <li>• Supporting group interactions</li> <li>• Determining common purposes</li> </ul> <b>Thinking</b> <b>Critical and Reflective Thinking</b> <ul style="list-style-type: none"> <li>• Analyzing and critiquing</li> <li>• Questioning and Investigating</li> <li>• Reflecting and assessing</li> </ul> <b>Personal and Social</b> <b>Positive Personal and Cultural Identity</b> <ul style="list-style-type: none"> <li>• Understanding relationships and cultural contexts</li> <li>• Recognizing personal values and choices</li> </ul>

Learning	Assessment Activity	Curricular Competencies	Content	Core Competencies
4	Fentanyl and Cocaine worksheet Frontline Fentanyl film worksheet	<b>Social and community health</b> <b>Mental well-being</b> Analyze the potential effects of social influences on health (gr 10) <b>Mental well-being</b> Explore <b>factors</b> contributing to substance use	Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours Basic principles for responding to emergencies Potential short- and long-term consequences of health decisions	<b>Communication</b> <b>Communicating</b> <ul style="list-style-type: none"> <li>Acquiring and presenting information</li> </ul> <b>Thinking</b> <b>Critical and Reflective Thinking</b> <ul style="list-style-type: none"> <li>Analyzing and critiquing</li> <li>Questioning and investigating</li> <li>Reflecting and assessing</li> </ul> <b>Personal and Social</b> <b>Positive Personal and Cultural Identity</b> <ul style="list-style-type: none"> <li>Understanding relationships and cultural contexts</li> <li>Recognizing personal values and choices</li> </ul> <b>Social Awareness and Responsibility</b> <ul style="list-style-type: none"> <li>Recognizing personal values and choices</li> </ul>

Learning	Assessment Activity	Curricular Competencies	Content	Core Competencies
5	Managing Stress Activity Stress, anxiety and depression organizer Self-care activity	<p><b>Social and community health</b></p> <p><b>Mental well-being</b> Analyze the potential effects of social influences on health (gr 10)</p> <p><b>Mental well-being</b> Explore <b>factors</b> contributing to substance use</p> <p>Describe the relationship between physical activities, mental well-being, and overall health (gr 10)</p> <p>Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others (gr 8 &amp; 9)</p> <p>Describe the relationships between physical activities, mental well-being, and overall health (gr 10)</p>	<p>Signs and symptoms of stress, anxiety, and depression</p> <p>Potential short- and long-term consequences of health decisions</p>	<p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> </ul> <p><b>Thinking</b></p> <p><b>Critical and Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyzing and critiquing</li> <li>• Questioning and Investigating</li> <li>• Designing and developing</li> <li>• Reflecting and assessing</li> </ul> <p><b>Personal and Social</b></p> <p><b>Positive Personal and Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Understanding relationships and cultural contexts</li> <li>• Recognizing personal values and choices</li> </ul> <p><b>Social Awareness and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Contributing to community and caring for the environment</li> <li>• Resolving problems</li> </ul>

Decision Making  
Analysis  
Downhill Slide  
Activity

**Social and community health**  
Propose strategies for avoiding  
and responding to potentially  
unsafe, abusive, or exploitative  
situations

**Mental well-being**  
Explore **factors** contributing to  
substance use

### Communication

#### Communicating

- Connecting and engaging with others Focusing on intent and purpose
- Focusing on intent and purpose
- Acquiring and presenting information

#### Collaborating

- Working collectively
- Supporting group interactions
- Determining common purposes

#### Thinking

#### Creative Thinking

- Creating and innovating
- Generating and incubating
- Evaluating and developing

#### Critical and Reflective Thinking

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

#### Personal and Social

#### Positive Personal and Cultural Identity

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

#### Social Awareness and Responsibility

- Resolving problems
- Valuing diversity

7	Research and Presentation	<b>Social and community health</b> Create strategies for promoting the health and well-being of the school and community (gr 9)	Potential short- and long-term consequences of health decisions	<p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Connecting and engaging with others</li> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> </ul> <p><b>Thinking</b></p> <p><b>Critical and Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyzing and critiquing</li> <li>• Questioning and Investigating</li> <li>• Designing and developing</li> <li>• Reflecting and assessing</li> </ul>
8	Portfolio Assessment and Reflection	<b>Social and community health</b> Create strategies for promoting the health and well-being of the school and community (gr 9)	Potential short- and long-term consequences of health decisions	<p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Connecting and engaging with others</li> <li>• Focusing on intent and purpose</li> <li>• Acquiring and presenting information</li> </ul> <p><b>Thinking</b></p> <p><b>Personal Awareness and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Self-advocating</li> <li>• Self-regulating</li> <li>• Well-being</li> </ul> <p><b>Positive Personal and Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Recognizing personal values and choices</li> </ul>

# Appendix

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## LEARNING 1: WHAT DO WE ALREADY KNOW ABOUT SUBSTANCES?

