Grade 4 Drug Education

Lesson 1: Safe Use of Medications

This lesson, which is aligned with NL Health curriculum outcomes, contains necessary background information, substance snapshots, learning activities, scenarios, and discussion guides to support delivery of material.

Lesson 1: Safe Use of Medications
Lesson 2: Non-Medical Drug Use
Lesson 3: What Influences Drug Use?

Health Curriculum Outcomes
Drug Education

1. Relate the major functions of medicines and the importance of safe use and handling.
2. Know that the most reliable sources of prescription drugs are doctors, nurses, and pharmacists.

Mental Health

1. Identify some of the factors which affect our feelings.
2. Identify and demonstrate communication skills during group activities.

Relationships

1. Realize that one's decisions may affect other people.
2. Outline the steps to follow in decision making.

Link to Newfoundland and Labrador (NL) Curriculum Outcomes

Lesson Snapshot:

Lesson 1: Safe Use of Medications
Ground Rules
- Learning Activity 1: Using Medications Safely

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Background Information

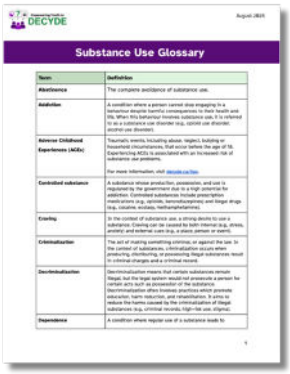
Definition of Drugs

Drugs are substances or chemicals that affect the way our bodies and minds work. Some drugs are medications that help people feel better. They can be used to prevent, cure or alleviate symptoms. Drugs can also be used in unsafe ways. They can affect how the brain works and can have negative effects on the way our body develops and functions. Drugs used unsafely can change the way people feel, think, or behave.

Examples of drugs include:

- Alcohol (e.g., beer, coolers, vodka, whisky, wine)
- 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)

The DECYDE Substance Use Glossary provides a comprehensive collection of key terms and concepts related to substance use. Designed to support educators and mentors, this glossary provides definitions to enhance understanding and communication around substance use topics that are relevant for DECYDE.



SUBSTANCE SNAPSHOT

Substance Snapshots aim to provide educators with information about the various drugs that are incorporated throughout the learning activities. Each snapshot summarizes how the drug is used, its effects, when to seek emergency help, and how to stay safe. The Substance Snapshots are intended to support educators in the delivery of drug education and are not for direct student use unless deemed appropriate.

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Key Considerations

An understanding of the following resources will assist educators as they implement the learning 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 learning activities so students can learn skills that will promote and protect their health and well-being. Refer to the SBHE infographic for more information on SBHE and examples of interactive teaching methods and evaluation.

Incorporate the FACE Decision-Making Model

Throughout all lessons the FACE decision-making model is used to guide discussions and activities. The questions associated with each step of the FACE decision-making model are intended for educator use to probe students during scenario-based learning activities. Refer to the FACE infographics for more information.

Consider Adverse Childhood Experiences (ACEs) and implement Trauma-Informed Practices (TIPs) that support harm reduction principles

ACEs are traumatic events that occur before the child reaches the age of 18. Students who experience ACEs have an increased susceptibility to try drugs. This may impact their ability to engage in learning about substances. The ACEs infographic highlights the types of ACEs that may impact youth and offers strategies for educators. Incorporating early drug education and harm reduction principles may encourage youth to make safe and informed choices and reduce potential negative consequences. Understanding the impact of trauma resulting from ACEs will better equip educators to support student learning. The Trauma-Informed Practices (TIPs) infographic provides information on this strengths-based approach for educators.

Support Students Emotional Wellbeing

Discussion about drug or substance use may provoke a range of feelings. Building a positive rapport is vital to effectively engage youth in learning conversations. Respect for students' comments, questions, and concerns surrounding drug use is important regardless of personal opinions. If needed, encourage students to speak with the school's guidance counsellor or another trusted adult. Additional supports are located on the DECYDE website.

Use First-Person Language

Using first-person language that is non-stigmatizing can create an environment that encourages students to engage in conversations or seek help. For more information about stigma and tips for educators, refer to the infographic on Stigma.

