

Grade 7 Drug Education

Lesson 2: Healthy and Unhealthy Ways of Coping

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

Emotional and Social Well-Being

1. To develop strategies for dealing with negative feelings.
2. To recognize sources of stress in our lives.
3. To understand that stress can be healthy or harmful.
4. To consider positive ways of dealing with stress.

Relationships

1. To recognize the influence of peer groups.

Drugs: Smoking and Alcohol

1. To understand that tobacco contains an addictive drug and other chemicals that affect health.
2. To identify reasons why people choose to smoke or not to smoke.
3. To be aware of the immediate and long-term effects of cigarette smoking, both physical, social, and psychological
4. To understand the effects of second hand and side-stream smoke
5. To use the decision-making model with regard to tobacco use.
6. To realize that alcohol is a drug that affects the body and has the potential for serious harm.
7. To promote and encourage appropriate health-related practices

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




Lesson Snapshot:

Lesson 2: Healthy and Unhealthy Ways of Coping

Norms & Expectations

- Learning Activity 1: Reacting to Stress
- Learning Activity 2: Assessing Coping Strategies
- Learning Activity 3: FACE-ing Stressful Situations



Lesson 1: Substance Use and Smart Choices
Lesson 2: Healthy and Unhealthy Ways of Coping

Background Information

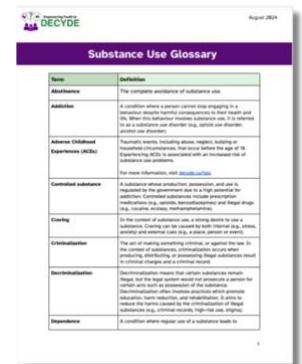
Definition of Drugs

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.
Address	A location where a person cannot stop engaging in a behavior despite harmful consequences to their health and life. When the behavioral pattern continues, additional care is required for the user's problem.
Adverse Outcome Experiences (AOEs)	Psychological effects, including stress, anxiety, sadness or depression, which, however, may occur before the age of 18, representing AOEs associated with an increased risk of substance use problems.
Controlled substance	See Schedule I substances , Schedule II substances , and Schedule III substances . A substance whose production, possession, and sale is regulated by the government due to a high potential for addiction. Some controlled substances include alcohol, illegal drugs, medical devices, medications, and pharmaceuticals.
Craving	An intense desire for a substance that is often associated with substance use. Craving can be caused by both internal (e.g., stress, anxiety) and external (e.g., social) triggers or stimuli.
Crystallization	The act of making something concrete, or applying the use in the context of substance use. Crystallization occurs when abstract thinking or processing of legal substances leads to concrete changes and a concrete choice.
Deindividuation	Deindividuation occurs when certain substances are used. It is the loss of self-awareness and self-regulation, leading to a loss of personal responsibility. This state is often associated with substance use and can lead to a loss of personal responsibility. Deindividuation often involves a loss of personal responsibility, self-awareness, and self-regulation. It is often associated with the consumption of legal substances, such as alcohol, marijuana, and stimulants. It is often associated with the consumption of legal substances, such as alcohol, marijuana, and stimulants.
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.

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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](#).

Lesson 2: Healthy and Unhealthy Ways of Coping



Learning Activities and Teacher Background Resources

- Learning Activity 1: Reacting to Stress
- Learning Activity 2: Assessing Coping Strategies
- Learning Activity 3: FACE-ing Stressful Situations

Teacher Resources:

- [Adverse Childhood Experiences \(ACEs\)](#)
- [Caregiver Substance Use](#)
- [Trauma-Informed Practices \(TIPs\)](#)
- [Drug Categories](#)



Norms and Expectations

While abstinence from drugs is the safest choice for youth to make, discussions about harm reduction are also important. Engaging in educational discussions about substance use can be a protective factor and can positively impact the decisions made by youth. These conversations may touch on sensitive topics for some students. Educators should consider the following: reasons why youth use substances; the harms of substance use; the age and cognitive development of youth; and the context of the school, community, and/or family situations. The sensitive nature of these discussions means teachers should place utmost importance on establishing a safe, supportive, and judgment-free environment. The teacher must promote positive and effective exchanges with students by co-establishing classroom norms that are revisited often.

During these discussions, all participants agree:

- The opinions of everyone are listened to and respected.
- Discussions about the content are factual, open and honest but do not use the names of individuals' experiences. (e.g., refer to "someone I know" rather than using names)
- Boundaries of individuals are recognized and respected.
- Discussions are free of judgemental language and challenge ideas, not individuals.
- Words matter. Avoid stigmatizing language. There should be an established understanding of the term [stigma](#). Teach and model respectful language used during discussions.
 - Important examples include using person-first language. For example, "a person who uses drugs or substances".

Learning Activity 1: Reacting to Stress



Learning Activity Objectives:

- Define stress
- Identify common stressors
- Identify coping strategies which may help alleviate stress
- Identify the benefits and harms of stress
- Examine how individuals experience stressful situations differently
- Engage in discussions with peers about coping and stress
- Listen and interact purposefully with peers

Materials:

- Discussion Prompts
- Social Emotional Learning YouTube video: [Stress Management Tips for Kids and Teens! - YouTube](#)
- [Stressed Out! Activity Card](#)
- Exploration
 - [Situation 1: Jodie and Sam](#) (student version, Teacher Discussion Guide)
 - [Situation 2: Jamal and Hunter](#) (student version, Teacher Discussion Guide)
 - [Situation 3: Chloé and Anton](#) (student version, Teacher Discussion Guide)
 - [Situation 4: Liam and Esme](#) (student version, Teacher Discussion Guide)
- Sharing and Reflection: Reflection Activity
 - [Stress Meter Card](#)
 - [Stress Toolkit Activity Card](#)

Introduction

During this learning activity, students will define stress, identify common stressors and potential coping strategies. They will also examine how stress may look and feel differently for individuals.

To open this learning activity, begin with a **pre-assessment activity** to determine what students understand about stress. The teacher can randomly display the following statements (some of which are inaccurate) for discussion and debate. Together, reword the inaccurate statements.

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Inaccurate	Accurate
<ul style="list-style-type: none"> ▫ Stress is always bad for us. ▫ Only adults experience stress. ▫ Throwing your phone on the floor is an appropriate way to deal with stress. ▫ Eating 5 chocolate bars is an effective coping strategy. ▫ Stress does not affect us physically. ▫ Everyone deals with stress the same way. ▫ What we eat does not really affect our feelings. ▫ Alcohol and other substances are positive coping strategies for stressful situations. ▫ Social media does not impact stress. ▫ Spending the majority of your time alone can help reduce stress. 	<ul style="list-style-type: none"> ▫ Going for a walk is a positive coping strategy for dealing with stress. ▫ Listening to your favorite music could be a coping strategy to relieve stress. ▫ Taking part in too many activities can cause stress in our lives. ▫ An argument with a friend is an example of a stressor. ▫ Headaches and increased heart rate are symptoms of stress. ▫ The amount of sleep we get affects our stress level. ▫ Drinking energy drinks and coffee can cause us to feel more stressed. ▫ A little sunshine may reduce anxiety is important. ▫ A healthy diet can reduce negative stress. ▫ Supportive family and friends can reduce stress.

