

Grade 5 Drug Education

Lesson 1: Understanding Drugs and 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.

Health Learning Curriculum Outcomes **Drug Education**

1. Outline where and how to obtain accurate information regarding medicines.
2. Understand that food/drink can affect the potency of certain drugs, thus the need to follow prescriptions accurately.
3. Realize that alcohol is a drug (depressant).
4. Identify some constructive activities to do instead of using substances.
5. Discuss the reasons for laws on drugs and drug abuse.


Mental Health

1. Identify personal interests, abilities, and strengths.
2. Understand the interrelationship of physical and mental health, and general well-being.

Relationships

1. Apply the decision-making process to daily activities.
2. Outline some personal and peer problems and plan how to deal with them.

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



Lesson 1: Understanding Drugs and Medications
 Lesson 2: Assessing Healthy and Risk Behaviours
 Lesson 3: Factors that Influence Decision Making



Lesson Snapshot:

Lesson 1: Understanding Drugs and Medications

Ground Rules

- Learning Activity 1: Using Medications: Why and How?
- Learning Activity 2: Drug Categories: Legal or Illegal? Medical or Non-Medical?

Background Information

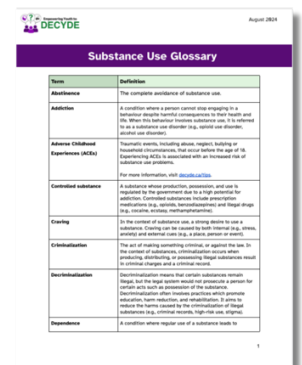
Definition of Drugs

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.



Term	Definition
Abstinence	The complete avoidance of substance use.
Addiction	A condition where a person cannot stop using a substance despite having consequences to their health and the lives of those around them. Addiction can be a result of a substance use disorder (e.g., opioid use disorder) and is a chronic brain disease.
Adverse Effect(s)	Negative events, including illness, injury, fading or loss of consciousness, that occur within the age of 18, following RDS, in association with an increased risk of substance use and/or injury.
Controlled substance	A substance whose production, possession, and sale is regulated by the government due to a high potential for addiction. Controlled substances are categorized by schedule (I-V, controlled substances) and their abuse (e.g., cocaine, heroin, amphetamines) and their abuse (e.g., alcohol, tobacco, prescription drugs).
Craving	An intense desire for a substance, often associated with withdrawal symptoms, and a strong desire to use a substance. Craving can be a sign of addiction.
Crystallization	The act of making something crystal, or applied to the use of a substance. Crystallization can occur when a substance is used in a way that causes it to become more solid and harder to use.
Deindividuation	Deindividuation refers to a state where a person's sense of self is lost, often due to the use of a substance. Deindividuation can lead to a loss of personal responsibility and a sense of anonymity. It is often associated with the use of substances like alcohol, drugs, and stimulants. It is the loss of the sense of self that is the result of the use of a substance (e.g., alcohol, drugs, stimulants) that leads to a loss of self.
Dependence	A condition where regular use of a substance leads to



[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.

Grade 5 Lesson 1

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

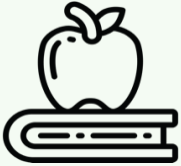
Discussion about drug or substance use may provoke a range of feelings. Building a positive rapport is vital to effectively engage youth in learning conversations. Respect for students' comments, questions, and concerns surrounding drug use is important regardless of personal opinions. If needed, encourage 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](#).

Lesson 1: Understanding Drugs and Medications



Learning Activities and Teacher Background Resources

Learning Activity 1: Using Medications: Why and How?

Learning Activity 2: Drug Categories: Legal or Illegal? Medical or Non-Medical?

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 respectful 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 respectful behaviours throughout the learning activities. Review to and adjust the ground rules at the beginning of each learning activity.

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

Learning Activity 1: Using Medications: Why and How?