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Lesson 1: Safe Use of Medications

Learning Activities and Teacher Background Resources

Learning Activity 1: Using Medications Safely

Teacher Resources:
ACEs Infographic
Caregiver Substance Use Infographic
TIPs Infographic

Note to Teachers:
The ACEs infographic highlights the types of ACEs that may impact youth and the TIPs infographic offers strategies for educators. Schools are a protective factor for students, and teachers can play an important role in supporting students and their families. Children who have caregivers that engage in high-risk substance use may also require additional support. Refer to the Caregiver Substance Use infographic for tips on how educators can help support children in the classroom.

Ground Rules

Introduce the lesson with a discussion about important ground rules which encourage respective behaviours. Engage students in a conversation to establish a list of these ground rules together. Encourage them to contribute their own ideas, while also adhering to the following respective behaviours throughout the learning activities. Review and adjust the ground rules at the beginning of each learning activity.

- Encourage questions and discussion;
- Respect each other's opinions;
- Listen attentively when others are speaking;
- Use respectful language
- Avoid using individual names when sharing the experiences of others. Instead, use "Someone I know…"

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Learning Activity 1: Using Medications Safely

Learning Activity Objectives:

- Distinguish between medications and non-medications
- Identify safe choices when taking medications
- Apply the decision-making process to problem solve situations
- Listen and interact purposefully with their peers

Materials:

- Discussion prompts
- Activity 1: Is this a Medication?
- Infographic: Medications
- Activity 2: "True or False"
- Activity 3: "Would You Rather?"
- Activity 4: FACE Decision-Making Model Scenarios
- Exit Reflection Card

Introduction

Introduce the concept of safe medication use by reviewing medications, what they are, and how to safely use medication. The following discussion prompts can help create an open dialogue for students to learn about medication safety.

Discussion prompts:

- What is medication?
- What do medications do for our bodies?
- Why is it important to tell an adult if you feel sick before taking any medicine?
- Who uses medications?
- Why might someone use medications?
- Why is it important to follow the directions on a medicine bottle?
- What are some different types of medications?
- How can you keep your medicine safe and away from younger siblings or pets?
- What can happen if you share medications with your friends?
- What are some rules for safely using medications?
- How can medications be harmful or dangerous?
- Can you think of other situations where it is important to make safe choices about medications?
- How can medications be beneficial?
- Where should you store medications?

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- Where can you get medications?
- Why should you tell an adult if someone has taken medication in a way that is not safe?
- Who can you call for help if someone has taken too much medication?
- Who could you ask to learn more about medications?
- Why is it important not to share your medications with others, even if they have the same problem as you?
- What should you do if someone offers you their medication?
- Why do you need to keep medications in a safe place?
- What could happen if a pet accidentally eats someone's medication?
- What could happen if someone takes too much of a medication?
- What happens if someone takes too little of a medication?
- Why should you never take medication from someone other than a trusted adult?

Activity 1: "Is This a Medication"?

Instructions: Provide your students with the "Medications" Infographic. Invite students to get into groups to discuss and indicate with a check mark whether they think the item is an example of a **medication** or **not**.

Student Version:
This activity sheet is available as a PDF or Google Doc and can be accessed **here**.

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Teacher Version: Is This a Medication?

	Yes	No	Not sure
Cough Syrup	X		
Allergy Medication	X		
Band-Aids		X	
Hand Sanitizer		X	
Fever Medication	X		
Coffee and Tea (Caffeine)		X	
Candy		X	
Asthma Inhaler	X		
Prescription Antibiotic Cream	X		
Lotion from a drug store		X	
Sunscreen		X	
Pain Medication	X		
Toothpaste		X	
Nicotine in Cigarettes		X	
Insulin injection	X		
Vaccine	X		
Eye drops for infection	X		
Medicated cream	X		
Lip balm		X	

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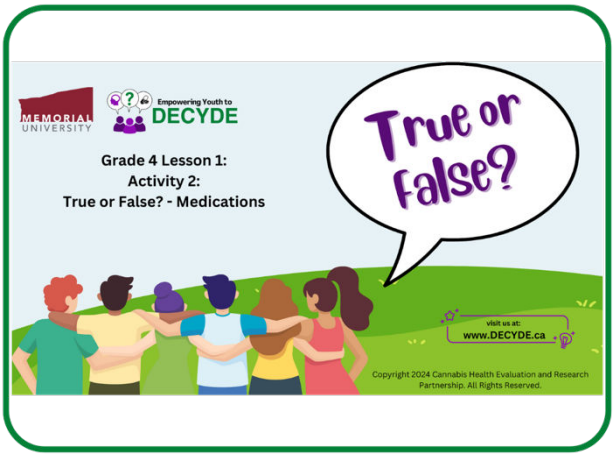
Activity 2: True or False? - Medications

In Activity 2 students are presented with statements and asked to guess whether they think the statement is true or false. This activity encourages students think about medication safety.



