

# Grade 5 – Substance Use, Addictions, and Related Behaviours

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## **Purpose:**

Schools and educators play an important role in supporting the health and wellbeing of youth. This is especially important in the current context of [cannabis legalization](#), increased [prevalence of youth vaping, alcohol use](#), and [mental health impacts of the COVID-19 pandemic](#). It is vital that students have the knowledge and skills to make healthy (lower-risk) decisions related to substance use. Similarly, it is important to promote critical thinking skills and health literacy so students can [combat digital mis- and disinformation](#) and make informed choices.

## **Objectives:**

Students will learn skills that help them make healthier choices related to substance use. They will gain background knowledge about the health effects of cannabis, nicotine and alcohol, will understand the personal and social factors that may influence their decisions to use substances, and will practice effective resisting skill strategies to prepare them for responding to peer pressure situations.

## **Intended Use:**

This unit was created for use by educators with consideration of the varied ways that a health program can be delivered. Options for program delivery include:

- By physical education teachers who teach their own health program
- By classroom teachers who integrate the Healthy Living strand into their program
- Co-facilitation by the classroom teacher and physical education teacher, public health nurse or student leader. As educators, you know the importance of enhancing student learning and demonstrating the relevance of Healthy Living in the lives of your students. Co-teaching is another way to further this practice. In addition, co-facilitation with students can promote student engagement, leadership, and power-sharing. It acknowledges that youth have shared knowledge and their input is valued.

## **Implementation Options:**

### **Technology**

Options for integrating technology are provided throughout the unit. Educators are encouraged to use a variety of online interactive tools such as [Slido](#), [Poll Everywhere](#), the [Flip](#) video app and [Padlet](#) virtual bulletin boards. These are especially effective tools for sharing reflections anonymously or allowing reluctant writers to orally communicate their learning.

For more information about how these virtual tools can complement your teaching, refer to the following technology guides for educators:

- [Slido “how to” documents](#) or YouTube [tutorial](#) video
- [Poll Everywhere Instructor Guide](#)

- [Flip Educator Toolkit](#)
- [Padlet “how to” video](#) on YouTube

### **Assessment**

There are many opportunities for assessment throughout the unit, including an optional culminating task. Critical thinking prompts, success criteria and suggestions for differentiated instruction are provided for each lesson. Assessment tools and Blackline Masters (BLM) have been included so that minimal preparation is required to teach this unit.

### **Background Information:**

The Canadian Centre on Substance Use and Addiction has created an [Understanding Substance Use Educators Guide](#) and video modules for educators who want to increase their knowledge and confidence in talking with youth about substance use. It is recommended to review these materials prior to teaching this unit.

Additionally, [Ophea](#) has created Educator Discussion Guides for various substances in order to promote school dialogue and address questions and concerns about substance use.

- [Cannabis: What Educators Need to Know](#)
- [Vaping: What Elementary Teachers Need to Know](#)
- [Understanding and Addressing Stigma Around Substance Use - Tips for Educators by Youth](#)
- Substance Use [Conversation Tip Sheets](#) (developed with CAMH)

Finally, Simcoe Muskoka Health Unit has created [Not An Experiment](#) (NAE), a vaping prevention program that consists of a website, online-interactive game, and school-based resources. NAE materials can be utilized to complement this substance use prevention curriculum and engage the wider school community. Visit the “[Educators](#)” section of the webpage to access:

- communication materials (e.g., posters, school announcements)
- activities (e.g., Escape the Experiment game, Take the Clouds Outside etc.)

**Sample NAE Implementation:** While teaching this unit, consider engaging students on your school’s Health Action Team or council to create a bulletin board using the NAE posters, or to share announcements over the PA system. Alternatively, parent resources (e.g., handout, videos) could be shared at a back-to-school event in order to engage parents and caregivers in the school community and encourage them to talk to their child(ren) about vaping.

## Teacher Feedback:

- Hamilton Public Health Services' Tobacco Control Program would like your feedback on this unit. The information will be used to update the curriculum and develop new resources to support school-based substance use prevention.
- If you have implemented any of these lessons in your classroom, please share your experience with us.
- This 3-minute survey is **voluntary and anonymous**. However, if you choose to provide your email address, you will be entered into a quarterly prize for a \$25 digital gift card to a store of your choice from [this list](#).

## Survey Link & QR Code:

- <https://questionnaire.simplesurvey.com/f//Grade5SubstanceUseAddictionandRelatedBehavioursCurriculumSurvey>



## Questions:

For questions about this unit, please email [tobacco@hamilton.ca](mailto:tobacco@hamilton.ca)

## Acknowledgements:

In 2019, the development of this curriculum was supported by Health Canada micro-grant funding for cannabis and vaping public education; it was a collaborative effort between Hamilton Wentworth District School Board (HWDSB) educators and Hamilton Public Health Services (HPHS) health promotion specialists. In 2023, the curriculum was significantly revised and updated by HPHS to reflect current evidence and new Ministry of Education curricula.

## Grade 5 – Substance Use, Addictions, and Related Behaviours

### Unit Overview:

Lesson Sequence	<a href="#">Lesson 1</a> Personal Choices	<a href="#">Lesson 2</a> Substances & Effects on the Body	<a href="#">Lesson 3</a> Influences	<a href="#">Lesson 4</a> Resisting Skills	<a href="#">Lesson 5-6</a> Culminating Task
<b>Minds On</b>	Word Association	Observations & Inferences	Corridor of Voices	Video	Task Overview
<b>Action</b>	Exploring Addiction	Substance Jigsaw	Brainstorm Web	Role Play Planner or Facilitated Activities	One-Pager Summary Document
<b>Consolidation of Learning</b>	Reflection & Kahoot	Reflection: Exit Ticket	Think-Pair-Share	Reflection: Snowstorm Activity	Gallery Walk
<a href="#">Health &amp; Physical Education (2019)</a>					
<b>Healthy Living</b>	OE D3 SE 3.3	OE D1 SE 1.2	OE D3 SE 3.3	OE D2-3 SE 2.3, 3.3	OE D1-3 SE 1.2, 2.3, 3.3
<a href="#">Language (2023)</a>					
<b>Literacy Connections and Applications</b>		OE A2 SE 2.3			OE A2 SE 2.5
<b>Foundations of Language</b>	OE B1 SE 1.4, 1.5	OE B1 SE 1.4, 1.5	OE B1 1.4, 1.5	OE B1 OE 1.1, 1.3, 1.4, 1.5	OE B1 SE 1.1, 1.5
<b>Comprehension: Understanding and Responding to Texts</b>		OE C1, C2 SE 1.1, 2.5, 2.6			OE C2 SE 2.6
<b>Composition: Expressing Ideas and Creating Texts</b>					OE D1, D3 SE 1.3, 1.4, 3.1

[The Arts \(2009\)](#)

<b>Drama</b>			OE B1 SE 1.1, 1.3	OE B1 SE 1.1, 1.3	
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# Grade 5 - Substance Use, Addictions, and Related Behaviours

## Lesson One: Personal Choices

### Learning Goal:

Students will consider potential reasons why someone might choose to use cannabis, alcohol or commercial tobacco/nicotine.

### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	3.3: identify personal and social factors (emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol, take cannabis or use nicotine products at different points in their life
<b>Language – Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.4: identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning
		1.5: use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Paper/post-it notes</li> <li>- Optional: Chart paper</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Video – Video Game Addiction: Is it real? (<a href="https://www.youtube.com/watch?v=ts8YhIrl1MiQ">https://www.youtube.com/watch?v=ts8YhIrl1MiQ</a>)</li> <li>- Video – How Sugar Affects the Brain (<a href="https://youtu.be/IEXBxijQREo">https://youtu.be/IEXBxijQREo</a>)</li> <li>- Video – How Social Media Affects Your Brain (<a href="https://youtu.be/xTa_lUcQ-oE">https://youtu.be/xTa_lUcQ-oE</a>)</li> <li>- BLM 1.1 Personal Habits Survey (Optional: <a href="#">SurveyMonkey</a> online tool)</li> <li>- BLM 1.2 Sorting Game - Reasons People Use Addictive Substances</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Video – The DeNoble Files: Addiction Facts (<a href="https://youtu.be/k8092mFvalw">https://youtu.be/k8092mFvalw</a>)</li> <li>- Kahoot – Choices and Influences: Factors Affecting Substance Use Decisions (<a href="https://create.kahoot.it/share/choices-and-influences-factors-affecting-substance-use-decisions/e61320c0-3170-45fb-b301-0d3defb65ec6">https://create.kahoot.it/share/choices-and-influences-factors-affecting-substance-use-decisions/e61320c0-3170-45fb-b301-0d3defb65ec6</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>- Optional: Classroom technology or personal devices</li> <li>- Optional: Teacher’s Starter Guide to Kahoot (<a href="https://kahoot.com/files/2021/06/StarterGuide_0621.pdf">https://kahoot.com/files/2021/06/StarterGuide_0621.pdf</a>)</li> </ul>
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**Setting the Focus:**

Students will learn the definition of addiction, participate in a survey to consider how everyday habits (e.g., sugary foods, social media, video games) may influence their behaviours, and play a sorting game that outlines the reasons why people may choose to use cannabis, alcohol or commercial tobacco/nicotine.

**Assessment for Learning:**

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Interpret media texts and reflect on connections they can make between texts and their own life or the lives of people around them</li> <li>● Investigate reasons why people might choose to use addictive substances</li> <li>● Understand how addiction can affect their lives in real ways</li> <li>● Reflect on how their thoughts and opinions changed as they synthesized new information with previous knowledge</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>● Reduce expectations for struggling students.</li> <li>● Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● Can you think of an area in your life where you might have difficulty controlling yourself? Why do you find it difficult to control yourself?</li> <li>● Which of the seven personal and social factors influence your decisions the most?</li> <li>● In his video about addiction, Dr. DeNoble said that no one plans to become addicted to a substance. Why do you think it is important to identify factors that can influence people to choose/use addictive substances?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Exit ticket</li> <li>● One-Point Rubric</li> </ul>

## Minds On (5 minutes): Word Association

1. Explain that the class will be participating in a word association activity. Give an example if needed (i.e., “What comes to mind when you think of summer vacation?”).
2. Distribute one paper/post-it note to each student and ensure they have a writing utensil.
3. Instruct students to close their eyes and write the first thing that comes to mind when they hear the word. Remind students that there are no incorrect thoughts.
4. Say, “**addiction**” and give students a moment to think and write their key word(s). Invite students to share their word(s) with their partner or class (verbally or add all post-it notes to a class chart paper). Discuss some of the responses.

## Action (30-35 minutes): Exploring Addiction

1. Ask students to brainstorm a definition of addiction with their elbow/desk partner.
2. Have student pairs share their definitions with the whole group.
  - Optional: Record their thoughts on chart paper/white board to identify common themes.
3. Read and write the definition of addiction on the board: “**Addiction is the problematic use of a substance**” ([CAMH, 2023](#)). It involves “4 Cs”: **C**raving, loss of **C**ontrol, **C**ompulsion to use, continued use despite **C**onsequences ([CAMH, 2023](#)).
4. Choose **one** of the following topics (depending on class interests) and ask students the following questions:

Questions	Topics		
	Video Games	Social Media	Sugary Snack Foods
Ask question and have students respond with thumbs up or thumbs down.	“ <b>Who plays video games?</b> ”	“ <b>Who uses social media (e.g., TikTok or Instagram)?</b> ”	“ <b>Who eats chocolate/candy?</b> ”
Ask question and have a couple of students share their responses.	“ <b>Why do you play video games?</b> ”	“ <b>Why do you use social media?</b> ”	“ <b>Why do you eat sugary snack foods?</b> ”
Ask question and have a couple of students share their responses.	“ <b>Could you walk away from your gaming system and never play again?</b> ”	“ <b>Could you delete your account(s) and never use them again?</b> ”	“ <b>Could you stop eating sugary snack foods?</b> ”
Show video	<a href="#">Video Game Addiction: Is It Real?</a> (Above the Noise, 6:09; watch until 5:44)	<a href="#">Your Brain on Social Media</a> (NBC News, 2:27)	<a href="#">How Sugar Affects the Brain</a> (TED-Ed, 5:02)



5. Discuss the motivation behind playing video games/using social media/eating sugary snacks.
  - Ask students: **“What motivates you? How could your (video game use/social media use/sugar consumption) affect your daily life?”**
  - Possible responses:
    - Sometimes I know I need to do homework or clean my room, but I’d rather play video games.
    - Sometimes I stay up way too late playing online and I’m too tired for school the next day.
    - My parents tell me to stop. I don’t do what they say and keep playing, so we fight a lot.
6. Explain that many substances (e.g., candy, social media, video games) can make individuals form habits that lead to addictive behaviours, but these do not necessarily mean a person has an addiction. Addiction typically refers to problematic use of a substance, such as alcohol, nicotine, or cannabis. Some substances are more addictive than others ([Kids Health, 2023](#)). Addiction can cause many harms/negative impacts on one’s life ([CAMH, 2023](#)).
7. Distribute the BLM 1.1 Personal Habits Survey (Optional: Upload to Survey Monkey or another online survey tool).
  - Allow time for students to thoughtfully complete the survey. Remind them that their responses are anonymous.
  - Have students share answers to question 4 if they are willing (or read some anonymously).
    - Ask students: **“What are some ways that you could reduce the impact that a habit has on your life?”**
8. Divide students up into groups of 3-4 and give each group one envelope containing the cut-up cards (sorting game) from BLM 1.2 Reasons People Choose to Use Addictive Substances (Teacher to prepare in advance).
  - Explain that groups will work together to sort each card into one of the eight categories (Emotional, Physical, Mental, Spiritual, Cultural, Environmental, Social, Legal).
  - Circulate and answer questions that students may have about the categories.
  - Take up answers as a class. Complete the class debrief (see BLM 1.2).