The following discussion prompts may also help guide this learning conversation:

Discussion prompts:


- What is stress?
- What causes you to feel stressed? (Stressors)
- In what ways may you feel stress at school? With your peers? During extra-curricular activities?
- What are some other situations that may cause someone to feel stressed?
- In what situations could stress be beneficial or positive?
- What strategies can we use to cope with stress?
- How do you feel when you are stressed?
- What do you do to avoid feeling stressed?
- How may stress be harmful?
- Do people experience stress the same way? How can stress be different?

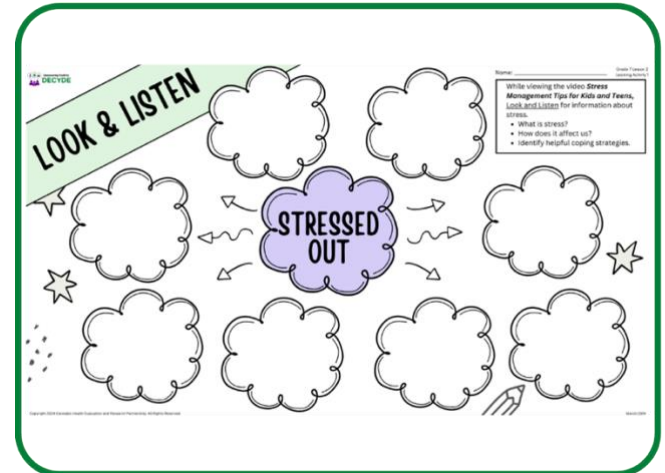
Before moving to the Exploration phase of this learning activity, invite students to view the **Social Emotional Learning video**, [Stress Management Tips for Kids and Teens! - YouTube](#), which discusses stress, how it affects us and coping strategies that may be helpful. Inform students that they are to **LOOK and LISTEN FOR** information about stress while viewing the video. The teacher may choose to show the seven-minute video in segments and use the **Watch-Think-Write** strategy with the students.

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Watch: Students watch the video with no writing.

Think and talk: with a table group or in pairs students discuss the “**Look and Listen Fors**” in the video (No writing).

Write: Students will now write down their “Look Fors” on the “**STRESSED OUT**” activity card. This activity card is available as a [PDF](#).



Following the video, engage students in a brief conversation about their “**Look and Listen Fors**”.

Review:

- What is stress? Types of stress.
- How does stress affect us?

Emphasize the importance of the following important coping strategies from the video.

1. Focus on what we can control.
2. Manage our time!
3. Take care of our bodies
4. Use positive self-thought.
5. Talk to a friend.

Tell students that they may view this video again later.

Exploration: Stress is Different for Everyone

During the Exploration phase, students will work together to discuss situations which present youth who are experiencing stress. Students will identify the stressor, explore how this stress could be beneficial or harmful and describe possible coping strategies. During their discussions, students will also examine how individuals experience common stressors in different ways. The teacher may select a situation to model with the class. **Situation 1: Jodie and Sam: The English Presentation is noted below.**

Provide each group with a copy of the situations:

- Situation 1: Jodie and Sam: The English Presentation**
- Situation 2: Jamal and Hunter: A New School**
- Situation 3: Chloé and Anton: Losing a Pet**
- Situation 4: Liam and Esme: Cancelled Plans**

Situation 1: Jodie and Sam – The English Presentation


Example for teacher to model with the class:

Situation 1: Jodie and Sam: The English Presentation

Jodie has an upcoming English presentation which is causing them a great deal of worry. Jodie is experiencing trouble sleeping and is feeling more irritated than usual. They are experiencing headaches and an upset stomach. Jodie is also easily distracted in other classes. When they do try to prepare, they are finding it very difficult to focus. Normally, Jodie enjoys spending time with their friends. Now, all they can think about presenting in front of the class. Sam, Jodie's best friend, is not worried about the presentation. Sam is feeling more relaxed and at ease. Sam would like to better understand why they are not feeling as anxious about this presentation as Jodie.

Student Version: Jodie and Sam – The English Presentation

This activity is available as a [PDF or Google Doc](#).



Name: _____
 Date: _____

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 Learning Activity 1

Learning Activity 1: Reacting to Stress

Situation 1: Jodie and Sam - The English Presentation

Jodie has an upcoming English Presentation which is causing them a great deal of worry. Jodie is experiencing trouble sleeping and is feeling more irritated than usual. They are experiencing headaches and an upset stomach. Jodie is also easily distracted in other classes. When they do try to prepare, they are finding it very difficult to focus. Normally, Jodie enjoys spending time with their friends. Now, all they can think about presenting in front of the class. Sam, Jodie's best friend, is not worried about the presentation. Sam is feeling more relaxed and at ease. Sam would like to better understand why they are not feeling as anxious about this presentation as Jodie.

Identify the stressor for Jodie in this situation.

How might this stress have a negative impact on Jodie?

How could this stress be beneficial for Jodie?

Jodie and Sam both have the same English exam (stressor), yet they are having different experiences? Discuss how and why you think Jodie and Sam are dealing with the situation differently?

Identify strategies Jodie could use to take control of this stressful situation.

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Teacher Discussion Guide: Situation 1: Jodie and Sam – The English Presentation

- ❑ Identify the stressor for Jodie in this situation?
 - English presentation

- ❑ How might this stress have a negative impact for Jodie?
 - Increased anxiety
 - Avoidance of school
 - A negative impact on relationship with friends
 - A negative impact on academic performance
 - Lower self-esteem
 - Sadness

- ❑ How could this stress be beneficial for Jodie?
 - Motivate Jodie to become more organized and improve study strategies.
 - Academic performance may improve in the future.
 - May develop strategies to better deal with the next stressful situation.
 - May work on personal coping strategies.


- ❑ Jodie and Sam both have the same English presentation (stressor), yet they are having different experiences. Discuss how and why you think Jodie and Sam are dealing with the situation differently?
 - Jodie and Sam are different individuals with different experiences.
 - Their coping strategies may be different.
 - Presentation strategies may be different.
 - Differing academic pressures.
 - Maybe Jodie is placing more pressure on themselves.
 - Differing support.
 - Maybe Jodie doesn't enjoy English.

- ❑ Identify strategies Jodie could use to take control of this stressful situation?
 - Seeking support: Ask for help with English and/or guidance on presentation strategies; share the situation with a teacher, school counsellor, friend and/or family member who can provide support. Open up to their teacher about the stress they are experiencing.
 - Organize a schedule and routine for studying and working on school projects.
 - Focus on certain sections in English at a time.
 - Practice the presentation with a friend or family member.
 - Mindfulness and relaxation techniques: Learning techniques like deep breathing or mindfulness can assist in managing anxiety before the presentation.

Situation 2: Jamal and Hunter – A New School

Student Version: Jamal and Hunter – A New School

This activity is available as a [PDF or Google Doc](#).



Name: _____
 Date: _____

Grade 7 Lesson 2
 Learning Activity 1

Learning Activity 1: Reacting to Stress

Situation 2: Jamal and Hunter - A New School

Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

Identify the stressor for Jamal.

How might this stress have a negative impact on Jamal?

How could this stress be beneficial for Jamal?

Jamal and Hunter both moved to a new school (stressor), yet they are having different experiences. Discuss how and why you think Jamal and Hunter are dealing with the situation differently?