The teacher may display the statements using the **True or False? - Medications presentation** (available as a Canva presentation).

Discuss each statement as they are presented.

- If they think the statement is true, they raise their both hands.
- If they think the statement is false, they raise their left hand.
- If they are not sure, they raise their right hand.

Teacher Version: True or False? - Medications

1. It's okay to share your puffer with a friend that does not have asthma.

   False: Puffers are given by a doctor specifically for you and your asthma condition. Sharing them with someone else can be dangerous.

2. You should always take the amount of medicine that the bottle says.

   True: Taking the correct dose is important to make sure the medicine works and to avoid any potential side effects.

3. You can get an infection from sharing eye drops with someone else.

   True: Sharing eye drops can spread germs and cause infections.

4. You should always tell an adult before taking any medicine.

   True: Adults can help make sure you are taking the right medicine and the correct dose.

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5. It's okay to leave your medicine out in the open where anyone can reach it.

   False: Medicines should be stored safely out of reach of young children and pets.

6. If you find a needle on the ground, you should pick it up and throw it away.

   False: Never pick up needles you find on the ground. They can be very dangerous and might have germs that can make you sick. Always tell an adult if you find a needle.

7. A vaccine is a medication.

   True. Vaccines are special medicines that help prevent you from getting sick.

8. Medications are always safe.

   False. A medicine might be safe for one person, but it could be dangerous and harmful for someone else if it's not their medicine.

9. EpiPens are used when someone has an allergy.

   True. EpiPens help people who have a serious allergic reaction.

10. Side effects always happen when taking medications.

   False. Not everyone gets side effects from medicines, and they can be different for each person.

11. Medications can be used to treat allergies.

   True. Some medicines can help treat allergies and make you feel better.

12. You can only get medications with a prescription.

   False. Some medications can be purchased over the counter without a prescription, such as fever medication, cough syrup, or allergy medication.

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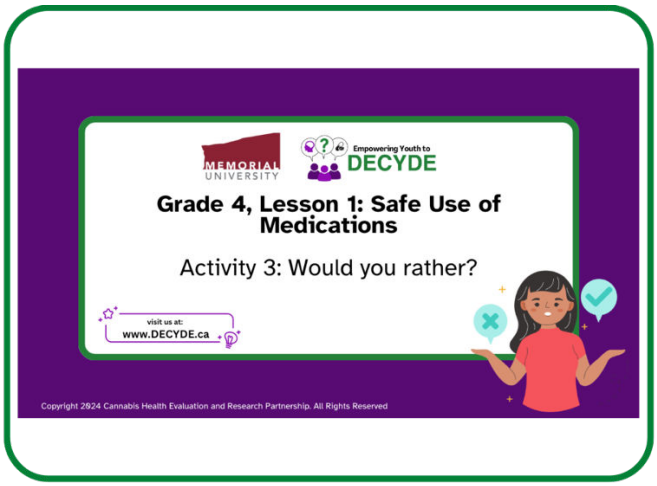
Activity 3: Would You Rather?

In this activity, students are presented with two different scenarios and asked to choose which scenario they would prefer. This activity encourages students to think about their choices and prepares them for the upcoming scenarios by promoting critical thinking and decision-making skills.

This activity is available as a PDF or Canva presentation and can be accessed **here**.



Teacher Version: Would You Rather - Rationale for Discussion

1. It's a rainy day and you have to stay inside. Would you rather:

   A. Read a book
   B. Watch a movie

Rationale: Variable answers to help students begin thinking about choices they can make.

2. Imagine you could pick the weather for the whole year. Would you rather it be:

   A. Winter all year
   B. Summer all year

Rationale: Variable answers to help students begin thinking about choices they can make.

3. If you could have a superpower, would you rather be able to:

   A. Fly
   B. Be invisible

Rationale: Variable answers to help students begin thinking about choices they can make.

4. You feel sick and need advice on what to do. Would you rather listen to:

   A. Your parent or guardian's advice
   B. Your sibling's advice

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Rationale: Your parent or guardian often has more experience with health issues and can provide safe, reliable advice. Siblings can also offer good suggestions, but it's usually best to follow the advice of an adult when you're not feeling well.