## Consolidation of Learning (5-10 minutes): Reflection & Kahoot

Note: To access the Teacher's Starter Guide to Kahoot, click [here](#).

1. Watch video: [The DeNoble Files: Addiction Facts](#) (Arizona Department of Health Sciences, 1:19).
2. Ask students: **“How have your thoughts about addiction have changed from the beginning of the lesson?”**
3. Play Kahoot: Go to [“Choices and Influences: Factors Affecting Substance Use Decisions”](#) Kahoot and select “Start.” Next, select “Classic mode” and project on the screen.
4. Using classroom or personal devices, have students go to [Kahoot.it](#) and enter the Game PIN displayed on your screen.
5. As students advance through the 10 questions, take time to answer questions or clarify any misunderstandings.

# Personal Habits Survey

BLM 1.1

Please remember that all answers are **anonymous**.

## Question 1:

On a scale of 0-5, rate your use of each of the following (**0 = never; 3 = a couple of times a week; 5 = every day**)

<b>Screen time</b> (e.g., computer, video games, Netflix, television, YouTube, social media, etc.)	
<b>Caffeine</b> (e.g., Iced Capp, iced tea, tea, coffee, Frappuccino, pop like Coke, Pepsi, energy drinks, etc.)	
<b>Sugar</b> (e.g., chocolate, pop, slushies, ice cream, candy, cookies)	
<b>Fast food</b> (e.g., Tim Hortons, Subway, McDonald's, Pizza Pizza, etc.)	

## Question 2:

On a scale of 0-5, rank how each category affects your life (**0 = no impact; 3 = medium impact; 5 = the most impact**)

<b>Screen time</b> (e.g., computer, video games, Netflix, television, YouTube, social media, etc.)	
<b>Caffeine</b> (e.g., Iced Capps, iced tea, tea, coffee, pops like Coke, Mountain Dew, Pepsi, energy drinks, etc.)	
<b>Sugar</b> (e.g., chocolate, pop, slushies, ice cream, candy)	
<b>Fast food</b> (e.g., Tim Hortons, Subway, McDonald's, Pizza Pizza, etc.)	

**Question 3:**

What are the personal and social factors that influences your highest rated habit from question 2? **(Check all that apply)**

<b>Emotional</b> - Boredom	
<b>Physical</b> - It makes me feel good (e.g., gives me energy)	
<b>Mental</b> - Helps me cope with stress/anxiety/challenges	
<b>Spiritual</b> - Rebellion! My parents say no, and I want to do it anyway	
<b>Cultural</b> - My family always has it/eats it	
<b>Environmental</b> - The community I am a part of makes me feel like it's important (e.g., online gaming community, friends that you hang out with regularly, family, etc.)	
<b>Social</b> - To fit in with my peers	
<b>Other</b> (Please explain)	

**Question 4:**

What are some ways that you could **reduce the impact** that habit has on your life?

# Reasons People Use Addictive Substances - Sorting Game

BLM 1.2

For small groups of 2-4 players.

Often students have difficulty understanding the reasons for the choices that people make. In this game, students will explore the eight categories that outline the reasons why someone might choose to use an addictive substance.

## Teacher preparation:

1. Make one copy of sorting sheet (p. 14) for each group of 2-4 students.
2. Cut each sheet into cards and place cards into an envelope (mixed up). Each group should have one envelope with a complete set of cards.

## Activity instructions:

1. Divide the class into small groups of 2-4 players.
2. Give each group an envelope containing one set of cards.
3. Explain that the **bolded, ALL CAPS** words are the eight categories.
4. Ask students to sort each reason for using an addictive substance and place in one of the eight categories. Note: some reasons can go in multiple categories and differences in the way that students categorize cards can lead to a meaningful class discussion (see class debrief, below).

## Class debrief:

1. Ask students: **“Did you have any difficulty deciding which category to put cards into? Why or why not?”**
  - Possible responses (not an exhaustive list):
    - “To rebel.” – Could be social against parents, or against spiritual or cultural practices.
    - TikTok influencers – Could fit under environment (online environment; substance use is normalized) or social (social relationships; peer pressure; social influence of friends etc.)
    - “It lets me escape for a little while.” – Could fit emotional and mental.

2. Ask students: **“Take a look at the cards. Can you identify any reasons that are myths?”**

- Note: It is important to dispel myths about substance use. Here are two examples to discuss as a class.
- Myth 1: “Everyone is doing it around me.”
- Fact 1: The majority of youth **do not** vape or use addictive substances. In 2021, the most commonly used substances among Ontario students in grades 7-12 were high energy caffeine drinks and alcohol, yet only around one-third of students’ reported using these substances in the past year.<sup>1</sup> In fact, only 15% of Ontario students in grades 7-12 reported using a vape in the past year.<sup>1</sup> In addition, a 2020 study in the Central West Tobacco Control Area Network showed that youth perceive that high school students, famous people and others their own age frequently vape, but not their close friends.<sup>2</sup> In reality, their perceptions of the prevalence of vaping are higher than the actual vaping prevalence.<sup>2</sup>
- Myth 2: “Sometimes I’m so anxious. It really helps with that.” & “I’m feeling down and it helps me feel better.”
- Fact 2: People who frequently use substances are more likely to experience mental health problems like anxiety or depression.<sup>3</sup> For example, nicotine is known to worsen anxiety symptoms and increase depressive feelings.<sup>4</sup> A recent study showed that people who currently used vapes had double the odds of being diagnosed with depression compared to those who had never used vapes.<sup>4</sup> The feeling of stress-relief after vaping leads to a cycle of nicotine withdrawal symptoms and relief – a false perception that the nicotine is providing mental health benefits.<sup>4</sup>

Sources:

<sup>1</sup> <https://www.camh.ca/en/science-and-research/institutes-and-centres/institute-for-mental-health-policy-research/ontario-student-drug-use-and-health-survey---osduhs>

<sup>2</sup> Vaping knowledge, attitudes, beliefs, and behaviours of youth (11-14) and their parents/caregivers in the Central-West TCAN. (2023).