Identify strategies Jamal could use to take control of this stressful situation.

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Teacher Discussion Guide: Situation 2: Jamal and Hunter – A New School

Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

- Identify the stressor for Jamal.
 - Moving to a new school
- How might this stress have a negative impact for Jamal?
 - The stress Jamal is experiencing can have several negative impacts. It may lead to increased anxiety, feelings of isolation, and a reluctance to attend school. It could also affect their overall well-being, emotional state, and academic performance.

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- ❑ How could this stress be beneficial for Jamal?
 - While stress is generally perceived as negative, it can also serve as a motivator for personal growth and adaptation. In Jamal's case, the stress of starting at a new school might encourage them to develop resilience, social skills, and adaptability.


- ❑ Jamal and Hunter both moved to a new school (stressor), yet they are having different experiences. Discuss how and why you think Jamal and Hunter are dealing with the situation differently?
 - Jamal and Hunter may be experiencing stress differently due to various factors such as personality, coping mechanisms, and the specific circumstances of their moves. Jamal's struggle to make friends and their reluctance to go to school may be influenced by their initial challenges in adapting to the new environment, while Hunter's positive experience could be attributed to their quick integration, involvement in extracurricular activities, and the support he may have received.

- ❑ Identify strategies Jamal could use to take control of this stressful situation?
 - Jamal can employ various coping strategies to manage their stress:
 1. Seeking support: Talking to a teacher, school counsellor, or family member can provide emotional support.
 2. Joining clubs or activities: Participating in extracurricular activities can help Jamal meet new people with similar interests.
 3. Gradual exposure: Taking small steps to engage socially, such as joining group activities or initiating conversations, can help Jamal gradually acclimate to the new environment.
 4. Mindfulness and relaxation techniques: Learning techniques like deep breathing or mindfulness can assist Jamal in managing anxiety.

Situation 3: Chloé and Anton – Losing a Pet

Student Version: Chloé and Anton – Losing a Pet


This activity is available as a [PDF or Google Doc](#).



Name: _____
 Date: _____

Grade 7 Lesson 2
 Learning Activity 1

Learning Activity 1: Reacting to Stress



Situation 3: Chloé and Anton - Losing a Pet

Chloé recently experienced the loss of her childhood dog, Spot. Spot was part of her family for 10 years. Chloé is devastated and spends hours crying in her room. The grief is so upsetting that she finds herself unable to sleep or eat.

Anton's cat passed away last year. Anton's cat was part of their family. Anton was sad but understood that their cat was old and unwell. They felt comfort knowing their cat was no longer in any pain.

Identify the stressor for Chloé.

How can this stress have a negative impact on Chloé?

How could this stress be beneficial for Chloé?

Chloé and Anton have both lost a family pet (stressor), yet they are having different experiences? Discuss how and why you think Chloé and Anton are dealing with the situation differently?

Identify strategies Chloé could use to take control of this stressful situation.

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Teacher Discussion Guide: Situation 3: Chloé and Anton – Losing a Pet

Chloé recently experienced the loss of her childhood dog, Spot. Spot was part of her family for 10 years. Chloé is devastated and spends hours crying in her room. She is not even able to spend time with her best friend who has been reaching out to her. The grief is so upsetting that she finds herself unable to sleep or eat.

Anton's cat passed away last year. Anton's cat was part of their family. Anton was sad but understood that their cat was old and unwell. They felt comfort knowing their cat was no longer in any pain.

- Identify the stressor for Chloé.
 - The recent loss of her childhood dog, Spot.
- How might this stress have a negative impact for Chloé?


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- Chloé's grief over the loss of her dog can have various negative impacts, including emotional distress, sadness, and difficulty sleeping. The overwhelming grief she is experiencing may also affect her daily functioning and well-being.
- ❑ How could this stress be beneficial for Chloé?
 - While stress is generally perceived as negative, it can also serve as a motivator for personal growth and adaptation. Experiencing loss may help Chloé develop strategies for dealing with grief.
- ❑ Chloé and Anton have both lost a family pet (stressor), yet they are having different experiences? Discuss how and why you think Chloé and Anton are dealing with the situation differently?
 - Chloé and Anton may experience stress differently due to the nature of their losses and their individual emotional connections with their pets. Chloé's grief seems to be more intense, possibly because Spot might have held a particularly significant and emotional place in her life. On the other hand, Anton's cat was old and unwell, and Anton may have had time to prepare for the inevitable, leading to a different emotional response.
- ❑ Identify strategies Chloé could use to take control of this stressful situation?
 - Chloé can explore various coping strategies to manage her grief:
 - Seeking support: Talking to friends, family, or a counselor about her feelings can provide emotional support.
 - Memorializing Spot: Creating a memorial or engaging in activities to honor Spot's memory can be a positive way for Chloé to cope.
 - Expressing Emotions: Writing in a journal or expressing emotions through art can be therapeutic.
 - Professional help: If the grief becomes overwhelming, seeking professional help from a grief counselor or therapist can provide additional support.
 - Establishing new routines: Establishing new routines or rituals can help Chloé adjust to life without Spot and provide a sense of normalcy.

Situation 4: Liam and Esme – Cancelled Plans

Student Version: Liam and Esme – Cancelled Plans


This activity is available as a [PDF](#) or [Google Doc](#).



Name: _____
 Date: _____

Grade 7 Lesson 2
 Learning Activity 1

Learning Activity 1: Reacting to Stress



Situation 4: Liam and Esme - Cancelled Plans

Liam loves to ski. However, he recently had to cancel his long-planned skiing trip due to a storm. Liam is disappointed and frustrated as he has been planning and looking forward to this. Liam is so upset and angry that he decides to skip school for the next few days.

Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

Identify the stressor for Liam.

How might this stress have a negative impact on Liam?

How could this stress be beneficial for Liam?

Liam and Esme both experienced disappointment due to cancelled vacations (stressor), yet they are having different experiences. Discuss how and why you think Liam and Esme are dealing with the situation differently.

Identify strategies Liam could use to take control of this stressful situation.

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Teacher Discussion Guide: Situation 4: Liam and Esme - Cancelled Plans

Liam loves to ski. However, he recently had to cancel his long-planned skiing trip due to a storm. Liam is disappointed and frustrated as he has been planning and looking forward to this. Liam is so upset and angry that he decides to skip school for the next few days.

Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

- Identify the stressor for Liam.
 - The cancellation of his long-planned skiing trip due to a storm.
- How might this stress have a negative impact for Liam?

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- The stress of having to cancel his skiing trip can have a negative impact on Liam, leading to feelings of disappointment and frustration. Skipping school in response to the disappointment may also have consequences for his academic performance and routine.
- ❑ How could this stress be beneficial for Liam?
 - While stress is generally perceived as negative, it can also serve as a motivator for personal growth and adaptation. Liam may develop strategies when dealing with future disappointments.
- ❑ Liam and Esme both experienced disappointment due to cancelled vacations (stressor), yet they are having different experiences. Discuss how and why you think Liam and Esme are dealing with the situation differently?
 - Liam and Esme may experience stress differently due to their individual coping mechanisms, perspectives, and the nature of the events. Liam's response involves frustration and avoidance by skipping school, while Esme, despite her initial disappointment, prioritizes family and understands the importance of being together during a family emergency.
- ❑ Identify strategies Liam could use to take control of this stressful situation?
 - Instead of skipping school and dwelling on the disappointment, Liam could consider alternative coping strategies:
 - Positive Reframing: Focus on the positives, such as planning for a future skiing trip or finding alternative enjoyable activities.
 - Expressing Emotions: Talk to friends or family about the disappointment to gain support and perspective.
 - Engaging in Hobbies: Pursue other interests or activities that bring joy and satisfaction.
 - Setting New Goals: Establish new goals or plans, whether related to skiing or other aspects of life, to maintain a sense of purpose and excitement.