5. You are at school and have a headache that keeps getting worse. Would you rather:

A. Ask your teacher to call home
B. Wait until you get home

Rationale: If your headache is getting worse, it's best to tell your teacher. They can help you get the care you need and call your parent or guardian to ensure you get the right treatment as soon as possible. If you wait until you get home your headache may get worse, and you may feel sick. It will also be difficult to pay attention in school with a headache.

6. You have a bad cough and need to take medicine. Would you rather take:

A. A pill medicine
B. Liquid medicine

Rationale: Medications can be available in many different forms. Many medications come in pills or liquids, and it's up to the person which way they would prefer to take it.

7. You are at your friend's house for a sleepover. It is bedtime and you are not tired. Your friend offers you some of their melatonin that they take to help them sleep. Would you rather:

A. Use your friend's melatonin
B. Call your parent to ask permission

Rationale: It's safest to use only your own medication or supplements that is meant for you. Using someone else's medicine or supplements can be harmful. For example, you may have an allergic reaction, you could get a side effect, it may be harmful if you don't have the same illness, it may interact with other medications that you may be taking. It's best to wait for an adult to help you get the right treatment**.**

8. Your guardian is busy, and you are packing to go to your friend's cabin for the weekend. You need to take your medication with you. Would you rather:

A. Wait for your guardian to help you
B. Try to figure it out by yourself

Rationale: It's important to follow the exact instructions for taking your medication. It's safer to wait for a trusted adult to help to avoid making a mistake.

9. Your doctor says you need to take a vaccine to stay healthy, would you rather:

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A. Take the vaccine
B. Not take the vaccine

Rationale: Vaccines help protect you from getting serious illnesses. It's safest to follow your doctor's advice and get the vaccine to stay healthy and prevent diseases.

10. You are about to take your medicine at home after playing outside. Would you rather:

A. Wash your hands before taking it
B. Not wash your hands

Rationale: Washing your hands before taking medicine helps keep germs away. This can help accidentally getting dirt or germs into your mouth that could make you sick.

11. You need to take your fever medicine, but you're not sure how much. Would you rather:

A. Follow the instructions on the medicine bottle
B. Guess how much to take

Rationale: Following the instructions on the medicine bottle ensures you take the right amount. This is important for it to work properly and keep you safe. Taking too much or too little of a medication could be harmful.

12. You are feeling unwell and need medicine. Would you rather use:

A. Medicine that a doctor gives you
B. Medicine you find around the house

Rationale: Medicine given by a doctor is specifically for your needs and is safer. Using medicine you find around the house can be harmful because it might not be right for your illness, it could cause serious side effects, or it could be expired.

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Activity 4: FACE Decision-Making Model Scenarios

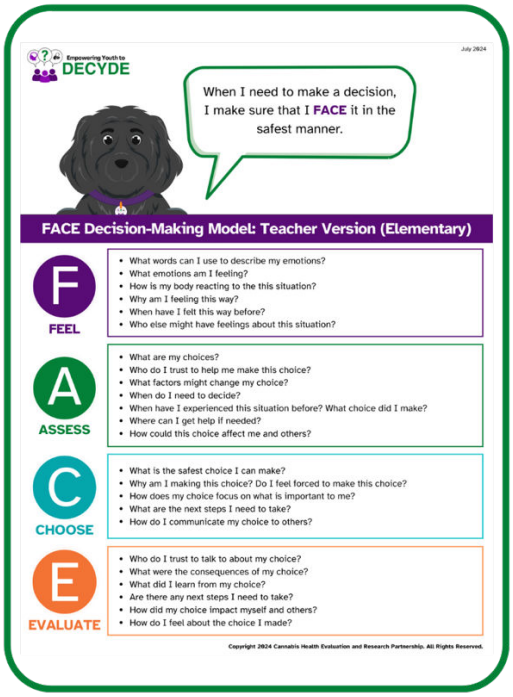
During Activity 4, students will have the opportunity to explore and assess how choices and decisions can affect one's well-being and why careful decision-making is important.

Present and discuss the **FACE Decision-Making Model** with students. Use the scenario **"1 Spoonful or 2"** to model how students can apply FACE when encountering situations and making decisions. Discuss with students how they or others may:

- **FEEL** about the situation**,**
- **ASSESS** the situation;
- **CHOOSE** the safest option;
- **EVALUATE** the decision.

The **FACE Model: Student Version (Elementary)** can be accessed on our website.