<sup>3</sup> [https://www.camh.ca/-/media/files/scoop\\_sheet\\_subuse\\_mhconcrn-pdf.pdf](https://www.camh.ca/-/media/files/scoop_sheet_subuse_mhconcrn-pdf.pdf)

<sup>4</sup> <https://truthinitiative.org/research-resources/emerging-tobacco-products/colliding-crises-youth-mental-health-and-nicotine-use>

<b>EMOTIONAL</b> Related to feelings	<b>PHYSICAL</b> Related to the body	<b>MENTAL</b> Related to the mind	<b>SOCIAL</b> Related to relationships
I want to feel accepted.	It makes my body feel powerful.	Sometimes I'm so anxious. It really helps with that.	It looks like everyone around me is having fun, so I want to try it too.
It makes me independent or grown up.	It helps me feel pain free.	I'm feeling down and it helps me feel better.	My friends pressured me into trying it and now I can't stop.
It lets me escape for a little while and feels good.	It gives me energy.	My life is pretty tough. It helps me cope.	I want my friends to like me.
<b>LEGAL</b> Related to the law	<b>ENVIRONMENTAL</b> Related to the surroundings (physical, online etc.)	<b>SPIRITUAL</b> Related to religion or beliefs	<b>CULTURAL</b> Related to ideas and customs
It is sold in stores so it must be safe to use.	Everyone is doing it around me.	My religion tells me that it's acceptable.	My older sister uses it so it must be ok.
I'm too young to get in trouble.	I keep seeing influencers on TikTok using it and they seem so happy and free.	It makes me feel more at one with myself.	It's just a part of my life.
It's allowed in my province.	The characters in movies seem to be having a good time while they're using it.	To rebel.	It's used in ceremonies.

## Grade 5 - Substance Use, Addictions, and Related Behaviours

### Lesson Two: Effects of Cannabis, Nicotine and Alcohol on the Body

#### Learning Goal:

Students will investigate the short- and long-term effects that using cannabis, alcohol, and commercial tobacco/nicotine has on their bodies.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication
<b>Language – Literacy Connections and Applications</b>	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.3: gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning
<b>Language – Oral Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.4: identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning
		1.5: use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	1.1: read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of	2.5: describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them



	texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion
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## Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Video - Nuggets (<a href="https://www.youtube.com/watch?v=HUnGLgGRJpo">https://www.youtube.com/watch?v=HUnGLgGRJpo</a>)</li> <li>- BLM 2.1 Nuggets Chart</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Kidshealth.org webpages: <a href="#">Vaping (E-Cigarettes)</a>, <a href="#">Smoking Cigarettes</a>, <a href="#">Alcohol</a>, <a href="#">Cannabis</a></li> <li>- BLM 2.2 Fact Sheet Organizer</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Critical thinking prompt(s)</li> <li>- Exit ticket – paper or technology like <a href="#">Flip</a> app (video) or <a href="#">Padlet</a> (virtual sticky notes)</li> <li>- Optional: Classroom technology or personal devices</li> <li>- BLM 2.3 One-Point Rubric</li> </ul>

## Setting the Focus:

Students will investigate the short- and long-term effects cannabis, alcohol, and commercial tobacco/nicotine and alcohol have on the body's organ systems. Students will draw conclusions about the choices they make related to substance use and their personal health.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read informational texts and identify important information to help them come to conclusions</li> <li>• View media texts, make observations, pose questions, and make inferences based on what they see</li> <li>• Complete a graphic organizer that demonstrates their understanding of addictive substances</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>• Consider pairing struggling students with a partner and/or assign one student to be the recorder.</li> <li>• Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>• Provide post-it notes for students with questions.</li> <li>• Provide a digital copy of texts for students who use text to speech</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>• How do the choices we make about our bodies have lifelong effects?</li> <li>• How does the choice to avoid harmful or addictive substances, positively influence our bodies?</li> <li>• If cannabis, nicotine, and alcohol come from plants or grains, how can they be harmful to our bodies?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>• Observation chart</li> </ul>

<ul style="list-style-type: none"> <li>• Make connections between media texts, print texts, and new learnings</li> <li>• Draw conclusions about addictive substances and their own decisions to use or not use them</li> </ul>	<p>technology.</p> <ul style="list-style-type: none"> <li>• Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>• Reduce expectations for struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• Fact sheet</li> <li>• Exit ticket</li> <li>• One-Point Rubric</li> </ul>
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## Minds On (10-12 minutes): Video and Observations/Inferences Chart

1. Watch video: [Nuggets](#) (Filmbuilder & Friends, 5:05).
2. Distribute BLM 2.1 Nuggets Chart and review each column with students. Have students write their initial thoughts in their chart.
3. Explain that they are going to watch the video again and continue to add their thoughts as they complete the chart.
4. Show the video a second time and allow a few minutes to complete the chart if needed.
5. Discuss students' observations, questions and inferences.
6. Students may have recognized that the nuggets in the video represent an addictive substance.
7. Ask students: **“Why do you think the bird’s behaviour changed as it tried more and more nuggets?”**
  - Possible responses: The bird’s normal behaviour (and mood) changed after it tried a nugget, initially it seems like a positive change; The positive effects of the substance started to wear off faster as time went on, even though the bird ate the same number of nuggets; In the end, the mood and behaviour seem negative.
8. Explain that today’s class will focus on investigating the effects that using cannabis, alcohol, commercial tobacco and nicotine products have on their bodies.

## Action (30 minutes): Jigsaw

Note: For more information on the jigsaw teaching strategy, click [here](#).

1. Divide the class into 8 “expert” groups. Assign one topic to each group. Note: there are four topics: [Vaping \(E-Cigarettes\)](#), [Smoking Cigarettes](#), [Alcohol](#), [Cannabis](#), so each topic will be assigned to two groups.
2. Distribute the BLM 2.2 Fact Sheet Organizer to each person.
3. Give students website link (see “Materials”) or printed fact sheet for their assigned topic.

4. Allow time for students to read and complete their organizers as “expert” groups. Each student should be prepared to share their learning as an “expert” to other students in a “sharing” group.
5. Create “sharing” groups of 4 students with one “expert” from each topic. Give each student time to take turns sharing their learnings with their group.
6. Encourage students to ask questions and share what they were most surprised about while listening to the other experts in their groups.
7. Ask students: **“How did your research impact your feelings about choosing to use cannabis, alcohol, or commercial tobacco/nicotine? Did you learn anything that surprised you?”**
8. Refer back to the BLM 2.1 Nuggets Chart. Ask students if any of their questions were answered or observations or inferences confirmed after learning about the short- and long-term effects of addictive substances.

### **Consolidation of Learning (5 minutes): Reflection: Exit Ticket**

1. Present students with a critical thinking prompt (see p. 13). Give students time to respond using a paper exit ticket, the [Flip](#) app (video) or [Padlet](#) (virtual sticky notes).
2. Use BLM 2.3 One-Point Rubric for ongoing assessment.

# Nuggets Chart

BLM 2.1

As you watch the video, [Nuggets](#), complete this graphic organizer to help guide your thinking.

<b>Observations</b> What do I observe as I watch?	<b>Questions</b> What questions do I have about what I see?	<b>Inferences</b> What conclusion did I reach, using evidence from the video and my background knowledge?

# Fact Sheet Organizer

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

BLM 2.2

What is it?	What forms does it take?
Short-term effects:	Long-term effects:
Does this substance affect any organs (e.g., heart, lungs, brain)? Which ones and how?	Is it addictive? Explain how you know.
Something you were surprised about:	Something you already knew:
How does your learning relate to the video, Nuggets?	

