Grade 4 Drug Education
Lesson 2: Non-Medical Drug Use

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. Identify some reasons why people use drugs for non-medicinal purposes.
2. Recognize that nicotine and caffeine are drugs.
3. Identify the reasons why people do or do not smoke.
4. Discuss some of the physiological effects of smoking.
5. Describe the short term and long term effects of smoking.
6. Identify a number of activities to do instead of smoking.
7. Outline the effects of environmental tobacco smoke (ETS).
8. Suggest ways to protect oneself from environmental tobacco smoke (ETS).

Mental Health

1. Identify recreational activities: hobbies, physical activity or creative pursuits.

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 2: Non-Medical Drug Use
Ground Rules
- Learning Activity 1: Non-Medical Drug Use

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Background Information

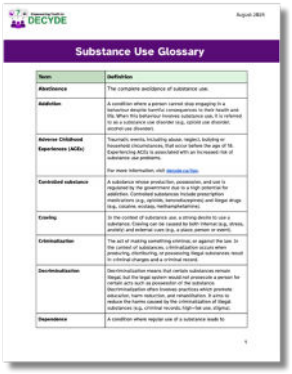
Definition of Drugs

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 2: Non-Medical Drug Use

Learning Activities and Teacher Background Resources

Learning Activity 1: Non-Medical Drug Use

Teacher Resources:
Self-Care Infographic
ACEs Infographic
Caregiver Substance Use Infographic
TIPs Infographic
Drug Categories Infographic
Substance Snapshots: Caffeine, Alcohol, Nicotine, Cannabis

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 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…".

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Learning Activity 1: Non-Medical Drugs

Learning Activity Objectives:

- Identify examples of medical and non-medical drugs
- Discuss why people use drugs or substances
- Apply the decision-making process to make safer choices
- Work collaboratively with peers

Materials:

- Discussion Prompts;
- Activity 1: Medical vs Non-Medical Drugs
- Activity 2: Introduction to Alcohol, Caffeine, Cannabis, and Nicotine
- Activity 3: FACE Decision-Making Model Scenarios (Student version, Teacher version)
  - Scenario 1: Fitting in at a New School
  - Scenario 2: Curious About Cigarettes
  - Scenario 3: Impressing the Older Kids
  - Scenario 4: Why Can't I Sleep?
- FACE Decision-Making Model: Student Version
- FACE Decision-Making Model: Teacher Version
- Exit Reflection Card: Healthy Choices
- Self-Care infographic
- Substance Snapshots: Inhaled Cannabis, Inhaled Nicotine, Alcohol, Caffeine

Introduction

During Lesson 4.1: Safer Use of Medications, students reviewed safety guidelines when using medications. Lesson 4.2 focuses on the idea that there are some drugs that are not used to *help* our bodies and minds work. Reiterate the idea that a drug includes any substance that *changes* the way our bodies and minds work. People may engage in non-medical drug use for different reasons.

Begin the lesson by discussing the difference between medical and non-medical drugs. It may be helpful to assess students' understanding by asking if they know of any drugs that are not used for medical reasons.

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Decision-Making Around Using Drugs for Non-Medical Reasons
Use the discussion prompts below to probe student ideas.

Discussion prompts:

- What are some examples of drugs? Brainstorm a list with the class.
- How do drugs make people feel?
- What is a medical drug?
- What is a non-medical drug?
- Why do you think people use products with nicotine?
- What happens if you take too much of a medication?
- What happens if you take too much of a non-medical drug (e.g., alcohol, cannabis, nicotine, caffeine)
- What are some fun things you can do instead of using substances?
- When might children be exposed to non-medical drugs?
- What kinds of changes can drugs make to our minds and bodies?
- Why do people take drugs?
- What would you do if someone you know or don't know asked you to try a drug?
- Who can you ask if you have questions about drug safety?
- What are some health problems that can develop after smoking for a long time?
- What is the difference between smoking a cigarette and vaping?
- What is second hand smoke and where might you encounter it?
- Why do people use product with caffeine?