Sharing and Reflection

Following the group activity, engage students in a whole class discussion. Recap each situation highlighting the stressors, how stress affects us, and potential coping strategies. Review as well, how the different stressors affected everyone differently.

Further the discussion by exploring examples of common stressors and how people may deal with them in different ways. The teacher may begin with examples of their own personal stressors (authentic situations which may cause them stress). Using a classroom stress meter, the teacher can model and indicate where these stressful situations measure on the meter for them and how they feel in each situation. During the discussion, highlight that stress can be positive and/or negative. You may brainstorm examples of other stressors with the students.

Examples of stressors:

- Late for a meeting
- Driving in traffic
- Public speaking`
- Getting married
- Driving on highway with a low gas tank
- Buying a new house
- Learning to skate
- In a long line at the supermarket with arms full of items
- Renovating a house
- Argument with my daughter
- An ill family member
- Dog barks incessantly at someone while on a walk
- Report cards are due.
- In a long line at the supermarket with arms full of items

Provide students with a list of common stressors (on next page). Then using the stress meter, students will reflect on these stressors and determine how each stressor makes them feel. Discuss how these stressors could measure differently on the stress meter for different people.

The stress meter is available as a [PDF](#).



The teacher may choose to have the students view again the Social Emotional Learning video on stress, [Stress Management Tips for Kids and Teens! - YouTube](#).

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Examples of Stressors

- Tests and exams
- Cancelled plans such as a vacation
- Pressure of school projects
- Getting high grades
- Getting low grades
- Sports injury
- Argument with a friend
- Argument with a family member
- Presenting in front of your class (public speaking)
- Playing sports in Phys Ed class
- Peer pressure to drink alcohol at a party
- An argument with a family member
- Watching a scary movie
- Learning to swim
- Buying Christmas gifts
- Seeing a friend who is sad
- Competitions
- Riding on a roller coaster
- Not having access to food or the food you like
- Not having money for things you want to buy
- Moving into a new house
- Viewing a traumatic event in a movie or in the news
- Food insecurity
- Homelessness
- Dating
- Starting a new part-time job
- Meeting new people
- Performing in a school play or concert

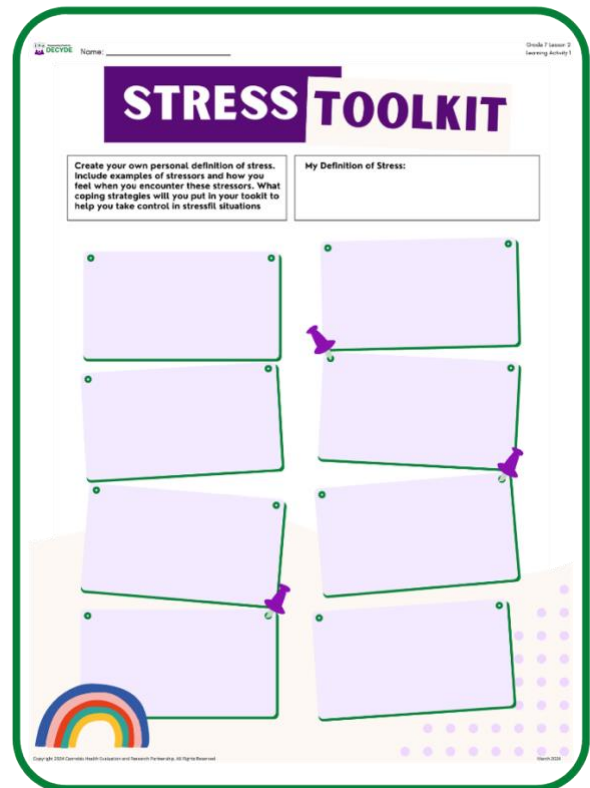
Reflection

As a final reflection, ask students to create their own personal definitions of stress using the **Stress Toolkit** activity card. They are to include personal examples of stressors, how they feel when they encounter these stressors and personal coping strategies.

This activity is available as a [PDF](#).

Students may use whatever means they would like to express themselves (write, draw, etc.).

Teachers may choose to model their own example to help with the sharing and reflection activity.



DECYDE Name: _____

Grade 7 Lesson 2
Learning Activity 1

STRESS TOOLKIT

Create your own personal definition of stress. Include examples of stressors and how you feel when you encounter these stressors. What coping strategies will you put in your toolkit to help you take control in stressful situations

My Definition of Stress:

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Learning Activity 2: Assessing Coping Strategies

Learning Activity Objectives:



- Recognize healthy, unhealthy, coping behaviours.
- Assess the benefits and risks associated with coping strategies.
- Examine the risks when choosing to use a substance such as caffeine, cannabis, nicotine, methylphenidate, or alcohol as a coping strategy.
- Recognize that individuals manage stressful situations differently.
- Reflect on cultivating a positive mindset.

Materials:

- Discussion Prompts
- Assessing Risk Spectrum: Examples of healthy and risky coping behaviours
 - [Assessing Risk Spectrum – Reference Card](#)
- Exploration Activity
 - [Situation 1: Jodie and Sam: The English Presentation](#)
 - [Situation 2: Jamal and Hunter: A New School](#)
 - [Situation 3: Chloé and Anton: Losing a Pet](#)
 - [Situation 4: Liam and Esme: Cancelled Plans](#)
- Substance Snapshots: [Caffeine](#), [methylphenidate](#), [nicotine](#), [alcohol](#), [cannabis](#)
- Sharing and Reflection
 - Post-activity discussion questions

Introduction

In Learning Activity 2, students will further examine examples of **coping strategies**. Using the **Assessing Risk Spectrum**, they will determine whether these strategies are considered **healthy** or **high risk**.

- Engage students in a discussion about the common stressors many of which were explored in Learning Activity 1. Brainstorm examples of the different coping strategies that can be used to deal with stressful situations. The discussions prompts may help guide discussions.