**Critical Thinking Prompt**

<b>Areas for Improvement</b> Things to work on	<b>Criteria</b> Standards for this task	<b>Advanced</b> Evidence of exceeding standards
	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>I use what I know about the subject along with my personal experiences to make a reasonable conclusion about the topic.</p>	
	<p style="text-align: center;"><b>Communication</b></p> <p>I clearly and thoroughly explain my opinions using evidence to support them.</p>	

## Grade 5 - Substance Use, Addictions, and Related Behaviours

### Lesson Three: Influences

#### Learning Goal:

Students will consider potential outside influences and pressures that could affect their decisions to use or refrain from using cannabis, alcohol, and/or commercial tobacco/nicotine.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	3.3: identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol, use cannabis, or e-cigarettes at different points in their life
<b>Language – Oral Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.4: identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning
		1.5: use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension
<b>Arts – Drama</b>	B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories	1.1: engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
		1.3: plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role

#### Materials:

<b>Minds On</b>	
<b>Action</b>	<ul style="list-style-type: none"> <li>- School substance use policies and protocols (school/board specific)</li> <li>- Not An Experiment – <a href="#">Ontario Law Postcards</a></li> <li>- BLM 3.1 Influences</li> </ul>

<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Critical thinking prompt(s)</li> <li>- Exit ticket – paper or technology like <a href="#">Flip</a> app (video) or <a href="#">Padlet</a> (virtual sticky notes)</li> <li>- BLM 2.3 One-Point Rubric</li> <li>- Optional: Classroom technology or personal devices</li> </ul>
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### Setting the Focus:

Students will discuss different influences that could affect their choice to use or abstain from using harmful or addictive substances. They will consider the role of peer pressure and how there are both positive and negative influences that can affect their decisions. As well, they will briefly consider the long-term impacts that these decisions can have on their health.

### Assessment for Learning:

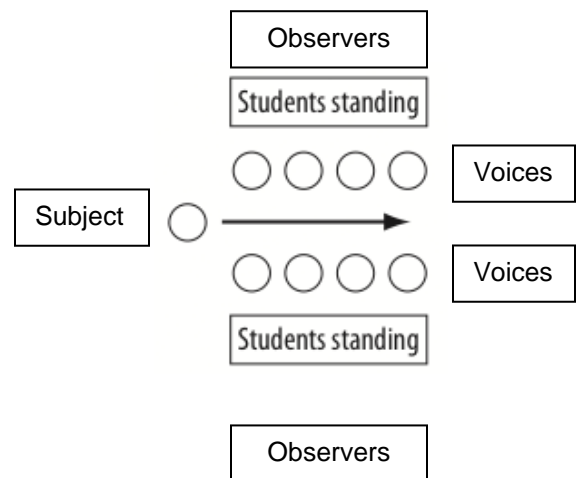
Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Participate in a dramatic convention</li> <li>● Reflect upon the Corridor of Voices activity as a participant or observer and explain their reactions/feelings</li> <li>● Brainstorm various ways that people can feel pressure</li> <li>● Complete an organizer that identifies both positive and negative influences on behaviour</li> <li>● Demonstrate an understanding of how making the choice to use an addictive substance can have long-term effects on their lives</li> <li>● Communicate their opinions and ideas effectively</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student as a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Provide a digital copy of texts for students who use text to speech technology.</li> <li>● Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>● Reduce expectations for struggling students.</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● There are many ways we can feel pressured that aren't just from our peers. Can you come up with some ways that you may be influenced?</li> <li>● How do positive influences affect our choices when we feel pressured to make a difficult decision?</li> <li>● How do negative influences affect our choices when we feel pressured to make a difficult decision?</li> <li>● How can the choices we make affect our lives in the future, either positively or negatively?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Class discussion</li> <li>● Brainstorm web</li> </ul>



## Minds On (10-15 minutes): Corridor of Voices

Note: For more information on this drama strategy, click [here](#).

1. Ask students: **“What are some things we can feel pressured to do by our peers?”**
  - Possible responses: Bullying or picking on another student; stealing; lying; hiding in the washrooms in the cold weather; vaping; TikTok challenges etc..
2. Ask students: **“Why might someone try and pressure another person?”**
  - Possible responses: To feel power/control over another person; to see how far they can push someone; to get someone else to do their “dirty work”.
3. Introduce students to the concept of the Corridor of Voices. Explain that some of the class will be participants in the corridor as voices, one student will be the subject and the rest will be observers in the audience.
4. Choose 10-12 students to be the voices. Choose one student to be the subject. The remaining students will be the observers. Set the corridor up as pictured in diagram.
5. Instruct the “voices” that they will be the people who are pressuring the subject to steal a chocolate bar from the store. As the subject walks slowly through the corridor, their job is to apply pressure. Consider modelling some appropriate pressures: “Do it now”; “No one is looking”; “If you don’t do it, you’re a chicken”; “I can’t believe how scared you are”; “Everyone does it. Why are you so lame?”.
6. Instruct the “subject” that they will need to walk through the corridor and listen to the voices.
7. Instruct the audience/observers that their role is to silently watch the interactions.
8. Allow time to complete the Corridor of Voices.
9. Ask the subject: **“What did it feel like to be pressured?”**
10. Ask the voices: **“How did you feel when you were being purposefully negative toward a friend?”**
11. Ask the observers: **“How did you feel as you watched the student being pressured? What was your reaction? What did you want to do?”**



## Action (20-25 minutes): Brainstorm Web

1. Explain that the Corridor of Voices activity represented peer pressure between people but that there are many ways we can feel pressured.
2. Write “Snapchat” on the board.
3. Ask students: **“Raise your hands if you use/have used Snapchat?”**
4. Ask students: **“What are some reasons why you chose to get Snapchat or not to get Snapchat?”**
  - Possible responses: My friends have it; It looks cool; I wanted to do what everyone else was doing; The legal age is 13 and I’m too young so I don’t have it; My parents won’t let me use social media. Record answers on the board.
5. As a class, identify influences that played a role in the decision to use or not use, Snapchat. Create a list that students can refer to as needed (e.g., media, peers, religious beliefs, family values, culture, emotional, legal).
6. Divide the class into groups of 3 or 4. They will be completing an activity that identifies both positive and negative influences related to feeling pressured to try drinking while at a friend’s house.
7. Hand out BLM 3.1 Influences and allow time for students to complete their brainstorming web; discuss the responses as a class.
8. Review your school/school board’s substance use policies and procedures with students and discuss consequences for use at school. Remind students that the legal age for using cannabis, nicotine products and alcohol in Ontario is age 19. Project the [Not An Experiment Ontario Law Postcards](#) and discuss the potential consequences of smoking or vaping within 20m of school property.
9. Ask students: **“How can making a poor choice, like drinking or vaping at a young age, affect your life negatively down the road?”**
  - Possible responses: I might enjoy drinking/vaping and want to try it again; If I don’t get caught I might be less scared to try something I know is illegal the next time; If I give into peer pressure once, it will be harder to stand up for myself the next time; I could damage my body.