SUBSTANCE SNAPSHOT

Teachers may refer to Alcohol, Inhaled Cannabis, Inhaled Nicotine, and Caffeine to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

Key points:

- Your thinking can be affected by drugs, causing you to make decisions you wouldn't usually make. This may place risk on your safety or well-being.
- You may be asked to try a drug from someone you know or someone you don't know. The decisions you make can affect future relationships with those people and others (such as guardians, teachers, and other students).
- An overdose or poisoning can happen if you take too much of a drug than your body can handle. This can be dangerous for your health and may require immediate medical help. It is important to be aware of this, but it is unlikely to occur if you follow directions from a healthcare professional or trusted adult.
- Children may be exposed to drugs for religious or cultural reasons. This is ok when following a tradition or custom, and while under the guidance of a trusted adult. For example, wine used for First Holy Communion, tobacco used for Indigenous practices.

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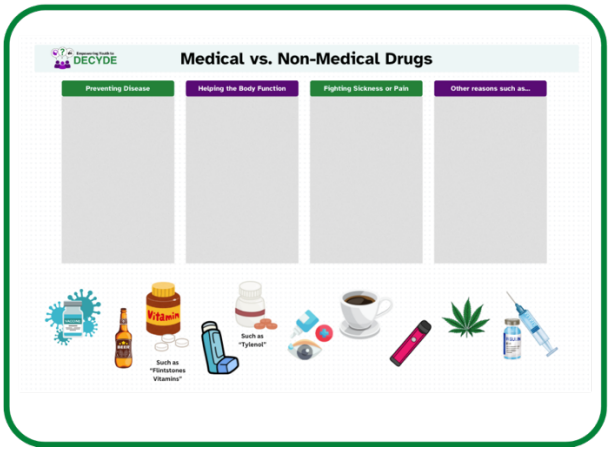
Activity 1: Medical vs. Non-Medical Drugs

Provide students with the link to the Canva Whiteboard activity, **Medical vs. Non-Medical Drugs**. Students should categorize drugs into their respective category.

Complete this activity as a class.

The activity can be accessed here.



Activity 2: Introduction to Alcohol, Caffeine, Cannabis, and Nicotine

Presentation and Class Discussion

In this activity, students will be introduced to four common substances: alcohol, caffeine, cannabis, and nicotine. Using the presentation linked below, the teacher will guide the class through a series of discussion questions about each different substance. The goal of this activity is to get students thinking about the characteristics of each substance, including other names for the substance, different sources that may contain the substance, and how the substance may make you feel.

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

Teacher Discussion Guide: Canva Presentation

- **What is Caffeine?**
  - What items or products contain caffeine?
    - Caffeine is something found in drinks and some foods.
    - Examples: Coffee, tea, energy drinks (e.g., Monster, RedBull), some sodas (e.g., Pepsi and Coke), and some types of chocolate.

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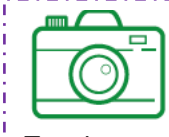
- What type of drug is caffeine?
  - Caffeine is a stimulant, which means it gives you energy, but it can also make it hard to sleep at night.
- How does caffeine make you feel?
  - Caffeine can make you feel more awake, but too much can make you feel shaky or nervous.
  - It can be dangerous if you have too much.
  - Regular use can lead to addiction.



Teachers may refer to Alcohol, Inhaled Cannabis, Inhaled Nicotine, and Caffeine to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

- **What is Nicotine?**
  - What items or products contain nicotine?
    - Nicotine is found in cigarettes, e-cigarettes, vapes, nicotine gum, nicotine pouches (e.g., Zonnic), nicotine patches.
    - All of these products contain different amounts of nicotine.
  - What type of drug is nicotine?
    - Nicotine is a stimulant, which speeds up the messages between the brain and body.
  - How does nicotine make you feel?
    - Nicotine can make your heart beat faster and make you feel more alert and awake.
    - It can cause breathing problems.
    - It can cause dizziness, headaches and nausea.
    - Regular use can lead to addiction.