Learning Activity Objectives:

- Distinguish between prescription drugs vs non-prescription drugs (over-the-counter drugs);
- Examine medication labels and safe use of medication
- Apply the decision-making process to problem solve situations
- Listen and interact purposefully with their peers
- Use questioning to support decision-making and problem-solving
- Use critical thinking skills to make decisions and to problem solve

Materials:

- Discussion Prompts;
- Exploration: Safe Use of Medication
 - [Part A: Is This a Drug?](#) (Student version, teacher version)
 - [Part B: What Should We Know When Taking Medication?](#)
 - [Part C: Making the Safest Decision!](#)
- Sharing and Reflection Activity: [Find Someone Who](#)
- Infographics
 - [Medications](#)

Introduction

Engage students in a learning conversation about different drugs and how they may be beneficial if used properly. Brainstorm different drugs with students and record their ideas for reference. Encourage students to consider the different types of drugs and medications they may know. Direct the discussion so that students may think about how to obtain and use drugs safely. Use the discussion prompts to guide conversation.

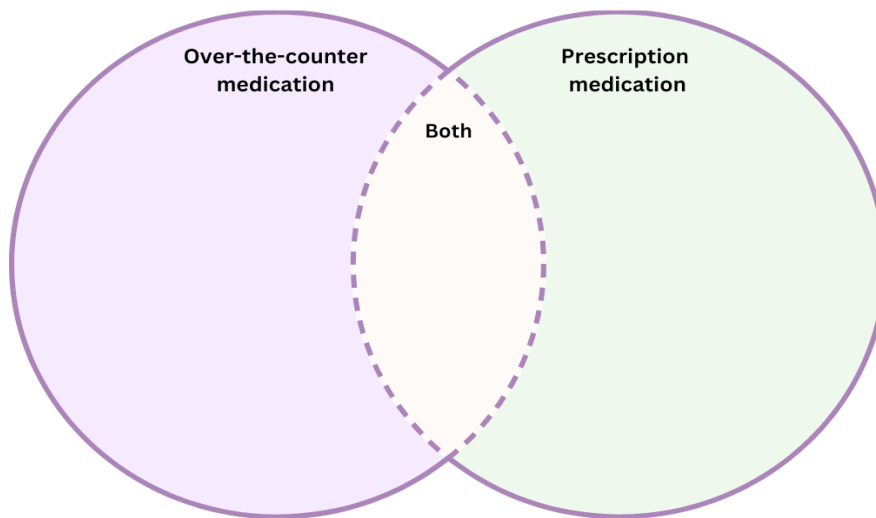
Following the discussion, invite students to demonstrate their understanding of what a drug is by creating a definition together. Use the prompt **A drug is.....** Display this definition clearly in the classroom. Teacher may refer to the definition of a drug on page 2 (background information).



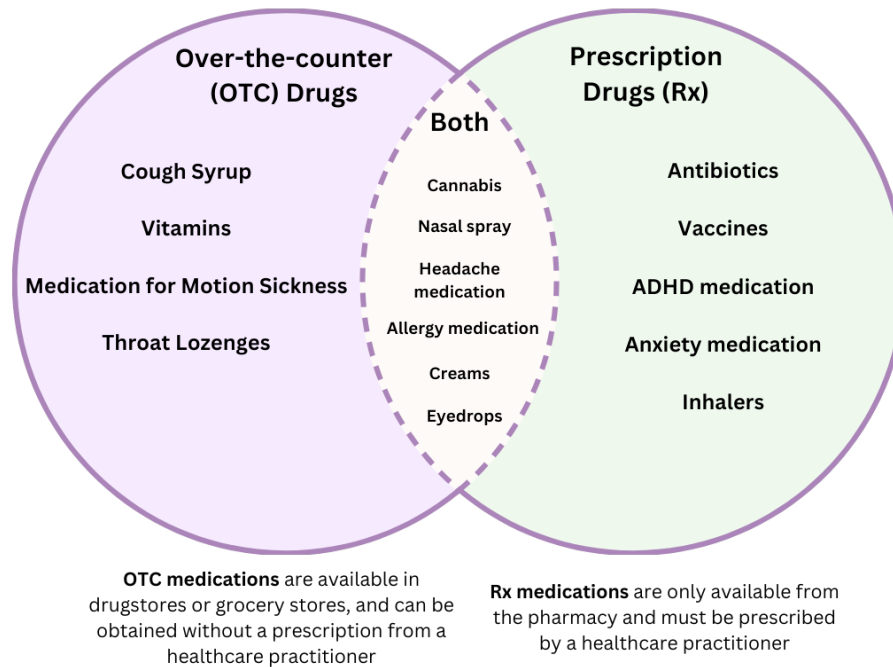
Discussion prompts:

- What is a drug? Why do we take drugs?
- What is a medication? Is a medication a drug?
- What medications may prevent diseases and illness?
- What are some examples of vaccines?
- Do you think alcohol is a medication? Nicotine? Cannabis?
- Why is it important to have an adult help administer medications to children?
- What are some examples of drugs?
- What medications could help our body when we are not feeling well?
- Do you think vaccines are drugs? Why do people have vaccines?
- Do you think alcohol is a drug? Nicotine? Cannabis?
- Who are the trusted sources to help us find information about medications?
- Is it always necessary to visit a doctor for medications? Explain.