The **FACE Model: Teacher Version (Elementary)** includes additional probing questions to help encourage students' critical thinking. It is not compulsory for this activity, however it may help guide discussion. It can be accessed here.



During discussions, encourage students to think about healthy and risk behaviours when making safe choices. There are prompts included in the **Teacher Modeling Guide** below to help promote discussion.

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Scenario 1: 1 Spoonful or 2 (Video) – Teacher Modeling

Aaron is at home with his older sister and is feeling sick. This video provides an opportunity for classroom discussion on medication dosage, the importance of following medication labels or instructions from a trusted adult, and safe storage of medication.

Watch the following video as a class: 1 Spoonful or 2
Alternatively, you may read the scenario to the class.

Ask students to imagine that they are in the same situation as Aaron and they have to decide whether to take one or two spoonsful of fever medication. Teachers to use this video as a model with the class.

How would they FACE this decision? Use the **FACE Decision-Making Model** to help guide their decision-making process. The student activity sheet is available as a PDF or Google Doc.

Teacher Version:

Feel:

1. How would I feel in this situation?
   - Tired of feeling sick and wanting to get better
   - Unsure
2. Why would I feel this way?
   - After being sick for a long time, I just want to feel better
   - I don't know if my parent/guardian/trusted adult would want me to take medicine without them present
   - I don't like taking medicine
3. Who else might have feelings about this situation?
   - My parent/guardian/trusted adult
   - My sibling

Assess:

4. What are my choices?
   - I could take one spoonful like the package says, or I could listen to my sister's advice and take two
   - I could wait for my trusted adult to come home, or I could call them and ask them what I should do

5. How could this choice affect me and others?

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- My parent/guardian might be disappointed with my decision to take medication without adult supervision
- I don't know how two spoonsful will affect me since the package says to take one spoonful at my age
- Taking too much medication could possibly be harmful
- Our parent/guardian might be disappointed with my sibling's choice to tell me to take two spoonsful

6. Who can help me make this choice?
    - I can wait for my trusted adult to come home or I can call them
    - Ask my sibling if they think it's a good idea to take two spoonsful even though the package says one

Choose:

7. What is the safest choice I can make?
    - Wait for an adult to help me
    - I shouldn't be choosing medications on my own or from a basket
    - Take the correct amount of medication for my age

Evaluate:

8. What did I learn from my choice?
    - The importance of following directions on medication
    - To wait for a trusted adult before I take medication
    - You should take medication when you are supervised by a trusted adult
    - You should not take medication from a basket with other medications in case they get mixed up; you should check with a trusted adult before touching medication
    - You should only take what is written on the label or as suggested by your healthcare provider/trusted adult

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Scenario 2: Sharing Puffers (Video) – Class Discussion

This scenario provides an opportunity to discuss the importance of not sharing medication. Amara is at her locker with her friend Leah after gym class. Leah has asthma, a condition that affects her breathing. To help manage her asthma she uses a puffer or an inhaler. Amara is curious and asks to try her puffer.

Watch the following video: Sharing Puffers

Ask students to imagine that they are in the same situation as Leah and they have a friend who is asking to use their medication (in this case, a puffer). Teachers can use this video as a guide to discuss with the class. Alternatively, teachers may read the scenario out to the class.

How would they FACE this decision? Use the **FACE Decision-Making Model** to help guide their decision-making process. The student activity sheet is available as a PDF or Google Doc.

Teacher version:

Feel:

1. How would I feel in this situation?
    - Uncomfortable, worried, annoyed, pressured
2. Why would I feel this way?
    - Because my friend asked to use **my** puffer
    - I don't want to make my friend upset if I say no
3. Who else might have feelings about this situation?
    - My friend might be upset if I say no, and they'll be happy if I say yes
    - My adult at home will probably be upset with my decision because I'm not supposed to share my puffer
    - A teacher might be upset if they see me sharing my puffer

Assess:

4. What are my choices?
    - I let my friend use my puffer or I don't let my friend use it

5. How could this choice affect me and others?

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- My friend would be happy if I let them use it, even though I know that I should not share my medication with them
- My friend might get upset if I don't share it

Choose:

6. What is the safest choice I can make?
    - **Not** share my puffer with my friend
7. How do I communicate my choice to my friend?
    a. "Sorry, I can't share my puffer with anyone"
    b. "You should only take medication that is prescribed to you"
    c. "You should only take a drug that is prescribed for an illness that you have"

Evaluate:

8. Who can I talk to about the choice I made?
    - Answers may vary, Parent/guardian, teacher, coach, aunt

After the class discussion of these two scenarios, display the three scenarios below to students and discuss what safe choices can be made in each situation. Alternatively, divide the class into pairs or groups and provide them with the scenario templates to discuss the scenarios amongst themselves.