- **What is Alcohol?**
  - What items or products contain alcohol?
    - Alcohol is a drink
    - Examples: Beer, wine, coolers, rum, whisky, vodka
    - These drinks have different amounts of alcohol in them.
    - You can drink alcohol by itself or mix it with other drinks, like juice or pop.
  - What type of drug is alcohol?
    - Alcohol is a depressant, which means it slows down how your brain sends messages to your body.
  - How does alcohol make you feel?
    - It can make you feel sleepy or make it hard to keep your balance. This can cause you to get in an accident. This is why people should not drive, use dangerous equipment or ride their bike when using alcohol.
    - Regular use can lead to addiction.

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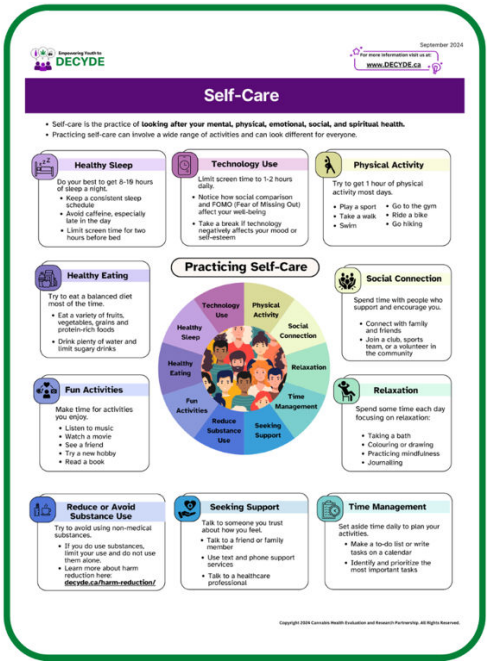
- **What is Cannabis?**
  - What are other names for cannabis?
    - Weed, pot, marijuana, joint, edible, THC (tetrahydrocannabinol), CBD (cannabidiol)
    - These products contain different amounts of the chemicals THC or CBD
  - How is cannabis used?
    - Cannabis is used by smoking, vaping, dabbing, eating or drinking.
  - What type of drug is cannabis?
    - It is a plant that contains THC and CBD
    - It can affect your body and mind in different ways:
      - Sometimes it can act like a stimulant, which gives you energy and makes you feel more awake.
      - Sometimes it can act like a hallucinogen, which means it can make you see or hear things that aren't really there.
      - Sometimes it can be a depressant, which slows down your brain and makes you feel relaxed or sleepy.
  - How does cannabis make you feel?
    - Cannabis can change how you feel and think, and it can make it hard to remember things.
    - THC can make you feel relaxed or sometimes confused.
    - CBD is sometimes used in medicines to help with pain and other health problems.
    - Regular use can lead to addiction.

At the end of the presentation, engage students in a discussion to brainstorm what other healthy choices they could make instead of using substances. The teacher can refer to the Self-Care infographic for tips to guide the discussion.



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Matching Game

In this activity, students will use the information from the previous discussion about the four substances (alcohol, caffeine, cannabis, and nicotine) to complete the worksheet. Students may complete this individually, in pairs, or in small groups. Once completed, review the answers with the class.

This activity is available as a Google Doc or PDF and can be accessed here.

Teacher Answer Key:

	Alcohol	Caffeine	Cannabis	Nicotine
Cigarettes				X
Wine	X			
THC Drinks			X	
Vapes / Vape juice			X	X
Hot or Iced Coffee		X		
Weed			X	
Rum	X			
Weed Gummies			X	
Energy Drinks		X		

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Soda		X		
Vodka Cocktails	X			
Tea		X		
Beer	X			
Marijuana Joints			X	

Activity 3: FACE Decision-Making Model Scenarios

In Activity 3, 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 **"Fitting In at a New School"** to model how students can apply the **FACE Decision-Making Model** when facing 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.