Continue this learning conversation with the whole class to emphasize the distinction between prescription medications, over-the-counter medications. Using a Venn Diagram, have the students identify examples **they believe to be** Over-The-Counter, Prescription Drugs or both. Any example they do not believe to be a drug and does not belong in the Venn can go outside. Use the brainstorming list of drugs generated with students earlier and/or the suggestions below to determine examples of each category. Discuss with the students the distinction between an over-the counter drug and a prescription drug. Draw and label a VENN Diagram as follows:



Grade 5 Lesson 1

Examples:**Exploration: Safe Use of Medication**

During this phase of Learning Activity 1, students may work together in small discussion groups to explore the safe use of medications. Students will complete **Learning Activity 1: Using Medications: Why and How?** which has three parts:

Part A) [Is This a Drug?](#)

- Students will distinguish between prescription drugs (Rx) and over-the-counter drugs (OTC).

Part B) [What Should We Know When Taking Medication?](#)

- Using images of fictitious labels for OTC drugs and Rx drugs, students will examine instructions and safety tips when taking medication.

Part C) [Making the Safest Decision!](#)

- Students will read various situations related to safe use of medication and determine the safest choice to make.

Inform students that they will engage in a conversation with their peers about types of medication and their safe use. Have a post activity discussion to confirm their understandings. The teacher may choose to have students complete these activities in centers or stations. Some of the situations may not be applicable as some schools may have varying rules. The teacher can choose to discuss the situation in a general sense or skip ones that may not be applicable.

Activity 1: Using Medications: Why and How? Part A: Is This a Drug?

Student Version:

Discuss with your group and indicate with a check mark whether you think the following is an example of a **prescription drug, over-the-counter drug, or neither**. How do you know? Note any comments or questions you may have.

Teacher tip: Refer to the [Medications infographic](#) for guidance. This can be shared with students.

This activity sheet is available as a PDF or Google Doc and can be accessed [here](#).

Name: _____
Grade 5
Learning Activity 1

Using Medications: Why and How? Part A: Is This a Drug?

Discuss with your group and indicate with a check mark whether you think the following is an example of a drug or not. Then, note if they are prescription drugs or over-the-counter drugs or neither. How do you know?

	Prescription Drug	Over-the-Counter Drug	Neither a Prescription nor Over-the-Counter Drug	Questions or Comments
Sunscreen				
Hand cream from a cosmetic store				
Regular toothpaste				
Insect repellent				
Fluoride toothpaste				
Cough medicine from the corner store				
Shampoo from the local supermarket				
Special shampoo prescribed by a doctor				
Puffers				
Antibiotics for an ear infection				

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January 2024 1

Teacher Version:

Is This a Drug?				
	Prescription Drug	Over-the-Counter Drug	Neither Prescription nor Over-the-Counter	Questions or Comments
Sunscreen			X	
Hand cream from a cosmetic store			X	
Regular toothpaste			X	
Insect repellent			X	
Fluoride toothpaste			X	
Cough medicine from the corner store		X		

Shampoo at the local supermarket			X	
Special shampoo prescribed by a doctor	X			
Inhalers	X			
Antibiotics for an ear infection	X			
Fever medication		X		
Creams prescribed by a doctor	X			
Aloe vera plants			X	
Alcohol such as beer or wine			X	
Cannabis	X	X		
Nicotine found in cigarettes or vapes			X	
Vaccines	X			
Sugary drinks such as pop or sports drinks			X	
Energy drinks			X	

Activity 1: Using Medications: Why and How?

Part B: What Should We Know When Taking Medication?

Using the [What Should We Know When Taking Medications?](#) activity sheets, students will examine images of the different medications. What important safety information do you notice on the labels? What are some instructions to follow? Can you think of any other instructions when taking medication?

Name: _____
Grade 5
Learning Activity 2

Using Medications: Why and How?
Part B: What Should We Know When Taking Medications?