Stressors	Coping Strategies
An argument with a family member	
Watching a scary movie	
Learning to swim	
Public speaking	
Worried about spending money	
Competitions	
Diagnosis of an illness such as diabetes	

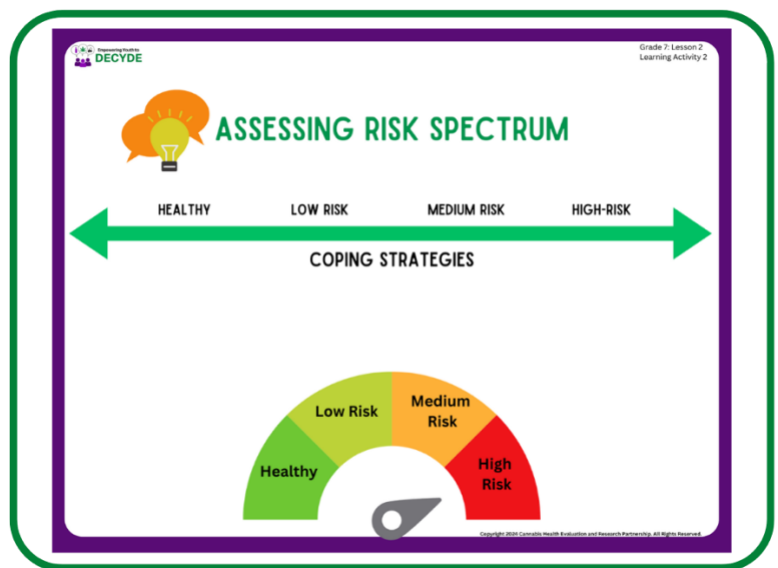


Discussion prompts:

- What are stressors you may experience?
- How do you feel when you are stressed?
- What strategies can we use to cope with stress?
- What are some examples of healthy coping strategies when dealing with stressful situations?
- What do you do to avoid feeling stressed?
- What are some examples of unhealthy coping strategies when dealing with stressful situations?

Display and introduce the **Assessing Risk Spectrum** to the students. Using the **Assessing Risk Spectrum**, discuss with the students where to place the examples of the different coping strategies. The teacher may also use their own personal examples of coping with stress strategies and model where to place them on the spectrum.

This activity card is available as a [PDF](#).

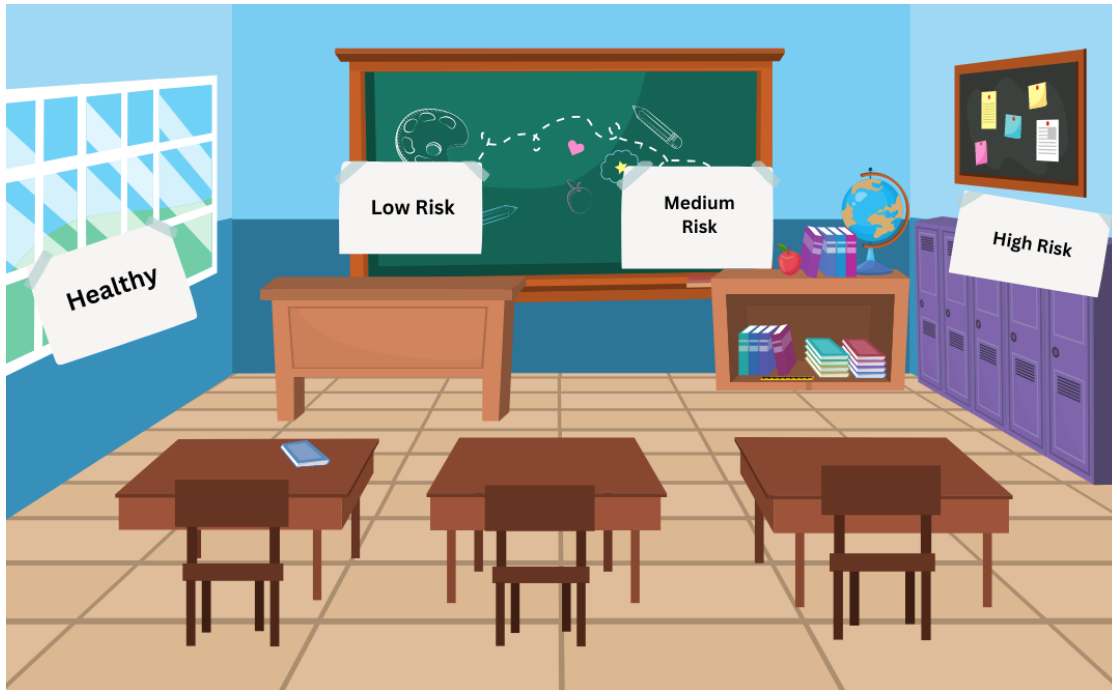


Remind the students that a healthy behavior or coping strategy benefits you and your health, whereas a risk behaviour or coping strategy could potentially harm you or someone else's health. Invite students to share their coping strategies that they use or could use. Students may refer to their discussions and tool kit in the Sharing and Reflection activity from Learning Activity 1.

- As an interactive activity, label an area of the classroom to correspond with those indicated in the **Assessing Risk Spectrum** (see image on next page for example of possible set-up). If necessary, duplicate the labels for a second area of the classroom to accommodate group size. Indicate an example of a coping strategy that may be used in different situations. The teacher may display each statement or simply read them out. Ask students to reflect on each coping strategy and indicate the perceived level of risk. They can then stand next to the respective level on the Assessing Risk Spectrum, or they may place a sticky note on the labels. This may cause much discussion since there may

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be different viewpoints on how healthy or risky a coping strategy may be. Discuss the possible positive and negative consequences of each behaviour.



Examples of healthy coping strategies

- Talking about your problems with a trusted adult/friend when feeling sad.
- Weighing the pros and cons when deciding to take on another activity in your hectic schedule.
- Reflecting on why we can be grateful and thankful whenever we felt angry or down.
- Listening to your favorite music when feeling anxious.
- Practicing self-care activities such as painting or hiking as part of your weekly schedule.
- Practicing slow and deep breathing or meditation when feeling very angry.
- Cleaning or organizing a space when preparing to catch up on school projects.
- Engaging in physical activity or sports.

What are some examples of low-medium risk coping strategies?

- Watching TV for hours at a time to avoid working on school projects.
- Eating junk food occasionally as a comfort food.
- Drinking energy drinks to stay alert.
- Social/experimental use of recreational substances (e.g., nicotine, alcohol, cannabis).
- Avoiding the pressure of homework.
- Skipping school for one day to play video games all day.
- Vaping nicotine once a week with your friends.

What are some examples of high-risk/unhealthy coping strategies?

- Drinking excessively at a party so that you feel more comfortable and able to fit in.

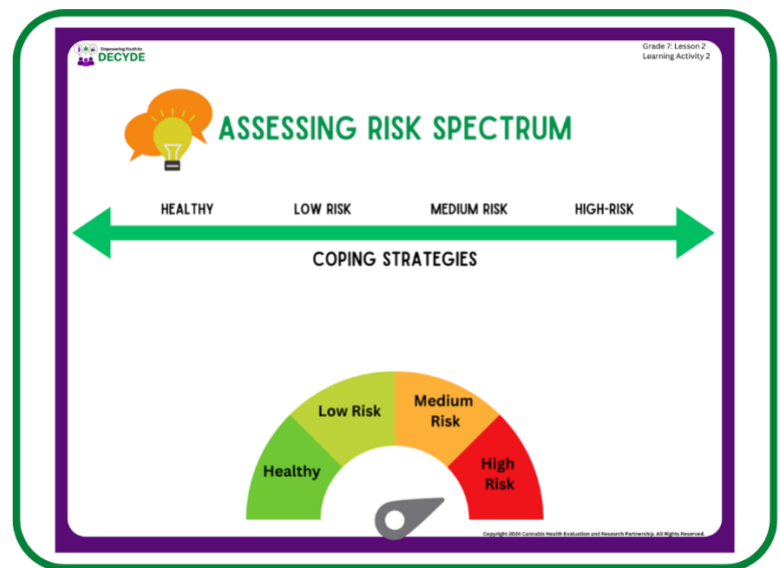
Grade 7 Lesson 2

- Smoking cannabis (weed) on your school lunchbreak to ease stress.
- Eating junk food every day because you find it comforting.
- Avoiding stress at school every day and staying home to play video games.
- Taking someone's methylphenidate to help you feel more relaxed.
- Vaping nicotine several times a day to relieve stress.
- Taking cannabis gummies every night to help you sleep.