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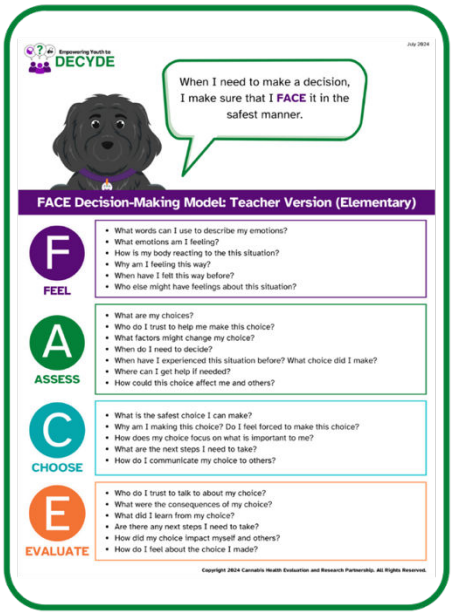
The **FACE Model: Teacher Version (Elementary)** includes additional probing questions to help encourage students' critical thinking. It is not compulsory for this activity, however it may help guide discussion. It can be accessed here.



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.

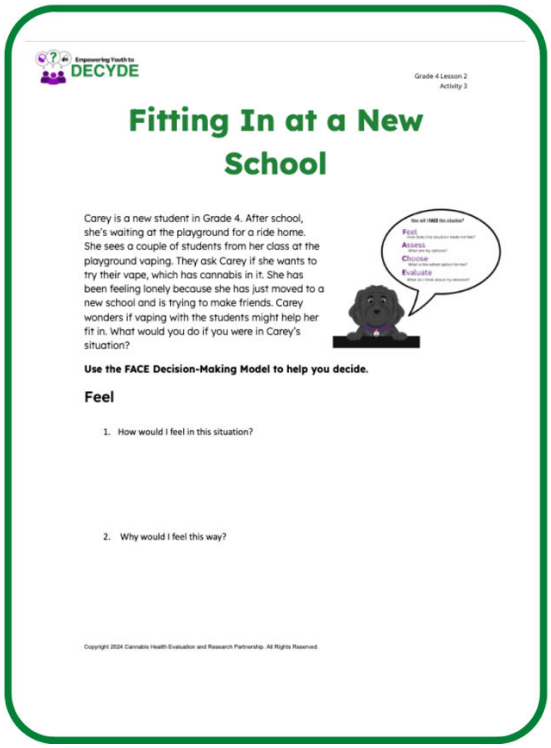
Scenario 1: Fitting In at a New School – Teacher to Model

The teacher will model "**Scenario 1: Fitting In at a New School"** with the class.

Ask students to imagine that they have found themselves in this scenario and must decide whether or not to try cannabis.

This activity is available as a PDF or Google Doc.

The teacher may use the discussion prompts in the Teacher Version below to help guide discussion.



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Teacher Version: Discussion Guide - Scenario 1: Fitting in at a New School

Scenario: Carey is a new student in Grade 4. After school, she's waiting at the playground for a ride home. She sees a couple of students from her class at the playground vaping. They ask Carey if she wants to try their vape, which has cannabis in it. She has been feeling lonely because she just moved to a new school and is trying to make friends. She wonders if vaping with the students might help her fit in. What would you do if you were in Carey'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 relaxed.
- I would feel unsure.
- I would feel pressured.
- I would feel happy to make new friends

Why would I feel this way?

- I would feel curious about whether cannabis could help me relax.
- I would feel unsure because I don't know the effects of cannabis.
- I would feel pressured to fit in with the other students.
- I would feel anxious about making new friends.

SUBSTANCE SNAPSHOT

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

Assess:

What are my choices?

- I could try cannabis
- I could leave the washroom without interacting with them.
- 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 parent/guardian may be disappointed if I decide to try cannabis
- Knowing that cannabis at my age has many unknown long-term effects
- Knowing that I may develop an addiction to cannabis
- Knowing my friends' opinions on cannabis

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Who can help me make this choice?

- A guidance counselor
- A trusted family member
- A trusted teacher
- A friend

Choose:

What is the safest choice I can make?