Prescription (Rx) Label:

Rx Local Pharmacy
123 Main St.
Corner Brook, NL
709-555-1111

Rx #: 171292 Date: 25-Jan-2024
Charlie Bryant

TAKE 1 TABLET BY MOUTH ONCE DAILY IN AM
CONCERTA 18MG TABLETS

MORNING

SWALLOW WHOLE
DO NOT Crush,
Break, or Chew.

MEDICATION SHOULD
BE TAKEN WITH PLenty OF
WATER

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Learning Activity 1: Using Medications: Why and How?

Part C: Making the Safest Decision!



Name: _____

Grade 5
Learning Activity 1

Using Medications: Why and How?

Part C: Making the Safest Decision!

You have been learning about the safe use of medication. Read the situations and discuss with your group what you think is an appropriate decision to make and why. Be ready to share your suggestions.

Situation 1

You are at school and you are not feeling well. You have a headache which is getting worse. Your friend offers you headache medication. What would you do?

Situation 2

Your doctor prescribed an antibiotic medication for your sore throat. Now, your sister has the same symptoms. You want to help her feel better. What would you do?

Situation 3

Your 18-year-old brother is home with a rash on his arm. In the past, his doctor prescribed him cream, which is in the medicine cabinet. The label is old and the details are worn off. What advice could you give your brother?

Situation 4

Your friend was ill and just returned to school. She must take medication three times a day. She must take her medication at lunchtime. Since her caregivers are not at school, what should be done in this situation?

Situation 5

You have just taken medication to help you feel better. You know that this medication may make you very drowsy. Your friend has asked you to go for a bike ride. What would you do in this situation?

Situation 6

Your parent is going on a short trip and wants to take some toiletries in their backpack. They find a pill bottle that is the perfect size. Should they empty and transfer the pills to another container?

Situation 7

You have been feeling sick. This is exactly the way you felt the last time you had a flu. At that time, your doctor prescribed medication that made you feel better. There is leftover medication in the medicine cabinet. Should you take this medication?

Situation 8

You have to take antibiotics twice a day with food. You slept in and are late for the bus, and do not have enough time to eat breakfast. What should you do in this situation?



Grade 5 Lesson 1

Invite students to share and reflect on what they now know about medications and drugs. Students will mingle with their classmates using the **Find Someone Who** activity card. Students will meet and discuss the responses to the prompts with their peers. Students will then record the name of their friend and move on to have a conversation with someone else. Encourage students to talk to as many peers as possible. Follow up with the whole class in a sharing session.

If students are not able to move around in the classroom, alternatively you have students get into groups where 1 person from each group moves, or they stay seated and raise their hand if they want to share.

Note: If possible, teachers are encouraged to model their own example to help with the sharing and reflection section of each lesson.

Exit Reflection Card

Invite students to complete the **Exit Reflection Card** and reflect on what they learned about taking medications safely.

Grade 5 Learning Activity 1

Name: _____

Using Medications: Why and How?
Find Someone Who

Mix and mingle with your classmates to Find Someone Who can share information about drugs and medications. When your classmate answers the question, they can write their name. Try to mix with several classmates. Have fun sharing what you have learned!

Find Someone Who Can Share...

2 rules about taking medications you may find on a label. _____	Examples of trusted health care professionals who can provide accurate information about drugs. _____	How drugs and medications can help us. _____
One difference between prescription drugs and over the counter drugs and give an example of each. _____	Why someone may use medication. _____	Advice they would give to a friend about using medications. _____
What a drug is. _____	Examples of drugs that help us if taken properly. _____	How drugs and medications may harm us. _____

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Grade 5 Learning Activity 1

Name: _____

Using Medications: Why and How?
Exit Reflection Card: Medication Safety

What did you already know about taking medications?

Indicate something new that you learned about drugs and medications.

What is one suggestion you would share with a friend about taking medication safely?

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Learning Activity 2: Drug Categories: Legal or Illegal? Medical or Non-Medical?



Learning Activity Objectives:


- Recognize different drug categories: medicine, non-medical, legal, illegal.
- Identify examples of drugs such as alcohol, caffeine, nicotine and vape juice.
- Identify trusted sources for information on drugs.
- Listen and interact purposefully with their peers.
- Use questioning to support decision-making and problem-solving.
- Use critical thinking skills to make decisions and to problem solve.