You may also create or model your own scenarios referring to the safety considerations that should be followed when using medications. For example, promoting awareness around the effects of taking medications with other drugs, ensuring that medication is in its proper packaging or administering medication using the intended method.

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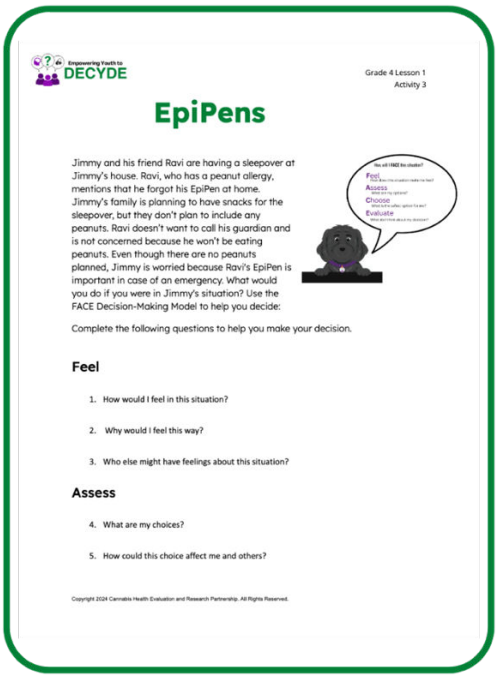
Scenario 3: EpiPens – Small Group Activity

For all scenarios, students may write in the space provided, draw a picture, or discuss orally with their group.

Ask students to imagine that they are in the same situation as Jimmy and they have a friend who forgot their EpiPen used for their peanut allergy.

How would they FACE this decision? Use the **FACE Decision-Making Model** to help guide their decision-making process. The student activity sheet is available as a Google Doc and PDF and can be accessed **here**.



Empowering Youth to DECYDE

Grade 4 Lesson 1
Activity 3

EpiPens

Jimmy and his friend Ravi are having a sleepover at Jimmy's house. Ravi, who has a peanut allergy, mentions that he forgot his EpiPen at home. Jimmy's family is planning to have snacks for the sleepover, but they don't plan to include any peanuts. Ravi doesn't want to call his guardian and is not concerned because he won't be eating peanuts. Even though there are no peanuts planned, Jimmy is worried because Ravi's EpiPen is important in case of an emergency. What would you do if you were in Jimmy's situation? Use the FACE Decision-Making Model to help you decide:

Complete the following questions to help you make your decision.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?
3. Who else might have feelings about this situation?

Assess

4. What are my choices?
5. How could this choice affect me and others?

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Teacher version: Scenario 3 - EpiPens

Scenario: Jimmy and his friend Ravi are having a sleepover at Jimmy's house. Ravi, who has a peanut allergy, mentions that he forgot his Epipen at home. Jimmy's family is planning to have snacks for the sleepover, but they told the boys that they won't serve peanuts. Ravi doesn't want to call his guardian and is not concerned because he won't be eating peanuts. Even though there are no peanuts planned, Jimmy is worried because Ravi's Epipen is important in case of an emergency. **What would you do if you were in Jimmy's situation? Use the FACE Decision-Making Model to help you decide.**

Feel:

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1. How would I feel in this situation?
    - Worried, anxious, concerned, unsure
2. Why would I feel this way?
    - Because my friend Ravi forgot his Epipen, and even though we don't plan on having any peanuts, I am still concerned for his safety.
    - I don't want anything bad to happen to Ravi and I'm not sure what to do about him forgetting his Epipen.
    - I don't want anything bad to happen to Ravi but I also don't want him to get in trouble for forgetting his Epipen.
3. Who else might have feelings about this situation?
    - Ravi might also be worried or anxious about not having his Epipen.
    - Mine and Ravi's parents or guardians might be concerned if they know Ravi is over for a sleepover and forgot his Epipen.

Assess:

4. What are my choices?
    - I could continue with the sleepover since we don't plan to have any peanuts.
    - I could inform an adult about the situations and ask for their help to ensure Ravi's safety.