- I could wait to talk to a trusted adult
- I could choose healthier ways to try to relax (e.g. exercising, meditation, talking to somebody about it)

Evaluate:

How would my choice impact myself and others?

- My choice may put harmful chemicals into my body if I chose to vape
- My choice may increase the risk of becoming addicted to cannabis
- My choice may cause students to think of me differently if I vape cannabis
- My choice may disappoint my Parents/caregivers, or another adult I look up to
- My choice might help me make new friends.

Who would I talk to about the choice I made?

- I could talk to a guidance counsellor or trusted teacher
- I could talk to a trusted friend
- I could talk to a caregiver
- I could talk to an extended family member (e.g. cousin, aunt/uncle)

After the teacher modeling and class discussion, 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.

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

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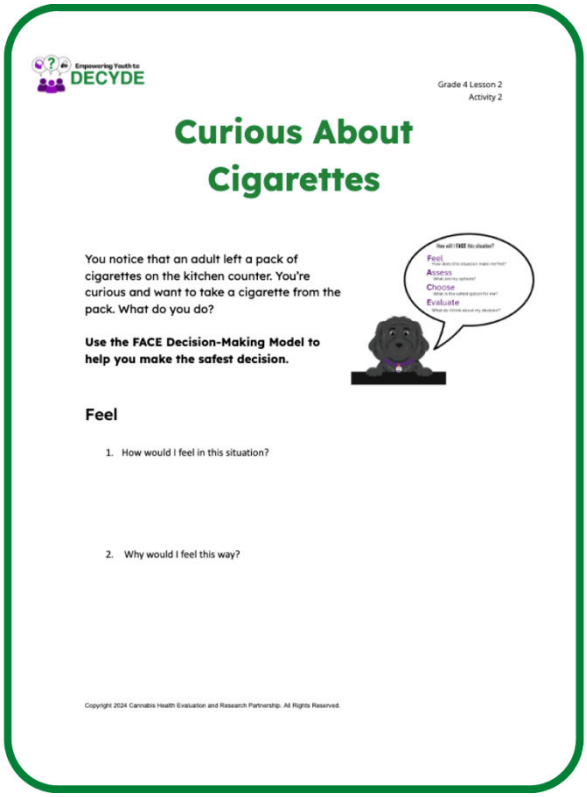
Scenario 2: Curious About Cigarettes

Present the following scenario to students:

You notice that an adult left a pack of cigarettes on the kitchen counter. You're curious and want to take a cigarette from the pack. What do you do? Use the **FACE Decision-Making Model** to help you make the safest decision.

This activity is available as a PDF or Google Doc. Students may write in the space provided, draw a picture, or discuss with their group.


Empowering Youth to DECYDE

Grade 4 Lesson 2
Activity 2

Curious About Cigarettes

You notice that an adult left a pack of cigarettes on the kitchen counter. You're curious and want to take a cigarette from the pack. What do you do?

Use the FACE Decision-Making Model to help you make the safest decision.

Feel

1. How would I feel in this situation?

2. Why would I feel this way?

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Teacher Version:

Feel:

1. How would I feel in this situation?
    - Curious
    - Nervous
    - Excited
    - Indifferent
    - Wanting to fit in or seem more mature
2. Why would I feel this way?
    - Curious to see how it feels
    - Nervous because I know that cigarettes are unhealthy and I am not old enough to smoke
    - Excited to experience something new
    - Indifferent because I have no interest in smoking cigarettes
    - I see people smoking and I want to feel included or like I'm mature

SUBSTANCE SNAPSHOT

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

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Assess:

3. What are some reasons people do or do not smoke cigarettes?
    - People smoke cigarettes because they are dependent on the nicotine found in them (nicotine is a drug)
    - People smoke cigarettes to fit in, cope, etc.
    - People do not smoke cigarettes because they are unhealthy
    - People do not smoke cigarettes because they can make you feel unwell