Materials:

- Discussion Prompts
- Activity: [Do You Agree or Disagree?](#)
- [Drug Category Infographic](#): Medication or Non-Medical Drug, Legal or Illegal Drugs
- Exploration Activity: [Drug Categories](#) (Student version, teacher version)
- [Quiz Time: Medication Safety](#) (Student version, teacher version)
- [Exit Reflection Card](#)

Introduction

Refer to the class-established Ground Rules as you get set to begin learning activity 2. Discussions on types of medications and drugs in Learning Activity 1 are a springboard to launch a conversation about different drug categories: Medication/Medical and Non-medical Drugs, Legal Drugs and Illegal Drugs. Have a brief discussion with students to confirm their understanding of what a drug is and identify different examples. Review the difference between prescription and over-the-counter medications. Following this discussion, students will work individually using the student version of [Do You Agree or Disagree](#). To indicate their initial understanding, students will reflect on each statement and complete the **Before** section only. Inform students that they will refer to this checklist later to affirm or correct any misconceptions they may have.



Name: _____

Grade 5
Learning Activity 2

Drug Categories: Legal or Illegal? Medical or Non-Medical?
Activity: Do You Agree or Disagree?

Let's explore what you know about drugs! Focusing on the **Before** section, read each statement and indicate if you agree or disagree. Later, your teacher will ask you to return to this activity and complete the **After** section.

	Before		After	
	Agree	Disagree / Not Sure	Agree	Disagree
Medications help us feel better				
Medications can harm us				
An over the counter drug is a medical drug or medication				
Alcohol is not a drug				
Nicotine found in cigarettes and vapes is a drug				
Alcohol is not a medication				
Alcohol is an illegal drug				
Smoking at age 15 is illegal				
Cannabis use at age 30 is illegal				
Caffeine use at age 50 is illegal				
Caffeine, found in coffee, is a drug				
Using your friend's antibiotics is okay when you are feeling sick				
Health care professionals such as doctors do not prescribe illegal drugs				

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Discussion prompts:

- What is a drug? Why do we take drugs?
- What is a medication? Is a medication a drug?
- What medications may prevent diseases and illness?
- What are some examples of vaccines?
- Do you think alcohol is a medication? Nicotine? Cannabis?
- Why is it important to have an adult help administer medications to children?
- What are some examples of drugs?
- What medications could help our body when we are not feeling well?
- Do you think vaccines are drugs? Why do people have vaccines?
- Do you think alcohol is a drug? Nicotine? Cannabis?
- Who are the trusted sources to help us find information about medications?
- Is it always necessary to visit a doctor for medications? Explain.

Use and discuss the [Drug Category Infographic](#) to help guide discussion on and define the different categories. Ask students to refer to their Agree/Disagree Statements in the Before section. Discuss the statements referring to this chart. Provide students time to revisit each statement in the checklist so they may reflect on their learnings after discussions about the different drug categories. Students may wish to change their responses in the After Section.

DRUG CATEGORIES

WHAT YOU NEED TO KNOW

<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Medical drug: (Medication)</p> <ul style="list-style-type: none"> A medication which helps someone feel better; used to treat or prevent an illness or condition. <p>Examples: Prescription drugs such as antibiotics, inhalers, or cannabis; over-the-counter drugs such as some fever medication or cough syrup.</p>	<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Non-medical drug:</p> <ul style="list-style-type: none"> A drug is NOT used to treat an illness or condition for that person. <p>Examples: Nicotine found in cigarettes and vapes; alcohol; caffeine, cocaine; cannabis A drug prescribed for one person but being used by another person for a non-medical reason. <p>Examples: Methylphenidate, opioids, benzodiazepine</p> </p>
<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Legal drug:</p> <ul style="list-style-type: none"> A drug such as prescription drugs and over the counter drugs are legal; A non-medical drug such as caffeine; Other non-medical drugs may be legal, but have age restrictions. <p>Examples: Alcohol, cannabis, nicotine</p>	<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Illegal drug:</p> <ul style="list-style-type: none"> A drug that has not been prescribed by a healthcare provider nor regulated by the government; A drug that is unlawful to use; A drug which is unsafe to use. <p>Examples: Cocaine, ecstasy, heroin</p>

Although certain drugs are legal, there are age restrictions. For example, alcohol and cannabis are legal for adults to use, but illegal for children and teenagers. This means that people under the age of 19 (in Newfoundland and Labrador) cannot lawfully possess or consume these drugs. Brains are developing until the age of 25. Therefore, it is important to protect our brains and prevent damage for as long as possible. Other drugs, such as caffeine, is legal for everyone, but not recommended for children because it may not be safe.