Exploration

During the Exploration phase, students will work in groups and revisit situations from Learning Activity 1 where youth are trying to deal with various stressors in their lives.

Students will examine and assess the different coping strategies that are proposed for the youth in each situation. Using the **Assessing Risk Spectrum**, they will determine where to place each coping strategy and justify why.



This may generate differing opinions. Some of the proposed options include substance use. As students explore each situation, provide the respective Substance Snapshot infographic so that students may examine substances such as **caffeine, cannabis, nicotine, methylphenidate** and **alcohol** as they assess the risk of the coping strategies in each situation. The teacher may model and discuss **Situation 1: Jodie and Sam: The English Presentation** with the students.

- Situation 1: Jodie and Sam: The English Presentation**
- Situation 2: Jamal and Hunter: A New School**
- Situation 3: Chloé and Anton: Losing a Pet**
- Situation 4: Liam and Esme: Cancelled Plans**

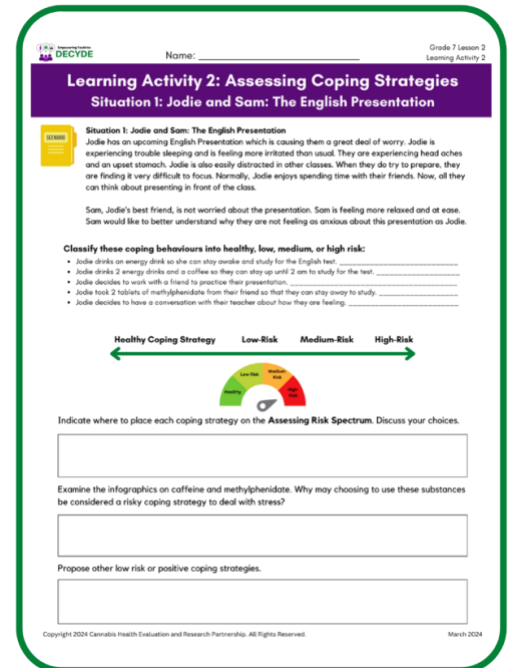
Situation 1: Jodie and Sam – The English Presentation

Situation 1: Jodie and Sam: The English Presentation

Jodie has an upcoming English Presentation which is causing them a great deal of worry. Jodie is experiencing trouble sleeping and is feeling more irritated than usual. They are experiencing headaches and an upset stomach. Jodie is also easily distracted in other classes. When they do try to prepare, they are finding it very difficult to focus. Normally, Jodie enjoys spending time with their friends. Now, all they can think about presenting in front of the class.

Sam, Jodie's best friend, is not worried about the presentation. Sam is feeling more relaxed and at ease. Sam would like to better understand why they are not feeling as anxious about this presentation as Jodie.

The student version of this activity is available as a [PDF](#) or [Google Doc](#).



The screenshot shows a worksheet titled "Learning Activity 2: Assessing Coping Strategies" for "Situation 1: Jodie and Sam: The English Presentation". It includes a scenario about Jodie's anxiety, a list of coping behaviors to be classified as healthy, low, medium, or high risk, and an "Assessing Risk Spectrum" diagram. The spectrum is a horizontal line with four colored segments: green (Healthy Coping Strategy), yellow (Low-Risk), orange (Medium-Risk), and red (High-Risk). Below the spectrum are three text boxes for student responses.

Teachers should provide students with a copy of the [caffeine](#) and [methylphenidate](#) Substance Snapshots for reference.

Classify these coping behaviours into healthy, low, medium or high risk:

- Jodie drinks an energy drink so she can stay awake and study for the English test.
- Jodie drinks 2 energy drinks and a coffee so they can stay up until 2am to study for the test.
- Jodie decides to work with a friend to practice their presentation.
- Jodie took 2 tablets of methylphenidate from their friend so that they can stay away to study.
- Jodie decides to have a conversation with their teacher about how they are feeling.

- Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.
- Examine the infographics on caffeine and methylphenidate. Why may choosing to use these substances be considered a risky coping strategy to deal with stress?
- Propose other low risk or positive coping strategies.



Teachers may refer to the [caffeine](#) and [methylphenidate](#) Substance Snapshots to help inform the discussion.

Situation 2: Jamal and Hunter – A New School

Situation 2: Jamal and Hunter: A New School

Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

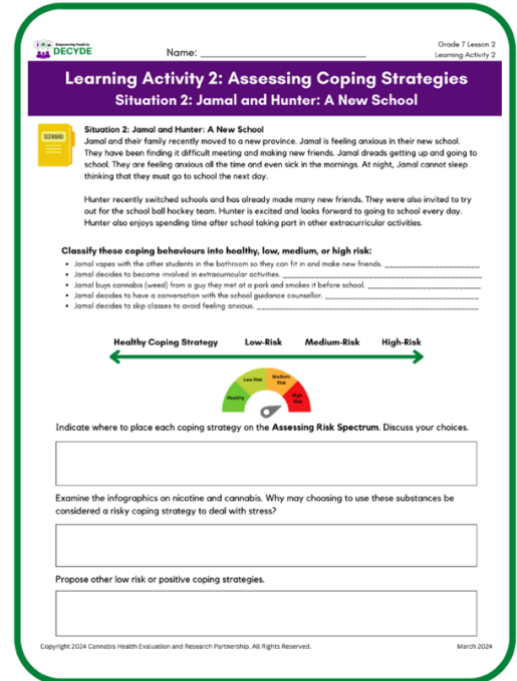
The student version of this activity is available as a [PDF](#) or [Google Doc](#).

Teachers should provide students with a copy of the [nicotine](#) and [cannabis](#) Substance Snapshots for reference.

Classify these coping behaviours into high, medium, or low risk:

- Jamal vapes with the other students in the bathroom so they can fit in and make new friends.
- Jamal decides to become involved in extracurricular activities.
- Jamal buys cannabis (weed) from a guy they met at a park and smokes it before school.
- Jamal decides to have a conversation with the school guidance counsellor.
- Jodie decides to skip classes to avoid feeling anxious.

- Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.
- Examine the infographics on nicotine and cannabis. Why may choosing to use these substances be considered a risky coping strategy to deal with stress?
- Propose other low risk or positive coping strategies.



Learning Activity 2: Assessing Coping Strategies
Situation 2: Jamal and Hunter: A New School

Situation 2: Jamal and Hunter: A New School
Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Jamal vapes with the other students in the bathroom so they can fit in and make new friends. _____
- Jamal decides to become involved in extracurricular activities. _____
- Jamal buys cannabis (weed) from a guy they met at a park and smokes it before school. _____
- Jamal decides to have a conversation with the school guidance counsellor. _____
- Jamal decides to skip classes to avoid feeling anxious. _____

Healthy Coping Strategy **Low-Risk** **Medium-Risk** **High-Risk**

Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographics on nicotine and cannabis. Why may choosing to use these substances be considered a risky coping strategy to deal with stress?