4. What does smoking cigarettes do to the body?
    - Cigarettes contain nicotine which is highly addictive drug that can affect memory and concentration, especially for people under 25 years of age
    - Cigarettes contain substances that can harm your body and your lungs

Choose:

5. What is the safest choice I can make?
- The safest choice is to not take the cigarette
- Inform a trusted adult that someone left cigarettes on kitchen counter

Evaluate:

6. What can I do instead of taking a cigarette?
    - I can talk to a trusted adult about my curiosity around cigarettes
    - I can do an activity that I enjoy and I know isn't unhealthy, such as playing outside, reading, crafts, singing
    - I can try vaping
7. What can I do if I tried the cigarette?
    - I can talk to a trusted adult about what I did
    - I can choose not to smoke again in the future
    - I can speak to a trusted adult if I don't feel well
8. How can you protect yourself from second-hand smoke?
    - Not spend time around people who are actively smoking
    - Ask people not to smoke around me
    - Leave the area if someone is smoking and not giving you space

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Scenario 3: Impressing the Older Kids

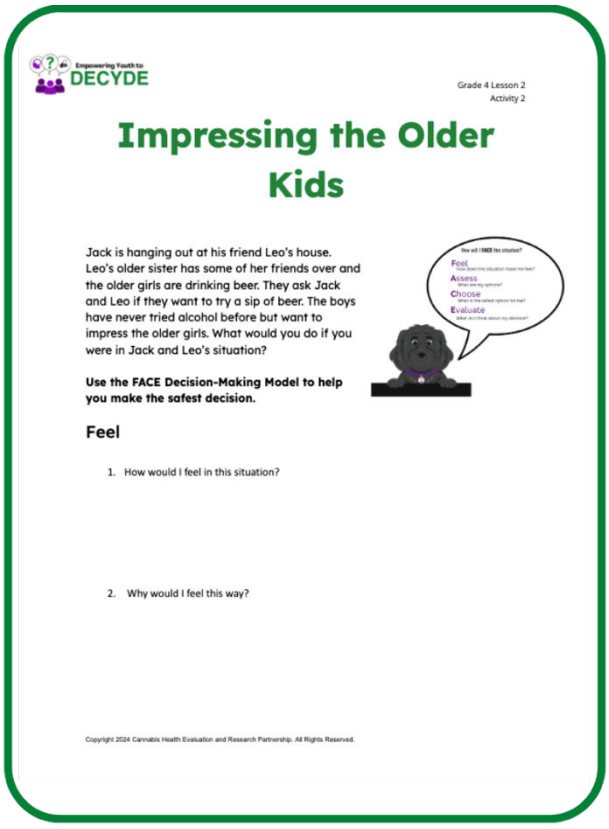
Present the following scenario to students:

Jack is hanging out at his friend Leo's house. Leo's older sister has some of her friends over and the older girls are drinking beer. They ask Jack and Leo if they want to try a sip of beer. The boys have never tried alcohol before but want to impress the older girls. What would you do if you were in Jack and Leo's situation?

This scenario provides students with the opportunity to think critically about alcohol and reasons why one chooses to drink or not to drink alcohol.

This scenario also provides an opportunity for a discussion around peer pressure.

This activity is available as a PDF or Google Doc. Students may write in the space provided, draw a picture, or discuss with their group.


Empowering Youth to DECYDE

Grade 4 Lesson 2
Activity 2

Impressing the Older Kids

Jack is hanging out at his friend Leo's house. Leo's older sister has some of her friends over and the older girls are drinking beer. They ask Jack and Leo if they want to try a sip of beer. The boys have never tried alcohol before but want to impress the older girls. What would you do if you were in Jack and Leo's situation?

Use the FACE Decision-Making Model to help you make the safest decision.