## Consolidation of Learning (5-10 minutes): Think-Pair-Share

Note: For more information on Think-Pair-Share, click [here](#).

1. Choose a question from the critical thinking prompts (see p. 19). Have students write/think about a response individually, share it with their desk/elbow partner, and then share with another group or the whole class.
2. Use BLM 1.3 One-Point Rubric for ongoing assessment.

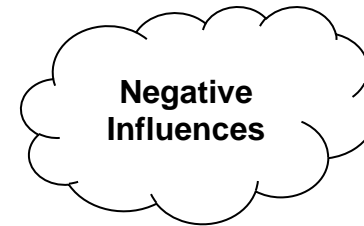
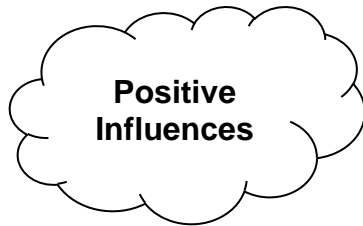
# Influences

BLM 3.1

Influences can be positive or negative. It's important to recognize the difference so you can make good decisions! In this scenario, pretend that you are at a friend's house, and they want you to try drinking some of their parents' alcohol.

**What influences might help you make a good choice (positive)  
or push you into making a bad choice (negative)?**

Brainstorm in your group.



# Grade 5 - Substance Use, Addictions, and Related Behaviours

## Lesson Four: Resisting Skills

### Learning Goal:

Using scenarios and/or role play, students will practice decision-making and resisting/refusal strategies, and will learn how to respond to situations that could negatively affect their health.

### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.3: demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking,* vaping, drug use, gambling, video game use)
	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being	3.3: identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person’s decision to drink alcohol, use cannabis, or e-cigarettes at different points in their life
<b>Language – Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.1: use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes
		1.3: identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently
		1.4: identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning
		1.5: use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence

		types, and cohesive sentences during formal and informal communication, to support audience comprehension
<b>Arts – Drama</b>	B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories	1.1: engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
		1.3: plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Video – Vaping: Factors that Influence Personal Choices (<a href="https://www.youtube.com/watch?v=kjvyN1d93Zg">https://www.youtube.com/watch?v=kjvyN1d93Zg</a>)</li> </ul>
<b>Action</b>	<p>Option 1: Resisting Role Play Planner</p> <ul style="list-style-type: none"> <li>- BLM 4.1 5Rs: Strategies for Resisting</li> <li>- BLM 4.2 Peer Pressure Scenario Cards</li> <li>- BLM 4.3 5Rs: Role Play Planner</li> </ul> <p>Option 2: Not An Experiment Refusal Skills Facilitated Activities</p> <ul style="list-style-type: none"> <li>- Not An Experiment – Resist (<a href="https://www.notanexperiment.ca/resisting-pressure-to-vape/">https://www.notanexperiment.ca/resisting-pressure-to-vape/</a>)</li> <li>- Not An Experiment – Refusal Skills Educator Resource (<a href="https://www.notanexperiment.ca/wp-content/uploads/2023/08/RS-educator-resources.pdf">https://www.notanexperiment.ca/wp-content/uploads/2023/08/RS-educator-resources.pdf</a>)</li> <li>- Foam ball, popcorn (dependent on activity selected)</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Critical thinking prompt(s)</li> <li>- Scrap paper/post-it notes</li> </ul>

### Setting the Focus:

Youth are often exposed to direct and indirect peer pressure to use substances. Direct peer pressure is when someone uses verbal or non-verbal clues to persuade someone to do something (e.g., someone is handed a vape and they change their behaviour by trying it). Indirect peer pressure is when the environment influences or motivates someone to do something (e.g., someone is at a party where there is substance use happening around them; youth perceive that many friends are using a substance). Often, resisting peer pressure isn't enough. In this lesson, students will explore various ways to respond to negative influences, beyond just resisting. Students will use dramatic processes to explore a variety of scenarios and experiment with different resisting/refusal strategies and responses.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Participate in dramatic conventions (role play; optional)</li> <li>• Explore their feelings and responses to negative pressures as a participant, audience member and/or subject</li> <li>• Demonstrate an understanding of resisting/refusal strategies</li> <li>• Work cooperatively to plan an effective role play</li> <li>• Demonstrate an understanding of how negative choices can have a long-term impact on their life</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>• Consider pairing struggling students with a partner and/or assign one student as a recorder</li> <li>• Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>• Provide post-it notes for students with questions.</li> <li>• Provide a digital copy of texts for students who use text to speech technology.</li> <li>• Offer one-on-one assistance for students who are struggling with difficult concepts</li> <li>• Reduce expectations for struggling students</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>• If you allow negative influences in your life, how can it change your long-term goals in a negative way?</li> <li>• How might you respond to peer influences in order to make a safe choice for yourself?</li> <li>• How can having a plan for responding to peer pressure help you make good choices?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play Planner</li> <li>• Role Play/Skits</li> <li>• Class discussion</li> </ul>

## Minds On (5 minutes): Video – Peer Influences

1. Show the video: [Vaping: Factors that Influence Personal Choices](#) (Ophea, 4:03).
2. Pause video at 0:17. Ask students: “**How can friends or peers influence a person’s decisions about vaping?**”
3. Pause video at 2:58 and answer 4<sup>th</sup> question: “**How would you deal with this situation? What strategies would you use?**”
4. Stop video at 3:25.

## Action (25-30 minutes): Resisting/Refusal Skill Skits

**Teacher Preparation:** Review materials in advance and choose between option 1 or option 2 below.

1. Read the following scenario to students: **“You have a big test tomorrow, but your friends come by and ask you to hang out at the park with them. When you tell them that you need to study, they call you a nerd and pressure you to come.”**
2. Ask students to share ideas for responding to this situation.
  - Possible responses: I’d just tell them no and go home; I might spend some time with them to make them happy but then I’d go home early to study; I’d go with them so they wouldn’t bug me but then I’d pretend to get a text from my mom and tell them I had to go home.
3. Option 1: Resisting Skills Role Play Planner
  - Review BLM 4.1 5Rs: Strategies for Resisting with the class (project on screen or write on board). Keep posted so students can refer to it throughout the lesson
  - Divide the class into groups of 3-4 students. Provide each group with:
    - One scenario card (cut out from BLM 4.2 Peer Pressure Scenario Cards)
    - One copy of BLM 4.3 5Rs: Role Play Planner
  - Explain to students that they will be reading a scenario and brainstorming a resisting response that demonstrates how they would respond to negative peer pressure. Remind students to fill out BLM 4.3 Role Play Planner as part of the process.
  - Circulate and ask probing questions to students as they collaborate to create their script.
  - Discuss the groups’ different responses and any alternate responses that may have been missed.
  - Optional: Students can act out the skit and practice their role play. Can also provide time for students to present their resisting skits to other groups/the whole class, if desired.
4. Option 2: Not An Experiment Refusal Skills Facilitated Activities
  - Review examples of “What to do under pressure” on [Not An Experiment – Resist](#) webpage with the class.
  - Select one (or two) of the following [Refusal Skills Facilitated Activities](#) to complete with the class: matching activity, football game, popcorn game, bag of tricks.
  - Come together as a whole group and use the [discussion prompts](#) (p. 4) to facilitate a class discussion.