5. How could this choice affect me and others?
    - Ignoring the situation could lead to potential risks if Ravi has an allergic reaction, which could be serious.
    - Informing an adult and taking precautionary measures could help ensure Ravi's safety and prevent any potential issues.

Choose:

6. What is the safest choice I can make?
    - Inform an adult about Ravi forgetting his Epipen and take steps to ensure that he remains safe.

7. How do I communicate my choice to my friend?
    a. "We should tell my parent that you forgot your Epipen"
    b. "We should call your parents and tell them you forgot your Epipen".

Evaluate:

8. Who can I talk to about the choice I made?
    - Answers may vary, but could include a parent or guardian, a teacher, or another trusted adult.

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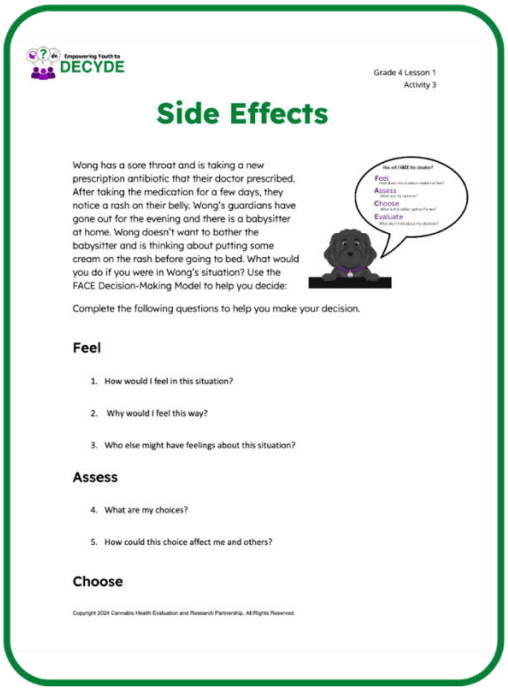
Scenario 4: Side Effects – Small Group Activity

Ask students to imagine that they are in the same situation as Wong and they develop a rash after taking a medication.

How would they FACE this decision? Use the **FACE Decision-Making Model** to help guide their decision-making process. The student activity sheet is available as a Google Doc and PDF and can be accessed **here**.



Empowering Youth to DECYDE

Grade 4 Lesson 1
Activity 3

Side Effects

Wong has a sore throat and is taking a new prescription antibiotic that their doctor prescribed. After taking the medication for a few days, they notice a rash on their belly. Wong's guardians have gone out for the evening and there is a babysitter at home. Wong doesn't want to bother the babysitter and is thinking about putting some cream on the rash before going to bed. What would you do if you were in Wong's situation? Use the FACE Decision-Making Model to help you decide:

Complete the following questions to help you make your decision.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?
3. Who else might have feelings about this situation?

Assess

4. What are my choices?
5. How could this choice affect me and others?

Choose

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Teacher version: Scenario 4 – Side Effects

Scenario: Wong has a sore throat and is taking a new prescription antibiotic that their doctor prescribed. After taking the medication for a few days, they notice a rash on their belly. Wong's guardians have gone out for the evening and there is a babysitter at home. Wong doesn't want to bother the babysitter and is thinking about putting some cream on the rash before going to bed. **What would you do if you were in Wong's situation? Use the FACE Decision-Making Model to help you decide.**

Feel:

1. **How would I feel in this situation?**
   - Scared, concerned, anxious, confused, or worried

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2. **Why would I feel this way?**
    - Because I have a rash after starting a new medication, and I'm not sure if it's a side effect or something else.
    - I'm worried about the possibility of an allergic reaction or other side effects from the antibiotic.
    - Scared that the babysitter won't know what to do
3. **Who else might have feelings about this situation?**
    - My parents or guardians might be worried about my health and the rash.
    - My doctor might need to know about the rash to see how to proceed.
    - My babysitter who is there to look after me until my parent or guardian gets home.

Assess:

4. **What are my choices?**
    - I could ignore the rash and keep taking the medicine without telling anyone.
    - I could tell my parents or guardians about the rash and ask them what to do.
    - I could call my doctor to let them know about the rash and get their advice.
    - I could put cream on the rash to see if it gets better.
5. **How could this choice affect me and others?**
    - If I ignore the rash, it could get worse and might be a sign of a serious problem.
    - If I tell the babysitter and get their help, they can help find out if the rash is something to worry about.
    - If I contact my doctor, they can tell me if I need to stop taking the medicine or do something else to fix the rash.

