

Grade 4 Drug Education

Lesson Plan 3: What Influences Drug Use?

Health Curriculum Outcomes

Consumer Health

1. Recognize the pressures applied through advertising for brand-name health and health-related products.
2. Analyze advertisements promoting the use of tobacco products.
3. Identify various sources of health-related information.

Drug Education

1. Recognize that nicotine and caffeine are drugs.

Relationships

1. Outline the steps to follow in decision making.

English Language Arts Outcomes

- 7.1 analyze the intended messages in a variety of text types and forms
- 7.2 respond critically to a variety of text types and forms

[Link](#) to Newfoundland and Labrador (NL) Curriculum Outcomes

This document contains a fully developed lesson plan that is aligned to the outcomes listed above, classroom activities, answer keys, and background information to help teachers support delivery of material.

Classroom Activities and Suggested Timing:

- a. Ground Rules (5-10 minutes)
- b. Where do we get our information about drugs? (10-15 minutes)
- c. Analyzing Media:
 - i. Activity 1: Analyzing Video Media (15-20 mins minutes)
 - ii. Activity 2: Analyzing Print Media (20-25 minutes)
- d. Activity 3: My Goals
- e. Activity 4: Lessons 1-3 summary Kahoot

Background Information

Definition of 'Drugs'

Drugs are substances or chemicals that affect the way our bodies and mind work and carry out our necessary processes. Drugs can be used to help our bodies work properly. Drugs can also be used in unsafe ways and can have negative effects on the way our body develops and functions. Drugs may have various purposes. Some of these drugs may be used as a part of Indigenous culture for ceremonial use. For example, tobacco is considered to have spiritual and healing benefits.

Examples of drugs include:

- Alcohol
- Caffeine (e.g., energy drinks, coffee, tea, soft drinks)
- Cannabis or Marijuana
- Hallucinogens (e.g., LSD, Mushrooms)
- Medications (e.g., puffers, epi-pens, fever medications, anti-nausea medications, anti-anxiety medications)
- Nicotine (e.g., tobacco, cigarettes, nicotine vapes)
- Opioids (e.g., codeine, morphine, fentanyl, heroin)
- Over-the-counter medications (e.g., cough syrup, pain medications)
- Stimulants (e.g., nicotine, amphetamines [e.g., Adderall, crystal meth], methylphenidate [e.g., Ritalin], cocaine)
- Vaccinations (e.g., flu, COVID-19, tetanus)



Our [Substance Snapshots](#) aim to provide educators with information about the various drugs that are incorporated throughout the activities and discussions in the lesson plans. Each snapshot summarizes how it's used, the different effects, when to seek emergency help, and how to stay safe. These documents are intended to support educators in their delivery of drug education and are not for direct student use unless deemed developmentally appropriate.

Key Considerations

Incorporate the following concepts throughout the lesson plans, materials, and activities:



Use a Skills-Based Health Education (SBHE) Approach

SBHE is a learning approach that uses interactive learning methods. This approach is used throughout the lesson plans so students can learn skills that will promote and protect their health and well-being. Refer to our [SBHE infographic](#) for more information on SBHE and examples of interactive teaching methods and evaluation.



Incorporate the FACE Decision-Making Model

Throughout all lesson plans we use the FACE decision-making model to help guide discussions and activities. The questions associated with each step are intended for educator use to probe students during scenario-based activities. Refer to our [FACE infographics](#) for more information.



Consider Adverse Childhood Experiences (ACEs) and Implement Trauma Informed Practices (TIPs)

ACEs are stressful or traumatic events that occur in youth. Students who experience ACE(s) have an increased susceptibility to try drugs and may have challenges in learning substance use education. Our [ACEs infographic](#) explains the traumatic events that can impact youth and how educators can support them. Incorporating early drug education that incorporates TIPs can serve as a protective factor. Strategies that educators can use to create a learning environment where every student feels safe is outlined in our [TIPs infographic](#).



Support Students Emotional Wellbeing

Discussion about substance use may provoke a range of feelings. Building a positive rapport is vital to effectively engage youth in conversations. Be respectful of students' comments, questions, and concerns surrounding drug use, regardless of your personal opinions. At the beginning of the lesson, acknowledge that strong feelings may arise and that it is ok to feel this way. If needed, encourage students to speak with the school's guidance counsellor or another trusted adult. Additional supports are located on our [DECYDE website](#).