<b>My questions about substance use and abuse:</b>	
--	--

<b>What's a drug?</b>	
-----------------------	--

<b>What are the three categories of drugs and examples?</b>	<b>Category</b>	<b>What does it do</b>	<b>Examples</b>

## LEARNING 2: ALCOHOL REFLECTION SHEET

Name: \_\_\_\_\_

<p><b>How does the ball demonstration and the tv show clip relate to how the liver processes alcohol?</b></p>	
---	--

<p><b>When would you be concerned about a friend's ongoing alcohol use?</b></p>	
---	--

<p><b>How do you know if it's an alcohol-related emergency?</b></p>	
---	--

<p><b>If people are choosing to use alcohol, how can they stay safe?</b></p>	
--	--

# LEARNING 3: RESOURCES

Name: \_\_\_\_\_

## Learning 3: Information Gathering: Vaping

<b>Source (including author, title and web page):</b>	
---	--

<b>Date published:</b>	
------------------------	--

<b>Main ideas:</b>	
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## **LEARNING 4: HOW TO USE A QUESTION BOX**

A question box can be used as a way to formatively assess student learning. It can be a helpful tool in determining how much students have learned and where to direct subsequent lessons.

Never go through the questions without first reading them in private. This allows time to formulate answers that are factual and appropriate for your audience.

Students are asking questions usually for three reasons:

- They are curious
- They want to shock you
- They are asking for help

### **Question and answer formula**

#### **1. Normalize and validate**

- Be warm, welcoming, and calm
- “Thanks for the great question”
- “I wondered the same thing when I was your age”
- “A lot of kids your age ask the same thing”

#### **2. Answer the question honestly**

- Include facts and values (at school we leave the values piece out)
- Maintain a matter of fact tone and expression
- Keep it simple

#### **3. Check-in**

- “Did I answer your question?”
- “Thank you for asking me”

**LEARNING 5: IMPACTS OF CANNABIS WORKSHEET**

Name: \_\_\_\_\_

<b>Physical impacts (body)</b>	Possible benefits	Possible drawbacks
--------------------------------	-------------------	--------------------

<b>Psychological impacts (thinking)</b>	Possible benefits	Possible drawbacks
---	-------------------	--------------------

## LEARNING 5: FENTANYL AND COCAINE REFLECTION SHEET

Name: \_\_\_\_\_

<b>What is fentanyl?</b>	
--------------------------	--

<b>Why are people overdosing on fentanyl?</b>	
---	--

<b>What is cocaine?</b>	
-------------------------	--

<b>Where does cocaine come from?</b>	
--------------------------------------	--

<b>How does cocaine make a person feel?</b>	
---	--

<b>How long does the feeling last?</b>	
--	--

<b>Is cocaine dangerous?</b>	
------------------------------	--

<b>Is cocaine addictive?</b>	
------------------------------	--

<b>What are the long-term effects of taking cocaine?</b>	
--	--

**LEARNING 5: FRONTLINE FENTANYL VIDEO QUESTION SHEET**

Name: \_\_\_\_\_

<p><b>What are the Big Ideas? What messages are the people trying to get across to the viewers?</b></p>	
---	--

<p><b>What does one of the workers mean when she says, "I like my money too much?"</b></p>	
--	--

<p><b>Why might a person get burnt out?"</b></p>	
--	--

## LEARNING 5: FRONTLINE FENTANYL VIDEO QUESTION SHEET

Name: \_\_\_\_\_

<p><b>What will someone who is overdosing look like?</b></p>	
--	--

<p><b>What can a person do when another is overdosing?</b></p>	
--	--

<p><b>What do you think of this video? What are your thoughts on having a place where people can inject?</b></p>	
--	--