## **Consolidation of Learning (5-10 minutes): Reflection: Snowstorm**

1. [Snowstorm Activity](#) - Choose a question from the critical thinking prompts (see p. 30) and give students time to write a response on scrap paper. Have students crumple the paper and throw it in the air when you say “snowstorm.” Each student will then pick up a crumpled paper from the floor and read it to themselves or share it with the class.



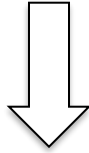
# 5Rs: Strategies for Resisting

BLM 4.1

## Resist

"No thanks."

"Yeah, I don't want to do that."



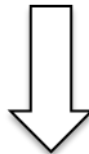
## Give a Reason or Deflect

"My parents said I couldn't

"It's just not my thing"

"Who would put that stuff in their body?"

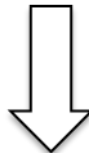
"I have hockey practice. Sorry, gotta go."



## Get Real: Say Something About Yourself

"I don't really drink."

"I'm all about being healthy."

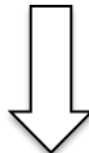


## Broken Record

**Continue to repeat yourself and say no.**

"I already said no."

"No thanks."



## Reverse Pressure

**If none of that works, turn the tables. Ask the person pressuring you why they want you to do it so badly. Usually, they will back down.**

"Why do you want me to try the beer?"

"Why do you care if I vape?"

# Peer Pressure Scenario Cards

BLM 4.2

<p><b>Scenario #1</b></p> <p>You are hanging out at your friend's house and their parents aren't home. They suggest having a beer. They tell you that it's okay because they do it all the time and their parents have never noticed. You don't feel comfortable with it, but they are really pushing you to try it. What should you do?</p>	<p><b>Scenario #2</b></p> <p>There is a group of kids at school that you really want to be friends with. They often meet in the bathroom to vape. Do you decide to vape so you can be invited into the bathroom to hang out?</p>	<p><b>Scenario #3</b></p> <p>Your friend wants you to go to the park to hang out after school. Once you get there you meet some kids from school who are smoking cigarettes. They want you to try it too. How do you respond?</p>
<p><b>Scenario #4</b></p> <p>You are walking in the hall at school when a friend hands you a vape and cannabis pod and tells you to hide it in your locker. You don't want to, but are worried they may stop hanging out with you. What do you do?</p>	<p><b>Scenario #5</b></p> <p>You are outside for recess when you see a cloud of aerosol from a vape. You realize your friend is vaping beside you! At the same time, a teacher approaches and says they saw someone vaping and wants to know who it is. Your friend quickly stores the vape in their pocket and shoots you the "Don't rat me out" look. What should you do?</p>	<p><b>Scenario #6</b></p> <p>Your social media feed is full of pictures of friends who went to a party. In some of the pictures, they are holding beer. You really want to be included and invited to the next party. Will you drink beer?</p>

# 5Rs: Role Play Planner

BLM 4.3

<b>Briefly describe your scenario:</b>	
<b>Character List</b> - Each person in your group needs a role!	<b>Plot</b> – Brainstorm the overall plot for your skit.
<b>Create a statement for each of the 5Rs that will be used in the script.</b>	
1. Resist	
2. Reason	
3: Get Real: Say Something About Yourself:	
4. Broken Record:	
5. Reverse Pressure:	



## Grade 5 - Substance Use, Addictions, and Related Behaviours

### Lesson Five – Six: Culminating Task – One-Pager

#### Learning Goals:

- Students will demonstrate their understanding of the short- and long-term effects of alcohol, cannabis, and commercial tobacco/nicotine.
- Students will demonstrate an understanding of the various influences that can affect their decision to use alcohol, cannabis, and commercial tobacco/nicotine.
- Students will demonstrate their decision-making and resisting/refusal skills when responding to negative pressures.
- Students will synthesize the knowledge acquired to create a one-pager on an addictive substance of their choice.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.3: demonstrate the ability to apply decision-making, assertiveness, refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, vaping, drug use, gambling, video game use)
	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	3.3: identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol at different points in their life
<b>Language – Literacy Connections and Applications</b>	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.5: demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
<b>Language – Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to	1.1: use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a

	understand and communicate meaning in formal and informal contexts and for various purposes and audiences	<p>speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes</p> <p>1.5: use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension</p>
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C2. Comprehension Strategies : apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D1. Developing Ideas and Organizing Content : plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	<p>1.3: gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others</p> <p>1.4: select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium</p>
	D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics	3.1: produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- BLM 5.1 Culminating Task: One-Pager</li> <li>- BLM 5.2 Success Criteria: One-Pager</li> <li>- BLM 5.3 Rubric: One-Pager</li> <li>- BLM 5.4 Format &amp; Template: One-Pager (printed on 11x17)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Class chart paper from lessons 1-4</li> <li>- 11x17 white paper</li> </ul>

	<ul style="list-style-type: none"> <li>- Coloured markers/pencils/pens</li> <li>- Optional: <a href="#">Pic Collage</a> (app) or <a href="#">Canva</a> (website)</li> <li>- Websites for Research (Optional: print for students)</li> </ul> <p>Nicotine</p> <ul style="list-style-type: none"> <li>- <a href="https://teens.aboutkidshealth.ca/Article?contentid=4147&amp;language=English">https://teens.aboutkidshealth.ca/Article?contentid=4147&amp;language=English</a></li> <li>- <a href="https://kidshealth.org/en/teens/e-cigarettes.html?WT.ac=ctg">https://kidshealth.org/en/teens/e-cigarettes.html?WT.ac=ctg</a></li> </ul> <p>Cannabis</p> <ul style="list-style-type: none"> <li>- <a href="https://teens.aboutkidshealth.ca/Article?contentid=4042&amp;language=English">https://teens.aboutkidshealth.ca/Article?contentid=4042&amp;language=English</a></li> <li>- <a href="https://kidshealth.org/en/teens/marijuana.html?ref=search">https://kidshealth.org/en/teens/marijuana.html?ref=search</a></li> </ul> <p>Alcohol</p> <ul style="list-style-type: none"> <li>- <a href="https://teens.aboutkidshealth.ca/Article?contentid=4148&amp;language=English">https://teens.aboutkidshealth.ca/Article?contentid=4148&amp;language=English</a></li> <li>- <a href="https://kidshealth.org/en/teens/alcohol.html?ref=search">https://kidshealth.org/en/teens/alcohol.html?ref=search</a></li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Student work</li> <li>- Bulletin board</li> </ul>

## Setting the Focus:

In this culminating task, students will create a “one-pager” summary document that demonstrates their understanding of the long- and short-term effects of using cannabis, nicotine or alcohol, influences that can affect their choice to use these substances, reasons why people might use these substances, resisting/refusal skills, and the impact of their choices. They may create their “one-pager” by hand on paper or digitally (e.g., using [Pic Collage](#), [Canva](#), etc.).