For more information on laws surrounding substance use in Canada, visit: decyde.ca/substance-use-and-laws/

SUBSTANCE SNAPSHOT

Teachers may refer to **Substance Snapshots** to help inform the discussion. *Note: Not for direct student use unless deemed developmentally appropriate*

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Grade 5 Lesson 1

Exploration:

Either working individually or in small groups, invite students to complete [Exploration Activity: Drug Categories: Legal or Illegal? Medical or Non-medical?](#) (available as a Jamboard, Google Doc and PDF). This activity presents various situations that students must sort into drug categories (medical, non-medical, legal, or illegal). Some situations may belong in more than one category. Once students have completed this activity, engage them in a discussion about each activity explaining why they belong to the respective categories. Discuss why some of these activities are considered risk behaviours.

Canva Whiteboard – Student version

Activity: Drug Categories

Sort the situations into the appropriate categories. Some situations are listed twice because they belong in two categories.

<p>Medical</p>	<p>Non Medical</p>
<p>Legal</p>	<p>Illegal</p>

(Note: The whiteboard image shows various situations scattered around the categories, such as 'A doctor prescribes a patient cannabis for pain' and 'A teenager drinks alcohol at a party'.)

Google Doc/PDF – Student version

Empowering Youth to DECIDE

Grade 5 Learning Activity 2

Name: _____

Drug Categories

Sort the situations into the appropriate categories: medical, non-medical, legal, and illegal. Some situations may belong in more than one category.

<ol style="list-style-type: none"> 1. An individual is drinking energy drinks 2. A doctor prescribes a puffer for asthma 3. A 15 year old is vaping at school 4. A doctor prescribes a patient cannabis for pain 5. An individual is driving after drinking too much alcohol 6. An adult is smoking cigarettes or vaping 7. An individual uses their friend's ADHD medication 8. A student in elementary school is drinking coffee 	<ol style="list-style-type: none"> 9. A student in Grade six is smoking cigarettes 10. A 23 year old uses cannabis on the weekends 11. An individual is taking cough syrup to treat a cold 12. Adults are drinking coffee at work 13. An individual is using cannabis and driving 14. A 16 year old drinks alcohol at a party 15. A 17 year old is driving after drinking alcohol 16. An adult drinks wine at dinner
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Medical Drugs/Medications	Non-Medical Drugs
Legal Drugs	Illegal Drugs

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Grade 5 Lesson 1

Teacher version:

<p style="text-align: center;">Medical Drugs/Medications</p> <p>A doctor prescribes a puffer for asthma A doctor prescribes cannabis for pain An individual is taking cough syrup to treat a cold</p>	<p style="text-align: center;">Non-Medical Drugs</p> <p>An individual is drinking energy drinks A 15-year-old is vaping at school An adult is smoking cigarettes or vaping An individual uses their friend's ADHD medication A student in elementary school is drinking coffee A 23-year-old uses cannabis on the weekends Adults are drinking coffee at work A teenager drinks alcohol at a party An adult drinks wine at dinner</p>
<p style="text-align: center;">Legal Drugs</p> <p>An individual is drinking energy drinks A doctor prescribes a puffer for asthma An adult drinks a glass of wine at dinner An individual is drinking energy drinks A doctor prescribes a patient cannabis for pain A 23 year old uses cannabis on the weekend An adult is smoking cigarettes or vaping Adults are drinking coffee at work</p>	<p style="text-align: center;">Illegal Drugs</p> <p>An adult is using cannabis and driving A student in grade 6 is smoking cigarettes A 15 year old is vaping at school An adult is driving after drinking too much alcohol A 16 year old drinks alcohol at a party A 17 year old is driving after drinking alcohol</p>



Post-Activity Discussion Prompts:

- There are certain activities that are not illegal but can still be considered risk behaviours. What are some examples?
- Why do you think there are rules and laws around drugs and alcohol?
- Why do you think it is safer for children and teenagers to avoid using drugs unless recommended by a healthcare professional?
- Which activities are legal for adults and illegal for children?
- Which activities are legal for everyone?
- Why do you think there are rules around drugs and alcohol for children?
- Do you think vaccines are drugs? Why do people have vaccines?
- What are some ways we can stay safe around drugs and alcohol?