Propose other low risk or positive coping strategies.

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Teachers may refer to the [nicotine](#) and [cannabis](#) Substance Snapshots to help inform the discussion.

Situation 3: Chloé and Anton – Losing a Pet

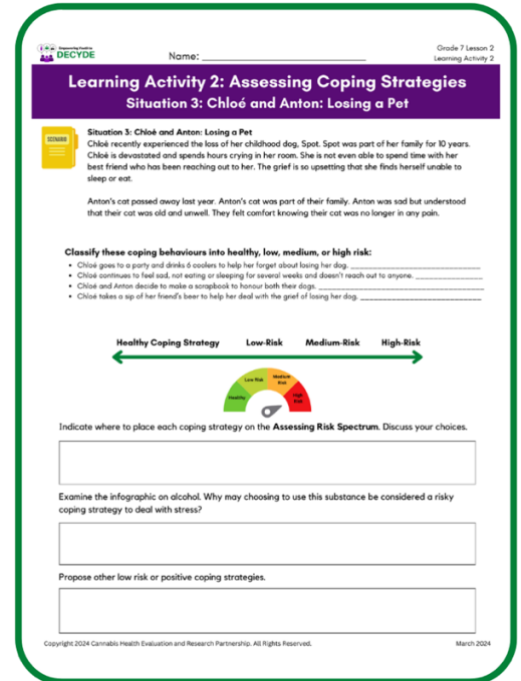
Situation 3: Chloé and Anton: Losing a Pet

Chloé recently experienced the loss of her childhood dog, Spot. Spot was part of her family for 10 years. Chloé is devastated and spends hours crying in her room. She is not even able to spend time with her best friend who has been reaching out to her. The grief is so upsetting that she finds herself unable to sleep or eat.

Anton's cat passed away last year. Anton's cat was part of their family. Anton was sad but understood that their cat was old and unwell. They felt comfort knowing their cat was no longer in any pain.

The student version of this activity is available as a [PDF](#) or [Google Doc](#).

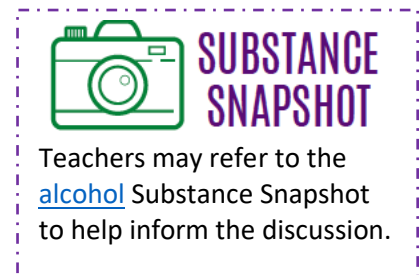
Teachers should provide students with a copy of the [alcohol Substance Snapshots](#) for reference.



The screenshot shows a worksheet titled "Learning Activity 2: Assessing Coping Strategies" for "Situation 3: Chloé and Anton: Losing a Pet". It includes a scenario about Chloé and Anton, a list of coping strategies to be classified as healthy, low, medium, or high risk, and an "Assessing Risk Spectrum" diagram. Below the diagram are three text boxes for student responses.

Classify these coping behaviours into high, medium, or low risk:

- Chloé goes to a party and drinks 6 coolers to help her forget about losing her dog.
- Chloé continues to feel sad, not eating or sleeping for several weeks and doesn't reach out to anyone.
- Chloé and Anton decide to make a scrapbook to honour both their dogs.
- Chloé takes a sip of her friend's beer to help her deal with the grief of losing her dog.



The Substance Snapshot logo features a camera icon and the text "SUBSTANCE SNAPSHOT". Below it, a text box states: "Teachers may refer to the [alcohol](#) Substance Snapshot to help inform the discussion."

- Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.
- Examine the infographics on alcohol. Why may choosing to use these substances be considered a risky coping strategy to deal with stress.
- Propose other low risk or positive coping strategies.

Situation 4: Liam and Esme – Cancelled Plans

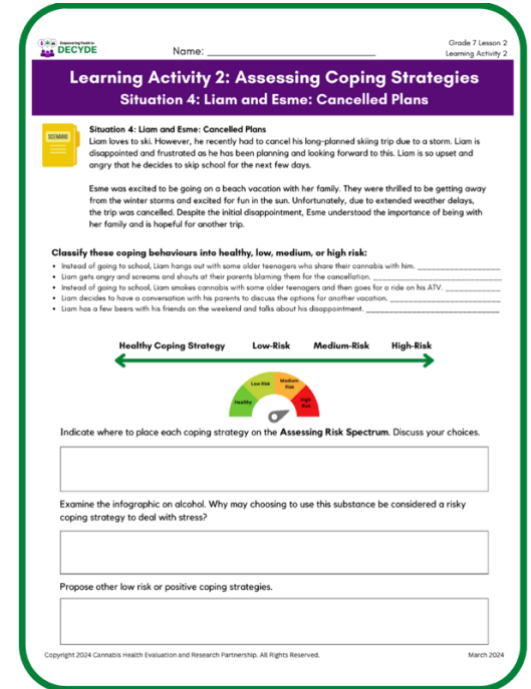
Situation 4: Liam and Esme: Cancelled Plans

Liam loves to ski. However, he recently had to cancel his long-planned skiing trip due to a storm. Liam is disappointed and frustrated as he has been planning and looking forward to this. Liam is so upset and angry that he decides to skip school for the next few days.

Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

The student version of this activity is available as a [PDF](#) or [Google Doc](#).

Teachers should provide students with a copy of the [cannabis Substance Snapshot](#) for reference.



Grade 7 Lesson 2
Learning Activity 2

Learning Activity 2: Assessing Coping Strategies

Situation 4: Liam and Esme: Cancelled Plans

Situation 4: Liam and Esme: Cancelled Plans
Liam loves to ski. However, he recently had to cancel his long-planned skiing trip due to a storm. Liam is disappointed and frustrated as he has been planning and looking forward to this. Liam is so upset and angry that he decides to skip school for the next few days.

Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Instead of going to school, Liam hangs out with some older teenagers who share their cannabis with him.
- Liam gets angry and screams and shouts at their parents blaming them for the cancellation.
- Instead of going to school, Liam smokes cannabis with some older teenagers and then goes for a ride on his ATV.
- Liam decides to have a conversation with his parents to discuss the options for another vacation.
- Liam has a few beers with his friends on the weekend and talks about his disappointment.

Healthy Coping Strategy **Low-Risk** **Medium-Risk** **High-Risk**

Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographic on alcohol. Why may choosing to use this substance be considered a risky coping strategy to deal with stress?

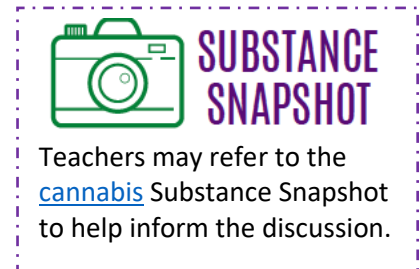
Propose other low risk or positive coping strategies.

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Classify these coping behaviours into high, medium, or low risk:

- Instead of going to school, Liam hangs out with some older teenagers who share their cannabis with him.
- Liam gets angry and screams and shouts at their parents blaming them for the cancellation.
- Instead of going to school, Liam smokes cannabis with some older teenagers and then goes for a ride on his ATV.
- Liam decides to have a conversation with his parents to discuss the options for another vacation.
- Liam has a few beers with his friends on the weekend and talks about his disappointment.

- Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.
- Examine the infographic on cannabis. Why may choosing to use this substance be considered a risky coping strategy to deal with stress.
- Propose other low risk coping strategies.



Sharing and Reflection

Engage students in a sharing session about healthy coping strategies which promote and support a positive mind-set and attitude. Invite each student to represent through writing, illustrating or both, a way they can personally develop a positive mind set. Students may create a slogan with a visual representation to represent this positive mindset. Using the individual work, create a class collage which represents how the class can cultivate a positive mindset. Display and celebrate the students work.

Discussion: Examples of How to Cultivate a Positive Mindset

- Focus on our strengths
- Practice positive self-talk
- Practice gratitude
- Engage in physical activity
- Replace an unhealthy behaviour with a healthy behaviour
- Practice self-compassion
- Practice compassion
- Be helpful to others
- Celebrate your positive qualities
- Practice self-care
- Set goals
- Try meditation

Teachers may choose to model their own example to help with the sharing and reflection activity.

Learning Activity 3: FACE-ing Stressful Situations



Learning Activity Objectives:

- Use the FACE Decision-Making Model to identify stressors and assess healthy and risk coping strategies.
- Examine the risks when choosing to use a substance such as **caffeine, cannabis, nicotine, methylphenidate, or alcohol** as a coping strategy.
- Use questioning to support decision-making and problem-solving.
- Use critical thinking skills to make decisions and problem-solve.
- Collaborate with peers.

Materials:

- [FACE Decision-Making Model](#) (student version, teacher version)
- [Factors Influencing Decision-Making infographic](#)
- Substance Snapshots: [Nicotine](#), [cannabis](#), [alcohol](#), [caffeine](#)
- [Teacher Discussion Guide: FACE-ing Stressful Situations](#)
 - Scenario 1: Tom – Stress at Home: Will Nicotine Help?
 - Scenario 2: Nadia – Managing ADHD Symptoms: Will Cannabis Help?
 - Scenario 3: Taylor – Fear of Missing Out: Will Alcohol Help?
 - Scenario 4: Ryan – Friday Night Fatigue: Will Caffeine Help?

Introduction

During Learning 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. They will examine situations with youth who find themselves in stressful situations. During discussions students will examine healthy and risk coping strategies and determine the safest choice in each situation.

Present and discuss the **FACE Decision-Making Model** with students. Choose a scenario below to present and model with students. In groups, students will then work through one scenario assigned to them. They will use the **FACE Decision-Making Model** to explore how youth may:

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

- **Scenario 1:** Tom - Stress at Home: Will Nicotine Help?
- **Scenario 2:** Nadia - Managing ADHD Symptoms: Will Cannabis Help?
- **Scenario 3:** Taylor - Fear of Missing Out: Will Alcohol Help?

➤ **Scenario 4:** Ryan - Friday Night Fatigue: Will Caffeine Help?

The teacher may choose to model the first scenario with the class. The rest of the scenarios (student versions and teacher discussion guides) are available on the [Grade 7 Lesson 2 webpage](#).

Scenario 1: Tom - Stress at Home: Will Nicotine Help?

Scenario 1: Tom: Stress at Home- Will Nicotine Help?

Tom’s parents are going through a divorce. With his parents arguing, he finds it very stressful at home and school. Tom decided to use a nicotine vape to help him sleep and relax at home. He now uses his vape in the school bathroom between classes. Tom has found that the nicotine vape helps him stay focused and awake in class. What would you do if you were Tom?

The student version of this activity is available as a [PDF or Google Doc](#).

NOTE: The Teacher Discussion Guide for each of these scenarios is available as a PDF package [here](#).

Teacher Discussion Guide:

What is Tom’s stressor?

- Parents’ divorce
- Parents’ arguing

Feel:

- **How does Tom feel in this situation? How would I feel in this situation?**
 - Stressed
 - Tired of the arguing
 - Helpless
 - Sad
 - Lonely

Assess:

- **What are Tom’s choices?**
 - Not vape

Name: _____
Grade 7 Lesson 2
Learning Activity 3

Scenario 1:

Tom - Stress at Home: Will Nicotine Help?

Read through the following scenario on nicotine use. Once you have read it, imagine that you are person involved. Complete the questions that follow to help you **FACE** your decision in the safest manner.

Scenario: Tom’s parents are going through a divorce. With his parents arguing, he finds it very stressful at home and school. Tom decided to use a nicotine vape to help him sleep and relax at home. He now uses his vape in the school bathroom between classes. Tom has found that the nicotine vape helps him stay focused and awake in class. What would you do if you were Tom?

What is Tom’s stressor? _____

Feel:

1. How does Tom feel in this stressful situation?

2. How would I feel in this situation?

Assess:

1. What are Tom’s choices?

SUBSTANCE
SNAPSHOT

Teachers may refer to the [nicotine](#) Substance Snapshot to help inform the discussion.

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- Only vape at home
- To reach out to someone he trusts to talk about the situation.
- Explore other coping strategies.

If I were in this situation what factors may influence my decision? Refer to the [Factors Influencing Decision-Making infographic](#).

- Peers
- Family
- School: I could get in trouble for vaping in the bathroom.
- Knowledge: Fear of becoming dependent on nicotine or the negative effects of nicotine on our bodies

Choose:

- **What is the safest choice? What are safe and healthy coping strategies to use in this situation?**
 - Not vape and choose healthier ways of coping.
 - Reach out for help on coping strategies
 - Talk to a friend
 - Tell his friends how he is feeling
 - Self-regulation strategies: breathing, focussing
 - Learn about self-regulating strategies from a trusted adult at school

Evaluate:

- **How could the choice to vape as a coping strategy impact myself or others? How could using this substance affect me?**
 - I may miss out on important learning if I frequently go to the bathroom to vape.
 - Vaping may cause me to feel guilty.
 - Vaping for prolonged periods of time can have a negative physical impact.
 - I could become addicted to nicotine.
 - Nicotine is harmful and addictive.
 - This choice could have a negative effect on the relationship with my teachers
 - This choice could affect academics

What coping strategies could Tom use in the future?

- Talk to a trusted adult/professional about the situation at home.
- Healthier coping skills
- Explore options for healthier coping strategies (e.g., sports, activities)
- Work on developing a strategy for developing a positive mindset
- Avoid self-blaming
- Talk to his family

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Sharing and Reflection

Engage students in a learning conversation about healthy coping strategies. The teacher may provide examples of activities they engage in to promote their own self-care. Brainstorm examples with students.

Examples of healthy coping strategies or self-care activities:

- Baking or cooking
- Breathing exercises
- Exercise
- Hobbies (e.g., sports, instruments, crafts)
- Mindfulness
- Playing or listening to music
- Playing with a pet
- Reading a book
- Spending time with family
- Talking/hanging out with a friend
- Video games (in moderation)

Students may complete a physical or virtual vision board or collage representing how they engage in healthy coping strategies. Students may include current healthy coping strategies as well as activities in which they would like to engage to help cope with stressful situations. The teacher may make their own vision board as a model. Invite everyone to share their vision boards.

Sample Vision Board:



Grade 7 Lesson 2

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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