Choose:

6. What is the safest choice I can make?

- Inform my babysitter about the rash as they can get in touch with my parent or guardian. and follow their advice to contact the doctor to discuss the symptoms.

Evaluate:

7. Who can I talk to about the choice I made?

- Answers may vary, but could include a parent or guardian, a school nurse, a teacher, or a healthcare provider.

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Scenario 5: Sharing Eye Drops – Small Group Activity

Ask students to imagine that they are in the same situation as Amy.

How would they FACE this decision? Use the **FACE Decision-Making Model** to help guide their decision-making process. The student activity sheet is available as a Google Doc and PDF and can be accessed **here**.

DECYDE

Grade 4 Lesson 1
Activity 3

Sharing Eye Drops

Amy is sitting on the bus with her friend Lee. Amy notices that Lee takes a bottle of eye drops out of their backpack. Amy asks Lee what the eye drops are for. Lee says that they are for allergies. Amy's eyes have been itchy lately and she wonders if using some of Lee's eye drops will help. Lee offers her some eye drops to try. What would you do if you were in Amy's situation? **Use the FACE Decision-Making Model to help you decide.**

Complete the following questions to help you make your decision.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?

Assess

3. What are my choices?
4. What factors or influences might influence my decision?
5. Who can help me make this choice?

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Scenario: Amy is sitting on the bus with her friend Lee. Amy notices that Lee takes a bottle of eye drops out of their backpack. Amy asks Lee what the eye drops are for. Lee says that they are for allergies. Amy's eyes have been itchy lately and she wonders if using some of Lee's eye drops will help. Lee offers her some eye drops to try. What would you do if you were in Amy's situation? **Use the FACE Decision-Making Model to help you decide.**

Feel:

How would I feel in this situation?

- I would feel curious.
- I want to feel better.
- I would feel unsure.
- I would feel pressured.

Why would I feel this way?

- I would feel curious about whether eye drops could help me.
- I would feel unsure because I don't know if I have allergies.
- I would feel pressured to accept the eye drops.

Assess:

What are my choices?

- I could try the eye drops.

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- I could wait to talk to a trusted adult about how I'm feeling.

What factors or influences might influence my decision?
- Knowing that my eyes may not be itchy from allergies and I could feel worse.
- Knowing that I may develop an infection from sharing medications.

Who can help me make this choice?
- A trusted family member
- A trusted teacher
- A friend
- A pharmacist or doctor

Choose:

What is the safest choice I can make?
- I could wait to talk to a trusted adult
- I could politely decline

Evaluate:

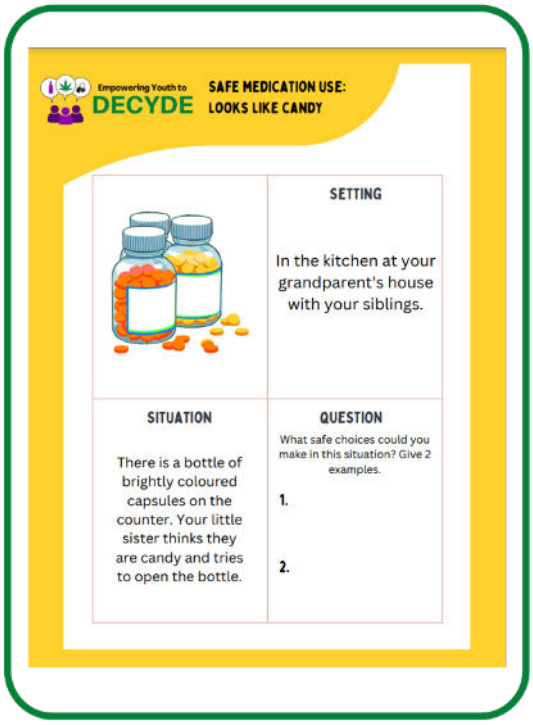
How would my choice impact myself and others?
- My choice to use the eye drops might put me at risk of getting an eye infection.
- My choice to decline might keep me safe and healthy.
- My choice might help educate my friend about the risks of sharing personal items.

Sharing and Reflection: Exit Reflection Card

Provide students with the Exit Reflection Card: Safe Medication Use: Looks Like Candy

This activity provides students an opportunity to apply their knowledge of safe medication use to a written scenario. Invite students to complete the card by writing their response, discussing as a group, or drawing a picture and share what they learned about using medication safely.

You may also wish to show your students an actual bottle with the label for reference.



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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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