Avoid the Use of Stigmatizing Language

Lead a dialogue that does not create a stigmatizing atmosphere in the classroom as it may discourage students from engaging in conversations or seeking help. Avoid stigmatizing language and use person-first language, such as "person who uses drugs". For more information about stigma and tips for educators, refer to our [infographic on Stigma](#).

Lesson 3: What Influences Drug Use?

Describe the various influences that affect drug use.

Associated Materials

- Activity 1: Analyzing Video Media
- Activity 2: Analyzing Print Media
- Activity 3: Activity Sheet: My Goals
- Activity 4: Lessons 1-3 summary Kahoot

This lesson plan is the third in a series of lesson plans, which include [Lesson 1: Safe Use of Medications](#) and [Lesson 2: Non-Medical Drug Use](#)



a. Ground Rules (5-10 minutes)

Begin the lesson by establishing a list of ground rules together as a class. Allow students to contribute their own ideas for ground rules, while also ensuring that the following key rules are acknowledged:

- Encourage questions and discussion
- Respect each other's opinions
- Keep classroom discussions confidential
- Listen when others are speaking
- Use respectful language
- Avoid using individual names when sharing the experiences of others, instead, use "Someone I know..."
- Use de-stigmatizing language



b. Discussion: Reflect on how drug use or people who use drugs are portrayed in different situations and mediums.

Students should be familiar with the idea that our knowledge and behaviours are influenced by several factors, such as peers, media, and culture.

As a class, brainstorm "Where do we get information about drugs?"

Possible ideas:

- Television/movies
- Social media (Facebook, TikTok, YouTube, etc.)
- Websites
- Friends
- School (Health class, presentations from healthcare professionals)
- Advertisements

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It is important to convey to students that not all descriptions of drug use are completely accurate.

There are common **misrepresentations** of drug use that people often encounter. However, we should keep in mind that:

- Not all people who use drugs cause trouble
- Drugs may affect people differently
- Substance use disorder is a medical condition that can be treated
- Substance use can be seen on a spectrum, ranging from infrequent, casual, problematic to substance use disorder.

Ask students to reflect on how drugs or people who use drugs are viewed by society and/or portrayed by media:

- Drug use is often glamorized in television shows, commercials, movies, social media, etc. The negative consequences of drug use are often downplayed in these media
- People who use drugs are often portrayed as troublemakers, lazy, uneducated, etc.

Note to teachers:

Scare tactics have been a common tool used in drug prevention initiatives. However, fear-based messaging has not been successful in preventing nor reducing drug use. The reasons why people use drugs are complex and multi-faceted, thus trying to frighten people out of using drugs is not an effective strategy. Fear-based messaging can contribute to the stigma surrounding drug use, which may cause more harm (e.g., a person using drugs may be discouraged from seeking help).



For more information on the impact of stigma on substance use and how you can help reduce stigma in the classroom, refer to our [Stigma Infographic](#).



c. Analyzing Media

i. Activity 1: Analyzing Video Media

Provide examples of drug use in popular media and discuss:

TikTok	PSA
TikTok: https://www.tiktok.com/@www.byebyenicotine.net/video/6976435799080357126	Video: https://www.youtube.com/watch?v=XYm2R8IDlaM
<p><u>Discussion Questions</u></p> <p>Who created this video? A TikToker who has quit vaping.</p> <p>What is the message of this video? Vaping causes people to have less energy, less money and to worry about their health.</p> <p>Why is this person trying to send me this message? To educate me on the risks of vaping.</p>	<p><u>Discussion Questions</u></p> <p>Who created this video? The Government of Canada.</p> <p>What is the message of this video? Don't drive while high or under the influence of cannabis.</p> <p>Why is this organization trying to send me this message? To keep me and the people around me safe. To prevent accidents.</p>



SUBSTANCE SNAPSHOT

Teachers may refer to [Inhaled Nicotine](#) to help inform the discussion.

Note: Not for direct student use unless deemed developmentally appropriate.



ii. Activity 2: Analyzing Print Media

Provide students with the question sheet: **Where do we get messages about drugs?**

The image provided is an advertisement created by Guru, a company that sells organic energy drinks in Canada. Energy drinks contain caffeine, a drug that is not recommended for children.