# LEARNING 6: STRESS, ANXIETY AND DEPRESSION ORGANIZER

Name: \_\_\_\_\_

Name	Signs and symptoms	Possible supports
Stress		
Anxiety		
Depression		

Name	Signs and symptoms	Possible supports
Stress	<ul style="list-style-type: none"> <li>• Sweating</li> <li>• Pupils dilate</li> <li>• Fast Breathing</li> <li>• Hair stands on end</li> <li>• Wide eyes</li> <li>• Headache</li> <li>• Dizziness</li> <li>• Increased heart rate</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to cope</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>• Increased cortisol and adrenalin excessive worry</li> <li>• restlessness, wound up, on edge</li> <li>• being easily fatigued</li> <li>• trouble concentrating</li> <li>• irritability</li> <li>• sleep disturbance</li> <li>• muscle tension</li> <li>• Same as stress but the symptoms don't go away</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to cope</li> <li>• Medical help if anxiety persists and interferes with life</li> </ul>
Depression	<ul style="list-style-type: none"> <li>• depressed mood</li> <li>• lack of interest in enjoyable activities</li> <li>• increase or decrease in appetite</li> <li>• insomnia or hypersomnia</li> <li>• slowing of movement</li> <li>• lack of energy</li> <li>• feelings of guilt or worthlessness</li> <li>• trouble concentrating</li> </ul>	<ul style="list-style-type: none"> <li>• See a doctor and get medical help, see a psychologist, counsellor</li> </ul>

# LEARNING 7: MAKING A DECISION

Name: \_\_\_\_\_

<b>What's the situation?</b>	
------------------------------	--

<b>Choice (description in detail)</b>	
---------------------------------------	--

<b>Possible benefits (as many as possible)</b>	
--	--

<b>Possible drawbacks</b>	
---------------------------	--

<b>Which option will you choose? What's the reasoning?</b>	
--	--

## LEARNING 7: DECISION-MAKING SCENARIOS

(Scenarios 1-3 are written by Nicole Therrien <https://prezi.com/ir1cgpitbchv/substance-abusescenarios/>)

### Scenario 1

You are looking in your younger brother's room for a calculator. In one of his desk drawers you find a package of cigarettes. What would you do?

### Scenario 2

Your eight-year-old sister has a friend visiting. When her friend's older brother comes to drive her home, his speech is slurred, and you smell alcohol on his breath. What would you do?

### Scenario 3

You find out one of your friends is not only using illegal drugs, but he is also selling them to elementary school students. What would you do?

Scenarios 4-7 are from the Alabama Cooperative Extension System, Alabama A&M University and Auburn University. All rights reserved. Copyright © 1997 – 2018.  
<http://www.aces.edu/teens/pdf/mod7.pdf>

### Scenario 4

Tasha has been feeling depressed lately. Nothing seems to be going right in her life. She is always fighting with her mom, her boyfriend is treating her bad and she thinks he is going to break up with her, she doesn't have any close girlfriends to talk to, and her grades at school have been slipping. Tasha is starting to think that killing herself might be the answer. What are Tasha's options and what should she do?

### Scenario 5

Marcella has been smoking a little weed with her friends lately and likes getting high. Her parents have no idea what she is doing, it's fun, and so far everything is going fine with school and in her social life. This weekend she and some friends are going to a party where there will be plenty of weed and she has heard there will be crack there too. She is trying to decide if she will try some. Just trying it once is no big deal – right? What are Marcella's options and what should she do?

### Scenario 6

Moesha's friends try to talk Moesha into going with them to get a tattoo. Moesha's friends say it will be cool; everyone in the group can get a tattoo. Moesha is considering it, but is concerned about her parents' reaction and whether she really wants a tattoo. What are Moesha's options?

## LEARNING 8: SUBSTANCE USE PRESENTATION INSTRUCTIONS

We have been talking about addictions and substance abuse. I would like you to find out some more information about a substance of your choice. When you are done your research, you are going to teach the class about this drug in a short presentation any way that you like. You may work with a partner, or on your own.

**1. Choose a drug that you are interested in finding out more about from the list below.** If you choose a drug that is not on the list, please be sure that you can find enough VALID and RELIABLE information to complete your research.

- Alcohol
- Tobacco
- Caffeine
- Cannabis
- Cocaine
- Ecstasy Psilocybin Mushrooms
- Rohypnol
- Heroin
- Steroids
- PCP (Angel Dust)
- Crystal Methamphetamine
- LSD
- Barbiturates
- Inhalants
- Fentanyl

**2. Evaluate two of your websites using the CRAAP model.** Please hand in your CRAAP worksheets at the time of your presentation. You are welcome to use other sources. All sources must be listed on the source sheet and handed in at the time of your presentation.