Note to teachers: Why do you think it is safer for children and teenagers to avoid using drugs unless recommended by a healthcare professional?

- Our brains develop until about age 25. This means that certain drugs such as nicotine, alcohol, cannabis, etc. may affect our brains when they are developing. Avoiding drug use helps you have better memory, concentration, and mental health.
- Drugs may affect our physical health (avoiding cigarette or vape smoke can protect our lungs).
- Avoiding drugs at a young age may decrease the chance of developing higher-risk substance use as an adult.
- Using drugs can affect our judgment, which may lead to risky decision-making.

Refer back to the pre assessment checklist and review the statements with students. Ask them to complete the *After* section and discuss any misconceptions they may have.

Sharing and Reflection: Exit Reflection Card

Invite students to complete the [Exit Reflection Card](#) and share what they learned about taking medications safely. Students may use whatever means they would like to express themselves (e.g., write, draw).

Quiz Time! Medication Safety

As a follow up, the teacher may use the Medication Safety Quiz Handout to assess student’s understanding of safety around medications. This can be done as whole class discussion, team format or as a [Kahoot](#) activity. The quiz is also available as a [PDF](#).

Student Version:

Teacher Version:

Name: _____

Grade 5
Learning Activity 2

Medication Safety

- 1** A Medication is a drug. True or False?

a) True ✓
b) False
- 2** The caffeine found in sugary drinks such as pop is not a drug. True or False?

a) True
b) False ✓
- 3** It is ok to drink medicine such as cough syrup directly from the bottle? True or False?

a) True
b) False ✓
- 4** Vitamins are important for nutrition and may taste yummy. It is ok to take them whenever you want. True or False?

a) True
b) False ✓
- 5** Taking more medicine than prescribed helps you get better faster. True or False?

a) True
b) False ✓
- 6** What medicine must be purchased at a pharmacy and prescribed by doctor?

a) Prescription Drugs ✓
b) Over-the-counter drugs
c) Neither
- 7** It is ok for family members to share medication prescribed by a doctor? True or False?

a) True
b) False ✓
- 8** What should you do if you find an inhaler on the school parking lot during recess?

a) Give it to a teacher or an adult
b) Throw it away
c) Bring it home
d) Leave it and tell a teacher or an adult ✓
- 9** It is best to keep medication on the kitchen counter or on your night table where it is easy to find. True or False?

a) True
b) False ✓
- 10** It is ok to accept medication from a friend who is the same age as you and has the same flu symptoms? True or False?

a) True
b) False ✓



Name: _____

Grade 5
Learning Activity 2

Medication Safety

- 11** A medication is used to prevent illness and treat symptoms. True or False?
 a) True
 b) False ✓
- 12** What should you do if you find a container without a label containing what looks like candy?
 a) Throw it away
 b) Eat it
 c) Go tell an adult ✓
 d) Ignore it
- 13** The phone number on a prescription bottle is for the local police station. True or False?
 a) True
 b) False ✓
- 14** Alcohol is a drug. True or False?
 a) True ✓
 b) False
- 15** If a doctor prescribes medication for you, whose name will be on the package or container?
 a) Your name only
 b) Only the doctor's name
 c) Your caregiver's name
 d) Your name and your doctor's name ✓
- 16** Your adult aunt reads and reviews the instructions for taking medication with you. Is this SAFE or UNSAFE behaviour?
 a) Safe ✓
 b) Unsafe
- 17** The medication you are taking is making you nauseous. Who is the best person to ask for advice about this?
 a) Your classmate who has taken the same medication in the past.
 b) Your uncle who is a pharmacist ✓
 c) Your doctor ✓
 d) The pharmacist at the local pharmacy ✓
- 18** The expiry date has passed on your sister's EpiPen. The EpiPen should be replaced. True or False?
 a) True ✓
 b) False
- 19** Which are examples of special instructions when taking medication?
 a) Take with food ✓
 b) Wash your hands before preparing or taking medications ✓
 c) Take medications on time ✓
 d) Store in a cool place ✓
- 20** Cannabis can be a medication and a non-medical drug. True or False?
 a) True ✓
 b) False



Grade 5 Lesson 1

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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