## Assessment for Learning:

Ongoing Observation	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Show their understanding of short- and long-term effects of using addictive substances</li> <li>● Demonstrate their knowledge of the various forms of the addictive substance of their choice</li> <li>● Show their understanding of potential influences that can affect a person’s decision to use addictive substances</li> <li>● Demonstrate their understanding of why a person might choose to use an addictive substance</li> <li>● Demonstrate the ability to use resisting/refusal skills when presented with situations of pressure around</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● How can the choice to use an addictive substance impact your life in the short-term (e.g., health, friendships, money, school, etc.) and the long-term (e.g., health, impact on family/friends, career)?</li> <li>● What are some healthy alternatives to using addictive substances (e.g., going for a run, talking with a trusted adult, etc.)?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● One-Pager</li> <li>● Success criteria</li> <li>● Gallery walk observations</li> <li>● Rubric</li> </ul>

<p>addictive substances</p> <ul style="list-style-type: none"> <li>• Use words, sketches, and doodles to help communicate their knowledge and understanding</li> <li>• Ensure their writing is neat and legible</li> </ul>	
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### **Minds On (10 minutes): Review of Task**

1. Distribute BLM 5.1 Culminating Task to each student and project BLM 5.2 Success Criteria to review as a class.
2. Introduce the concept of a “One-Pager” so that students understand that it is a visual product that mixes art (doodles and sketches) with words.
3. Review the task sheet and success criteria with students.
4. Inform students that they will be using websites (see “Materials”) to research one addictive substance of their choice (e.g., cannabis, nicotine or alcohol).
5. Distribute BLM 5.3 Format & Template on 11x17 paper. Review the template with students and provide options to create a free-form template or use a digital tool.
6. Distribute BLM 5.4 Rubric and review with students.
7. Ensure that previous learning charts are posted (Influences List, Strategies for Saying No, Answer Key for Reasons People use Addictive Substances etc.) and exemplars are available for students to review.

### **Action (1-2 lessons): One-Pager Summary Document**

1. Allow students time to research and create their “One-Pager” summary document.
2. Circulate and conference with students, using the time to check-in and answer questions about the task.

### **Consolidation of Learning (15-20 minutes): Gallery Walk**

Note: For more information on the gallery walk teaching strategy, click [here](#).

1. Display student one-pagers on their desks or on bulletin boards around the classroom.
2. Split the class into two groups. The first group will stay with their work and be available to answer questions and get feedback from their peers. The second group will rotate around the room to look at their peers’ work, ask questions, make observations etc. After 5-10 minutes, the groups will switch roles.



# Culminating Task: One-Pager

BLM 5.1

This culminating task is all about doodling and creativity. You're going to showcase and summarize your knowledge about the addictive substance of your choice: cannabis, nicotine or alcohol, and you get to be creative at the same time! Here's what you need to do:

## Content:

- Choose one addictive substance (e.g., cannabis, nicotine or alcohol).
- Research its different forms (e.g., yogurt can be in a cup, a tube, as a covering for raisins or as a frozen treat).
- Explain some reasons why a person might choose to use that substance.
- Explain some factors that might influence a person to use that substance.
- Show that you understand how to effectively resist peer pressure, directly or indirectly. Make sure to include examples of what you would do or say.
- Think of some healthier options that would help you deal with the reasons you might choose to use that substance (e.g., If you're a "stress eater," instead of eating a bag of chips, choose raw vegetables and dip).
- **Choose ONE** of the following two options to show your critical thinking skills.
  - Option 1: What would be the overall impact of using this substance on yourself and your future goals?
  - Option 2: What would be the overall impact of using this substance on your family, friends and community? (Remember: community can mean your family, friends, school, hockey team, etc.)

## Format:

- Use words to express your thinking.
- Use doodles and drawings to enhance your One-Pager. Remember, we learn visually too, so doodles and drawings can be very effective. You don't need to be Pablo Picasso to be an artist!
- You have the option of using the template provided, being a risk taker and trying a freestyle version, or using online tools like Canva or the Pic Collage app.
- Make sure your one-pager is neat and legible. You want your knowledge to show!

# Success Criteria: One-Pager

BLM 5.2

## Students will:

- Show their understanding of short- and long-term effects of using addictive substances.
- Demonstrate their knowledge of the various forms of the addictive substance of their choice.
- Show their understanding of potential influences that can affect a person's decision to use addictive substances.
- Demonstrate their understanding of why a person might choose to use an addictive substance.
- Demonstrate the ability to use resisting skills when presented with situations of pressure around addictive substances.
- Explain the short- and long-term impact using an addictive substance can have on their own health and their relationships with others.
- Use words, sketches, and doodles to help communicate their knowledge and understanding.
- Ensure their one-pager is neat and legible.

## Examples:

Freestyle hand drawn



Created on Pic Collage



Image source: <https://assets.ltkcontent.com/files/matilda-elementary-one-pager.pdf>

# Rubric: One-Pager

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

BLM 5.3

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding</b>				
Demonstrates knowledge of the short and long-term effects of substances.	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Demonstrates an understanding of influences that can affect a person's decision to use addictive substances.	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Thinking</b>				
Uses decision-making strategies that demonstrate an understanding of resisting skill strategies.	Uses critical thinking processes with limited effectiveness	Uses critical thinking processes with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Generates ideas for healthier alternatives for each category of influence.	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness

<b>Communication</b>				
Uses terms related to vapes/vaping, nicotine, addiction and choice.	Uses health conventions, vocabulary, and terminology with limited effectiveness	Uses health conventions, vocabulary, and terminology with some effectiveness	Uses health conventions, vocabulary, and terminology with considerable effectiveness	Uses health conventions, vocabulary, and terminology with a high degree of effectiveness
Uses artistic conventions (e.g., doodles, images, drawings) to express and organize ideas in written form	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
<b>Application</b>				
Demonstrates the connection between healthy living and the choice to use addictive substances.	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Adapted from: <https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/sample-achievement-charts>

**SHORT- AND LONG-TERM EFFECTS**

**REASONS WHY/INFLUENCES:**

Reasons why someone might choose to use drugs?

Who might influence you to take the substance?

Give examples for each.

- Emotional
- Physical
- Mental
- Spiritual
- Cultural

**HEALTHIER OPTION:**

Give one healthier option for each reason why/influence.

**NAME OF SUBSTANCE**

**CRITICAL THINKING:**

Option 1: What would be the overall impact of using this substance on yourself and your future goals?

Option 2: What would be the overall impact of using this substance on your family, friends and community?

**HOW TO SAY NO:**

What are some strategies for resisting?

Give examples for each strategy.