**3. Please include the following:**

- Introduction
  - Name of drug
  - Brief description
  - Possible nicknames
  - Pictures of substance
- About the substance
  - Why people use it
  - How people use it
  - Any legitimate uses?
- What the substance does to your body
  - Short term impacts on the body (when 'high')
  - Long-term health impacts
- Did you know?
  - Include three facts about the substance
- References/ Citations
- CRAAP worksheets (x2)
- Sources sheet

## LEARNING 8: PRESENTATION ASSESSMENT RUBRIC

1. How would you rate the quality of information provided by the group?

1. Not yet	2. Got the basics	3. Got it	4. Can teach this; above and beyond
<p>Misses most criteria</p> <p>Does not appear to be research based; facts may be suspect</p> <p>Very poor choice of information</p>	<p>Some information is present, may miss some criteria</p> <p>The depth of information is at times shallow</p> <p>The information chosen is not the most important</p>	<p>Demonstrates a good understanding of the drug</p> <p>All criteria present</p> <p>Depth and quality of information is high; is reliable and valid</p> <p>Uses important information</p>	<p>Demonstrates an outstanding understanding of the drug</p> <p>All criteria on the poster, and possibly extra information</p> <p>The depth and quality of information is exceptional, and is reliable and valid</p> <p>Has expertly selected the information that is necessary for a good understanding</p>

2. How would you rate the quality of the research sources provided by the group?

1. Not yet	2. Got the basics	3. Got it	4. Can teach this; above and beyond
<p>No sources/ CRAAP Sheets supplied</p>	<p>Some sources/ CRAAP sheets are completed, some are missing</p>	<p>Sources/CRAAP sheets are all present</p>	<p>Sources/ CRAAP sheets are fully complete and very detailed and thorough</p>

3. How about the presentation itself?

1. Not yet	2. Got the basics	3. Got it	4. Can teach this; above and beyond
<p>Very difficult to understand</p> <p>No visual aids</p> <p>Hard to read or hear</p> <p>Not engaging</p>	<p>At times may not be easy to read, hear or understand</p> <p>Some sort of visual aid</p> <p>Not very exciting</p> <p>Some unique or creative touch</p>	<p>Generally easy to read, hear or understand</p> <p>Appropriate visual aids</p> <p>Pretty engaging / exciting</p> <p>Unique or creative</p>	<p>No question- we all could read/ hear/understand the presentation</p> <p>Visual aids that greatly added to the meaning</p> <p>Very engaging / exciting</p> <p>Exceptionally unique or creative</p>

A strength is...

Something to work on is...

## **LEARNING 8: SETTING AND USING CRITERIA**

(K. GREGORY, C. CAMERON, AND A. DAVIES, 2011)

### **Step 1: Brainstorm**

1. Pose a question such as “What counts in this piece of writing?”
2. Record all ideas, in all students’ words, on chart paper.
3. Contribute your own ideas.

### **Step 2: Sort and Categorize**

1. Ask students to find any ideas that fit together. Ask questions such as “Do you see any patterns where certain ideas fit together?”
2. Show how the ideas fit together by using different coloured pens to code them. You can also use symbols to represent the “big ideas”.
3. Talk to students about how similar ideas can fit under different headings. Tell them that by grouping similar ideas together we have a more manageable number to work with.

### **Step 3: Make and post a T-Chart**

1. Draw a large T-Chart on chart paper.
2. Label the big ideas, or categories, from the brainstorm list. These are the criteria
3. Transfer these onto the left-hand side of the T-chart.
4. Put the specific ideas from the brainstormed list on the right-hand side of the T-Chart, opposite the criteria they fit in. Ask, “do you need any more ideas or details to understand any of the criteria?”
5. Post the T-chart and ask “What else could help you remember the criteria?” (for example, “Copy them into your notebook.”)

## LEARNING 9: PORTFOLIO ASSESSMENT AND REFLECTION

We've been learning about substance use. Please gather your work for the unit into a portfolio:

1. Learning 1: What do we already know about substances?
2. Learning 2: Alcohol reflection sheet
3. Learning 3: Information gathering: Vaping
4. Learning 4: Impacts of cannabis
5. Learning 5: Fentanyl and cocaine reflection sheet
6. Learning 6: Stress, anxiety and depression organizer
7. Learning 7: Making a decision

Looking through your work, please feel free to make any final touches on your portfolio. Please attach this reflection to the front of your portfolio.

Reflection:

Something that stood out for me in this unit is:

Some information that I would pass on to a friend is:

More teenagers should know about:

Something you should change for next time you teach this subject is:

A friend writes to you: “hey, you know more about me than this stuff. I’m pretty sure my brother is using drugs, like alcohol, weed and coke. I’m concerned, but he seems like he’s doing ok at the moment, and tells me that they are working out fine for him. Should I be concerned? Does it matter? What should I do?”

Please write them a response that includes information about:

1. The impacts of three drugs (alcohol, cannabis, and cocaine)
2. A response as to if they should be concerned or not, with reasoning
3. Any suggested next steps for your friend