Feel

1. How would I feel in this situation?

2. Why would I feel this way?

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Teacher Version:

Feel:

1. How would I feel in this situation?
   - Curious, pressured, left out, shy

2. Why would I feel this way?
   - I don't know what it feels like to drink alcohol
   - I want to know if it will make me look cool to the older girls
   - I want my friend to like me
   - I may be nervous or shy around the older girls

3. When have I felt this way before?
   - Answers may vary

Assess:

4. What are my choices?

SUBSTANCE SNAPSHOT

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

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- I can say no I don't want to try it
- I can ask the girls about how they feel when they drink alcohol
- I can take a sip of the beer
- I can say I need to go home

Choose:

5. What is the safest choice I can make?
    - Choose not to try the alcohol
    - Seek information about alcohol from a trusted adult if I am curious
    - Find other ways/places to hang out with my friends

Evaluate:

6. How would my choice impact myself or others?
    - Answers may vary based on the response to the previous question
    - Choosing not to drink alcohol would protect my physical health
    - Choosing not to drink alcohol would prevent me from getting in trouble

7. Who would I talk to about the choice I made and how I was feeling?
    - Answers may vary
    - Parent/guardian, teacher, guidance counsellor, coach, aunt, uncle, older sibling, etc.

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Scenario 4: Why Can't I Sleep?

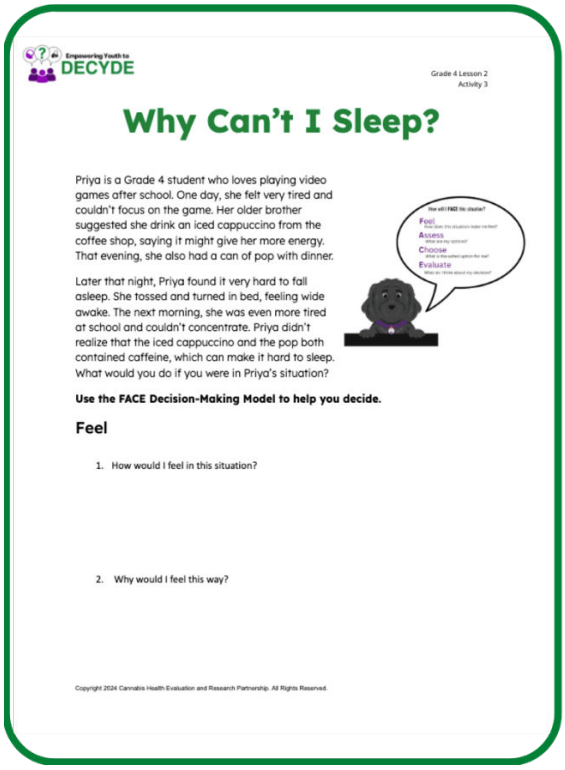
Present the following scenario to students:

Priya is a grade 4 student who loves playing video games after school. One day, she felt very tired and couldn't focus on the video games. Her older brother suggested she drink an iced cappuccino from the coffee shop, saying it would give her more energy. That evening, she also had a can of pop with dinner.

Later that night, Priya found it very hard to fall asleep. She tossed and turned in bed, feeling wide awake. The next morning, she was even more tired at school and couldn't concentrate.

Priya didn't realize that both the iced cappuccino and the pop contained caffeine, which can make it difficult to sleep. What would you do if you were in Priya's situation? Use the **FACE Decision-Making Model** to help you make the safest decision.

This activity is available as a PDF or Google Doc. Students may write in the space provided, draw a picture, or discuss with their group.


Empowering Youth to DECYDE

Grade 4 Lesson 2
Activity 3

Why Can't I Sleep?

Priya is a Grade 4 student who loves playing video games after school. One day, she felt very tired and couldn't focus on the game. Her older brother suggested she drink an iced cappuccino from the coffee shop, saying it might give her more energy. That evening, she also had a can of pop with dinner.

Later that night, Priya found it very hard to fall asleep. She tossed and turned in bed, feeling wide awake. The next morning, she was even more tired at school and couldn't concentrate. Priya didn't realize that the iced cappuccino and the pop both contained caffeine, which can make it hard to sleep. What would you do if you were in Priya's situation?

Feel
Assess
Choose
Evaluate

Use the FACE Decision-Making Model to help you decide.