SUBSTANCE SNAPSHOT

Teachers may refer to [Caffeine](#) to help inform the discussion.

Note: Not for direct student use unless deemed developmentally appropriate.



Activity 2: Analyzing Print Media Answer Key

Question Sheet 1: Where do we get information about drugs? Print Media

- What message is Guru trying to promote in this advertisement?
*Drinking their energy drink will give people the ability to dunk.
 Their energy drink is a healthy choice because it is natural and comes from plants.*
- How do you think people feel after viewing this image?
Answers may vary.
- Who do you think the advertisement is targeted toward?
The advertisement is targeted toward people who play sports, specifically people who play basketball.
- Energy drinks contain caffeine, a drug that is not recommended for kids. Why do you think people drink caffeine?
*Answers may vary.
 Possible answers include:
 To give them energy.
 They like the foods and drinks that caffeine is found in (coffee, tea, energy drinks, chocolate, soft drinks, etc.)*
- What is the safest choice that a young person could make about energy drinks or other caffeinated drinks like coffee?
The safest choice is to not drink or consume caffeine. However, if you do choose to consume caffeine, it is a good idea to limit the amount you drink or eat.



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- f) Instead of caffeine, what are some other things you can do to make you feel energized?

Answers may vary.

Possible answers include:

Get 8-10 hours of sleep a night.

Eat healthy foods like fruits and vegetables.

Spend time outside.

- g) Think about the journey to becoming a professional athlete, like Connor McDavid (hockey player), Alphonso Davies (soccer player), or Naomi Osaka (tennis player). What kind of lifestyle do you think they lead? (Think about their training habits, healthy eating, drinking water, sleeping habits, etc.)

Responses may vary.

Possible responses: These athletes spend a lot of time training and practicing their sport. They probably eat very healthily, drink water and get enough sleep. If athletes do consume caffeine or energy drinks, this is not the main cause of their success in their chosen sport(s).

- h) What would you suggest to a friend or family member if they were looking to reduce the amount of caffeine they consumed daily?

Drink water and eat healthy foods like fruit or vegetables.

Limit their caffeinated drinks to one a day.

Sleep for 8-10 hours a night.

Exercise.

Spend time outdoors.

d. My goals?

Students should understand what goals are and how they can be influenced by different factors.

- Activate students' prior knowledge by discussing short versus long-term goals, as well as the idea that individuals can have different types of goals. For example, an individual may have a goal to be nicer to a younger sibling while also working towards a goal of improving their grades on their report card.
- Ask students to reflect on their own goals (short and long-term) and record them in a list.
- After students have reflected on their goals, begin a discussion on the impact of drugs on an individual's short and long-term goals.

- Introduce students to the idea of SMART goals.

Goals are SMART when they are:

Specific:

What is my goal?

Measurable:

How will I know when I achieve my goal?

Achievable:

What steps will I take to achieve my goal?

Relevant:

Why is this goal important to me?

Timed:

When will I reach my goal?

Activity 3: My goals



Provide students with the activity sheet My Goals and ask them to think of a goal they want to achieve, or something they would like to improve. Students will then use the SMART goal setting process that will help them achieve their goal.



e. Activity 4: Lessons 1-3 summary Kahoot

This Kahoot quiz contains questions associated with the content of Grade 4 lessons 1-3.

[Link to Kahoot Quiz Here](#)

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Content Created by the Cannabis Health Evaluation and Research Partnership (CHERP) Team at Memorial University

DECYDE stands for Drug Education Centred on Youth Decision Empowerment. Through this project, our Cannabis Health Evaluation and Research Partnership (CHERP) team of pharmacists, educators, researchers, and students at Memorial University who wish to support substance use education for youth. We further collaborate with a diverse panel of youth in Newfoundland and Labrador who collaborate with the team on creating the DECYDE content.

The key goals of our project are to:

- Provide substance use education that emphasizes harm reduction principles.
- Provide youth with information and support the development of decision-making skills about substance use.
- Provide youth with the knowledge and skills to make safe and informed decisions surrounding substance use.
- Provide educators with accessible and easy-to-follow lesson plans that contain valid and reliable information.

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