Feel

1. How would I feel in this situation?

2. Why would I feel this way?

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Teacher Version:

Feel:

1. **How would I feel in this situation?**
   - Restless, confused, tired, frustrated
2. **Why would I feel this way?**
   - I didn't know that frozen coffee or pop contain caffeine.
   - I'm frustrated because I couldn't sleep well.
   - I'm tired and can't focus in school.
3. **When have I felt this way before?**
   - Answers may vary (e.g., after having trouble sleeping for another reason, feeling tired after a long day).

SUBSTANCE SNAPSHOT

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

Assess:

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4. **What are my choices?**

- I can ask a trusted adult about which foods and drinks contain caffeine.
- I can avoid drinking caffeinated beverages, especially in the evening.
- I can find other ways to boost my energy, like taking a nap, eating a healthy snack, or exercising.

5. **How could this choice affect me and others?**
   - Avoiding caffeine could help me sleep better at night and do better in school.
   - Knowing about caffeine can help me make healthier choices.
   - If I share what I learned with my friends, they might also avoid caffeine and sleep better.

Choose:

6. **What is the safest choice I can make?**

- Choose to avoid caffeinated beverages, especially before bedtime.
- Seek information about caffeine from a trusted adult.
- Find other ways to get more energy, like eating healthy snacks, exercising, or taking breaks.

Evaluate:

7. **How would my choice impact myself or others?**

- Choosing to avoid caffeine would help me sleep better and be more focused in school.
- Sharing information about caffeine with my friends could help them make healthier choices too.

8. **Who would I talk to about the choice I made and how I was feeling?**
   - Answers may vary (e.g., parent/guardian, teacher, guidance counsellor, coach, aunt, uncle, older sibling, etc.).

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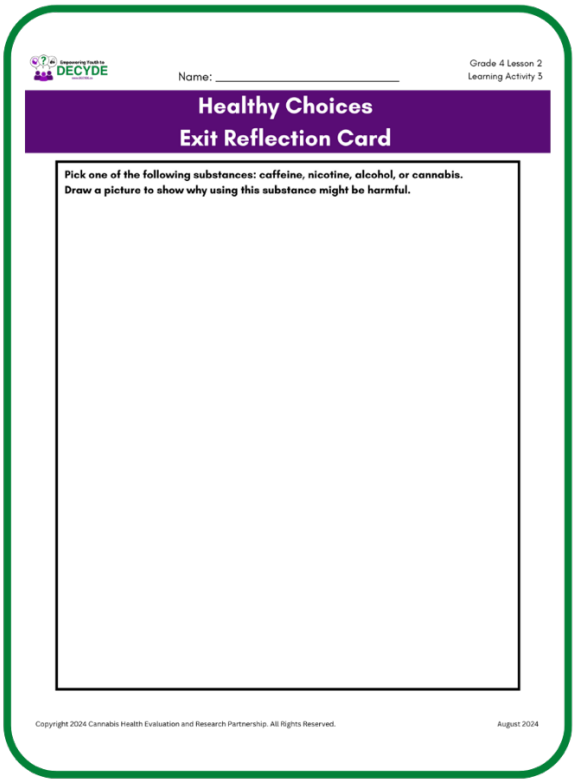
Sharing and Reflection: Exit Reflection Card

Provide students with the **Exit Reflection Card: Healthy Choices** to conclude the lesson. This activity provides students an opportunity to reflect on what they learned about non-medical drugs.


Name: _____

Grade 4 Lesson 2
Learning Activity 5

Healthy Choices
Exit Reflection Card

Pick one of the following substances: caffeine, nicotine, alcohol, or cannabis. Draw a picture to show why using this substance might be harmful.

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August 2024

Students will reflect on the following 2 questions:

- Pick one of the following substances: caffeine, nicotine, alcohol, or cannabis. Draw a picture to show why using this substance might be harmful.
- Draw a picture of some healthy activities you can do instead of using substances.

Teachers may also wish to model their own example as a guide.

This activity is available as a PDF.

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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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